Quest Journals
Journal of Education, Arts, Law and Multidisplinary
Volume 16 ~ Issue 6 (Nov. – Dec. 2026) pp: 08-17
ISSN(Online): 2347-2895
www.questjournals.org

Research Paper

Collaborative and Reciprocal Instructional Methods in Teaching History Undergraduates: A Case Study at a Government College in Bangladesh

Md Abdul Hye
Lecturer, Department of History, University of Rajshahi, Bangladesh

*Received 27 Oct., 2026; **R**evised 04 Nov., 2026; **A**ccepted 07 Nov., 2026 © The author(s) 2026.*
P**ublished with open access at **www.questjournals.org

I. INTRODUCTION

1.1 Background

Teaching through lecture method or teacher-centred method is the main mode of instruction prevalent in Bangladesh. Nowadays, group work is one of the most important elements to implement student-centred learning at classroom practice because Learning in small groups plays an increasing role in modern pedagogy (Sawyer & Obeid, 2017). In my experience, teaching history through teacher-centred class is monotonous in nature. If past events can be materialized group work as well as through reciprocal teaching method, students enjoy learning history contents. Many terms have been used to describe group work learning in the past four decades, but most commonly these group-based processes are called cooperative and collaborative learning (Sawyer & Obeid, 2017). Besides, group work reciprocal teaching have popular exposure as it centred mainly on four thinking strategies: predicting, clarifying, questioning, and summarizing. During a reciprocal teaching session, teacher and students use prior knowledge and dialogue to construct a shared understanding of the text (Mcallum & Auckland, 2014) which enables history students to understand past events in a more flexible way. Vygotsky (1978) in Mcallum & Auckland, (2014) linked dialogue and metacognition in explaining how individuals develop understanding of concepts through which the concepts of reciprocal teaching developed. To understand the concept about reciprocal teaching, Burke (2011) and Ismail, Ahmadi, & Gilakjani (2012) also have writings on it. As lecture method is widely prevalent in the classrooms of Bangladesh, the study aspires to reflect the use of group work and reciprocal teaching in third year history class. It is expected that students can get another dimension and process to understand history content at the classroom practice.

1.2 Context of the Study

Collaborative and Co-operative Group work and Reciprocal Teaching are renowned theories of pedagogical practice. I choose to apply the theories into third year honours history students my own educational institutional institution namely Murari Chand (MC) College of Sylhet district of Bangladesh. The department of history has only one classroom with an accommodation of 100 students. We have 60 regular students at honours third year class. I conduct the three lessons onto my third year honours students who has no practical experiencing in receiving student-centred class with collaborative and co-operative group work and reciprocal teaching as a history student. For me, it is a great experience to instruct the students to a practice which is more effective methods in teaching in terms of learning output. The students are keen to earn new ideas and theories and when I asked them that I want to initiate new methods of teaching practice, they are very much enthusiastic and exited to engage in the class lessons. Honours third year students under the National University of Bangladesh have entitled to do a four-credit course namely 'History of Bengal 1765-1905'. I want to teach the topic Partition of Bengal in 1905' using collaborative and co-operative group work and reciprocal teaching in Murari Chand (MC) College. I have conducted three 45-minute lesson. In the first lesson I taught 'Background of the Partition of Bengal in 1905', the second lesson is 'Debate on the main reasons behind the Partition of Bengal in 1905', and the third lesson is on 'the Consequences of the Partition of Bengal in 1905'. The reason behind I selected the Partition of Bengal in 1905' as a topic due to the fact that it is one of the most important issues in the history of the Indian sub-continent during the British colonial people. As the Partition of Bengal in 1905 has a profound impact on the history of Bengal as well as in India, the subject matter is critical in nature. It is likely that students cannot understand the dilemma and merit behind the subject with just listening to someone's lecture or through reading the topic from a

book. Besides, the topic is very essential to understand the apex period of struggle of movement against the British during the last for decades of colonial rule ended in 1947 AD. I purposively chosen to teach the topic i.e. 'the Partition of Bengal in 1905' through using collaborative and cooperative group work and reciprocal teaching methods because I think with these methods the student can be able to learn the subject matter and merit of the topic effectively and efficiently. Though the third-year history honours students have no practical experience on group work and reciprocal teaching, they have been provided insights on collaborative and cooperative group work and reciprocal teaching method. Through group work students can discuss about the background and the incident among themselves so they can feel the subject as their own set of ideas and will try to critically discuss the matter. Regarding the consequences of the Partition of Bengal, reciprocal teaching method have been chosen due to the fact that the students can understand the impact through reading and critically discussing a text related the impact of the Partition of Bengal in 1905 and gradually can grasp the idea of the topic.

II. INSTRUCTIONAL PRACTICE

2.1 Overview

In this study I want to practice two renowned teaching methods in my classroom. The main theoretical ideas which I want to apply in my teaching practice are *Collaborative and Co-operative Group Work* and *Reciprocal Teaching.* Both the ideas have their own set of effectiveness in certain aspect of teaching. As a Lecturer in History, I choose third-year undergrad students for practising the abovementioned ideas in history classroom. For this, I have selected a topic namely 'Partition of Bengal, 1905' to explore the teaching experiences of the *Collaborative and Co-operative Group Work* and *Reciprocal Teaching* ideas. To understand the implementation of the ideas into classroom practice at the history department of Murari Chand College of Sylhet district it is needed to have an insight regarding existing practice at the college.

The department of history at Murari Chand College was first initiated its undergrad program in 2001. At present there are 390 students at the department and at present only three faculty members are available at the department. There are only two classrooms available for the at the department. The classes taken at the undergrad level are teacher-centred. Though students are not accustomed to neither collaborative and cooperative group work nor with reciprocal teaching, the students have theoretical ideas regarding collaborative and co-operative group work and reciprocal teaching. The students have been given a day-long workshop to make the understand how collaborative group work and reciprocal teaching works. In regard to both ideas of group work and reciprocal teaching students had not familiar with the process of how group work process in classroom continues.

2.2 What I want to change

The main objective of the study is to practice cooperative and collaborative group work and reciprocal teaching ideas in undergrad level history class. I want to understand that whether the use of the both ideas can positively change the teaching-learning experience at Murari Chand College of Sylhet district of Bangladesh. Students at the history department of Murari Chand College have received only lecture-based teacher-centred class. The attempt to provide them student-centred class make them realise new dimensions of teaching-learning experiences so that students' learning outcome would be increased in the classroom. By practicing cooperative and collaborative group work and reciprocal teaching ideas to learn an important subject like the Partition of Bengal in 1905, the students get practical understanding on how student-centered active learning works and what students think or what are the feedbacks of the classes after conducting the lessons. Besides, the study would aspire to make familiar to the new ideas into classroom practice at my college. In this process, other colleagues of mine may find interest in those ideas of instructional practice which would bring a sustained method of teaching in my college.

2.3 Why change is necessary at my college

The traditional teaching practice of delivering lectures by teachers cannot provide best learning output as the backbenchers sometimes deprived of getting the essence of the learning outcome. In modern teaching-learning practice collaborative and cooperative group work and reciprocal teaching are two of the important tools which help to achieve learning output higher and more student friendly way. In my college, most of the classes are lecture based which may not fruitful make students understand the subject matter of a topic. For this reason, the learning outcome cannot not be maximized with the traditional system. If the new modern techniques of instructions can be implemented in my college students can be benefitted more and learning outcome can be maximized with that which might also have spill-over affect that other teachers at my college get to know the ideas and try to initiate the ideas into their own instructional practice.

2.4 How the change will enhance instructional practice

Though I have theoretical understanding on student-centred class, I was accustomed with the traditional lecture method. Through taking lessons with collaborative and cooperative group work and reciprocal teaching to

the third-year history students, I discovered myself as a new instructional practitioner. I think the implementation of these ideas into practice in the classroom help increase learning output together with student's motivation towards learning. In group work students try to solve the problem with collaboration and cooperation. I instruct students to engage wholeheartedly so that they can perform better which increases learning output. Through the process the student I can be able to increase my potential to perform student-centered class and implement new and modern style of teaching in my classroom.

III. THEORETICAL IDEAS

3.1 Idea One: Collaborative and Co-operative Group Work

The key difference between these approaches to group work is that cooperation is more focused on working-together to create an end product, while successful collaboration requires participants to share in the process of knowledge creation (Dillenbourg, et al. 1996). In other words, cooperation can be achieved if all participants do their assigned parts separately and bring their results to the table; collaboration, in contrast, implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives. Collaborative learning is an important tool for implementing active learning theories into classroom practice. A competent use of collaborative learning or group work can provide maximum learning output to the students (Davis, 1993). Students engagement in highly valued aspect of a modern student-centered classroom. Students who engage in collaborative class and interact with teachers are more likely to perform better

Students who is more active in collaborative approach and effectively engage in classroom actions as well as outdoor activities are more likely to earn better grades. Besides, the students who is more connected with the teachers are gratified with the education they receive from the respective institution (Wasley, 2006). For effective and vigorous learning for the betterment of the students, collaborative learning context is very essential compare to passive learning methods (Murphy et al., 2005). In addition to this, many scholars opine that the student who have practical experience of collaborative and cooperative group work have higher possibility in getting hired employers.

3.2 Idea two: Reciprocal teaching

Reciprocal teaching method is a strategy taken by a teacher for building reading comprehension skill through conversation between the teacher and the student. It enables students to work within groups and role of student become 'teacher' in that process. The method is being used mainly to comprehend text through reading cooperatively. In the method, students and teachers work on extracting inner meaning of a text. To do the job done, it is needed some strategies to follow. The strategies for implementing reciprocal teaching method includes summarizing the reading text, generating question regarding the content, clarifying the ideas of the topic, predicting the relevant ideas of the topic. The most important feature of 'reciprocal teaching method' is the strategies can be used very ease. The moderator or the teacher should bear in mind that before implementing the methods in the classroom he/she should make understand the process of the method to the respective students so that maximum output can be ensured (Palincsar, 1984). Reciprocal teaching method is widely used in modern teaching practice. In this method, students can improve their understanding power by interacting others regarding the reading capabilities. In this method, teacher or facilitator of a class conduct his/her sessions with using four strategies namely summarizing, question generation, clarifying and predicting (Teaching, 1984).

3.3 How these ideas help me achieving my aim

My aim is to familiarize and practically apply the idea of collaborative and cooperative group work and reciprocal teaching methods among the third-year history students at Murari Chand College of Sylhet District in Bangladesh. I want to have ideas regarding the portion of outcome they learn from my classes on a certain topic through the lessons I have tried to implement the methods in my classes. Reciprocal teaching can be very important in the sense that it ease the comprehension ability of the students. Thus, it very important to make sure that that the students understand the procedure of their evaluation. It is better to provide a 'grading rubric' to the students by which presentation or other format of activities would be graded. The more detail the rubric will be, the more the students will focus on the topic they have been evaluated (Finson & Ormsbee, 1998). Stevens and Levi (2005) emphasize on the practice of rubrics as they are very essential for understanding the expectations of students, helping them to be focused on their activities and accomplishment, and decrease the time for evaluating their task with proper comment. In this process, evaluation criteria will represent both the learning objectives for class and for the group. To be more specific, attendance and contribution in the group, punctuality, supportive attitude, active listening as well as skill in engaging with the tasks and the members of the group can be included for the evaluation process of the student (Burke, 2011). The ideas are centered on active teaching and these ideas through practicing collaborative work and reciprocal teaching help to make my students work together team wise.

IV. DISCUSSION OF THE THEORETICAL IDEAS

4.1 Critical Analysis of Collaborative and Cooperative Group Work Method

Pros and Cons

A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy et al. 2005). Additionally, research also shows that employers want college graduates to possess the ability to work in groups and have developed suitable teamwork skills

Group activities have multiple dimensions which helps students to grasp content in pragmatic way. Through the process of interaction between and among students, they can judge their understanding critically (Burke, 2011). From the process of group work, understanding of a certain content develops scientifically and it group work cultivates learning process smoothly. Compare to other methods of learning Group work based cooperative learning process have longer and deeper understanding even if other amenities are same which represents the effectiveness of group learning strategy in instructional practice (Davis, 1993).

There are some drawbacks of group work. In a group an individual may dominate which can create negative effect in learning. If it happens other members may feel isolated in the group. In other way, some students might have tendency to depend on others for doing a specific job which is widely prevalent among and this feature is the most noticeable problems in performing group work. The problem is responsible for achieving maximum output of group work activities in classrooms (Freeman & Greenacre, 2011). To address the problem each member should be instructed to engage in the group through knowing goals and objectives of the task and each member should have their own specific works to do the task cooperatively (Burke, 2011).

Participation of students is one of the most important component of group work activities in the higher educational instructional strategies (Elgort, Smith & Toland, 2008).

Implementation of cooperative and collaborative group work

At the lesson number one on background of the partition of Bengal in 1905, there are sixty students attended at the classroom. For the implementation of the students have been given two-hour workshop on cooperative and collaborative group work and reciprocal teaching methods. The workshop intended to familiarize the students, at least theoretically, into the ideas as they have no prior experience on group work reciprocal teaching methods at classroom. They would help to perform group work in more cooperative and collaborative manner at the learning of the Partition of Bengal in 1905. At the practice class of first lesson, students are divided into six groups with ten students in each group. Students are instructed to discuss about Partition of Bengal, existing political situation at Bengal, the importance of the partition of Bengal in the history of the sub-continent. Then, two from each group are instructed to present their work after 15 to 20 minutes of cooperation and collaboration among the group members.

4.2 Critical Analysis Reciprocal Teaching Method

Pros and Cons

A.S. Palincsar (1984) of the University of Michigan and Ann L. Brown of University of Illinois developed the research-based idea reciprocal teaching methods which helps to upgrade students' metacognition skills.The reciprocal teaching method is mainly centered on reading comprehension technique that helps to increase skills through making effective readers in group (Palinscar, 1984). Students who practice the method using the abovementioned for strategies with small or medium sized groups can easily comprehend any topic within a short period of time. Reciprocal teaching is a technique of instruction that directly educates students to practice metacognitive understanding through deciphering meaning from text. It is an inter-connected reading technique that learners can comprehend through interacting with one another using their prior knowledge and experience. The technique is considered as a dialogue among the students or between the students and the teachers. To implement the method facilitator can use 'guided reading' for developing comprehension skill of any text (Stricklin, 2011). Hacker and Tenent (2002) stated 'reciprocal teaching is an instructional method in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension monitoring strategies."

Implementation of the reciprocal teaching

In reciprocal teaching model students four teaching technique where teacher instructed students to the method of structured dialogue. After that teacher instruct the students to engage in proper questioning, appropriate summaries etc. In this process students gradually become in teacher's role. Thus, students become a position in greater role.

Ismail, Ahmadi, & Gilakjani, (2012) outlines reciprocal teaching as a system of reading texts that learners interrelate with the background understanding of their previous knowledge. In this process a student can learn to rely on their own background knowledge to use the technique in the classroom. Through the technique learner can easily extract the meaning from any text by depending on background knowledge. It works through using

construction of the meaning from any text. Rosenshine & Meister (1994) states reciprocal teaching 'an instructional strategy that directly helps students to apply metacognitive thinking as they understand meaning from a text'. Therefore, it can be said that reciprocal teaching is a process of instructional practice and interactive way which centered on reading comprehension techniques and the learners can learn the content through social interaction. The process help make the learner as independent learners by improving reading comprehension (Ismail, Ahmadi, & Gilakjani, 2012).

4.3. Implementation of both ideas on the college context

Working together always brings best result to achieve a long-run vision. Collaborative and cooperative group work is a personal philosophy not just a technique. There is a sharing of own views of students and acceptance of responsibilities. In this method, we have seen some general appearances like primary focus on students, having interaction with each other, sharing knowledge among teachers and students, sharing authority among teachers and students, teachers as meditators, and having heterogeneous groupings of students as well. When we have started working using this method at Murari Chand College, we have identified a notable impact in classroom. Students keep an eager eye and mind to learn through group works. In group work, they receive better support in all aspects; they are more confident in this method and introvert students try to make themselves expressive. They build up symbiotic and trust-worthy relationship, problem-solving capacity has individually increased, student involves with each other to collect information. Subsequently they evaluate their plan and monitor the same time to time. We can easily categorize the students as social, academic or psychological. Although academic performance depends on some variables like talent of students, attitudes, values, environment, status, personal characteristics and own techniques. Aside, they improve their technical skill and make themselves well presenter. During implementing the Collaborative Learning theory, it has been effective. However, in some cases, we have faced some problems in our college like some students' unwillingness to take any responsibilities. They want to keep themselves in their own and they like traditional learning. Sometimes, they show reluctance to share their views, as they feel shy to express their views to their friends. Some do not feel comfortable at all as per instruction, always they stay in class awkwardness. In this situation, we feel that group work is the mixed abilities, but low achieving students become inactive in this case and do not show any interest in this task. Another problem is that students collect much information individually. So, compiling the same is difficult and time consuming too.

An instructor carries forward the reciprocal teaching strategies centered on four aspects namely summarizing, question generation, clarifying and predicting. To conduct sessions the facilitator, have to support students continuously in the process of understanding where students connect with text systematically and instructor provide strategies that can be implemented by students independently (Teaching, 1984).

Reciprocal teaching method has significant importance on modern teaching learning experience. By this method an instructor can enhance the comprehension skill of his/her students and can make the students as a good reader in the sense that they can understand any issues with less effort. The students can involve in group work which create a sense of trust among the peers and they can easily share their feeling and experiences.

4.4 Potential Change that need to be anticipated

Through the implementation of the ideas, from my observation there are some aspects that needs to be evaluated. As the ideas are new to the students, they cannot fully implement the ideas into practice in the classroom even though teacher mentored the classes. It is due to the fact that students have no prior experience before, and some students think it is a waste of time as they didn't find such kind of classroom activities. The students need to be motivated through make them understand behind the importance of the new ideas. Besides, the instructor should take in mind that the methods are incompatible with the syllabus and lesson plans. I expect that the process would help increase students' awareness and the teachers of other departments of my college might got a practical option of a new active learning paradigm which would help to find a sustained method of teaching practice in my college.

4.5 Rationale for choice of the theoretical ideas

The main aspect that leads me to choose co-operative and collaborative group work is its fruitfulness on learning effectiveness in the tertiary level education. As undergrad students are matured enough to express their own feelings and experiences, group work at learning process help them to collaborate their experiences which make them better understand the concept they discuss amongst them.

Group work activities are can help students to discuss any problems with their own which provide them to understand the problem to find a reasonable solution regarding the context they are discussing. In groups students can learn to enhance skills like leadership and communication as they share experiences of each other's' ideas regarding the class sessions as well as other issues they think (Light 2001).

Another aspect of bringing students into both in and outside the class help them motivate to share the thought and the friendliness among the group members can provide a positive environment regarding a certain issue which have a profound effect on their learning outcomes (Burke, 2011).

V. TEACHING THE LESSON PLANS

5.1 Lesson Plan 1

Lesson Outline		
Subject: Partition of Bengal, 1905	Topic: Background of the Partition of Bengal, 1905	Course/Class: History of Bengal 1765-1905, Honours 3rd Year
Learning Objectives: After completing the lesson students will understand a. What is the Partition of Bengal, 1905? b. The circumstances that lead to the Partition of Bengal c. Why we study Partition of Bengal, 1905?		
Lesson Steps		
Beginning	• Exchange greetings! (1 minutes) • Today, we will discuss what actually happens during the partition of Bengal (3 minutes) • We will try to spend time on the condition/political situation existed in Bengal before the partition took place? (3 minutes) • Sharing detailed information regarding the key actors, Lord Curzon, during the partition of Bengal in 1905 (3 minutes)	
Development	• Discuss the situation that led to execute partition of Bengal (3 minutes) • Video presentation of the lecture of Lord Curzon (2 minutes) • Divide students into groups. Instruct them to discuss about Partition of Bengal, existing political situation at Bengal, the importance of the partition of Bengal in the history of the sub-continent. (4 minutes) • Each group will present their work/discussion followed by questioning session. (3 minutes)	Formative assessment will be conducted by the instructor. Instructor will look at the engagement, active participation, presentation skill of the group members) -One student from each group present a 'poster presentation on the political scenario of Bangal before the partition of Bangal' (2 minutes each)
Ending	• Teacher will ask 'how you make understand the partition of Bengal to a person who don't know anything about the topic (4 minutes) • Techer observe the responses of students regarding the political/cultural/religious situation of Bengal pertaining to the partition of Bengal (3 minutes) • Teacher will also ask the students about the reasons behind the importance of the partition of Bengal history (3 minutes) • At the next lesson we will discuss about the main reasons behind the Partition of Bengal, 1905	

5.2 Lesson Plan 2

Lesson Outline		
Subject: Partition of Bengal, 1905	Topic: Debate on the main reasons behind the Partition of Bengal, 1905	Course/Class: History of Bengal 1765-1905, Honours 3rd Year

Learning Objectives: After completing the lesson students will understand a. the administrative causes of the Bengal partition in 1905 b. the socio-political causes of the Partition c. the religious issues that relates to the Partition.		
Lesson Steps		
Beginning	• Exchange greetings! (1 minute) • Discuss about the existing situation that led the incident important as the political leaders are in conflict with the British on different issues (2 minutes) • We will discuss about the British version of the reason for the partition of Bengal (3 minutes) • Today, we will also talk about the reason of partition of Bengal defined by the Indian politician who had been working as the 'opposition party' during the colonial era (3 minutes) • We will discuss about the religious issues pertinent to the partition of Bengal (3 minutes)	
Development	• Discuss about the reason that make 'Partition of Bengal in 1905' as important in the history of the sub-continent (4 minutes) • Divide students into four groups and each group will have one reason of their own (4 minutes) • Poster presentation of different groups who supports in different 'main reasons' (3 minutes)	Formative assessment will be conducted by the instructor. Students will divided into two groups and debate for and against the argument of the reasons behind the partition of Bangal. (5 minutes each)
Ending	• Teacher observe the students that how partition of Bengal became an important issue in the history of Bengal as well as in the Indian Sub-continent (3 minutes) • Teacher will ask students about the most important reasons behind the partition of Bengal, 1905 (3 minutes). • Teacher will observe the debate between the groups who in the one hand supported administrative cause and in the other hand supported political cause as the main reason for the partition of Bengal (3 minutes) • Teacher will ask the students about how religious issues related the partition issue (2 minutes) • At the next lesson we will discuss about the consequences of the Partition of Bengal, 1905 (2 minutes)	

5.3 Lesson Plan 3

Lesson Outline		
Subject: Partition of Bengal, 1905	Topic: The consequences of the Partition of Bengal, 1905	Course/Class: History of Bengal 1765-1905, Honours 3rd Year
Learning Objectives: After completing the lesson students will understand a. Relate the main causes of the partition of Bengal into national politics of the British government		
Lesson Steps		
Beginning	• Exchange greetings! (1 minutes) • Today, we will discuss about the direct repercussion from congress leaders after the declaration of the partition of Bengal, 1905 • We also discuss about the extremist movement (Swadeshi Movement) by congress after the partition of Bengal. • Today, we will also talk about far reaching consequences of the partition of Bengal that shape the political incidents in the history of the sub-continent.	

Development	• Detailed discussion on the extremist and moderate groups of congress who opposed the partition of Bengal in 1905 in their own way • Discuss about the Swadeshi movement to revise the decision regarding partition of Bengal. • Teacher divide students according the level of understanding to implement reciprocal teaching from good students to bad students. • Comparatively better student will answer make understand other peers of the group regarding consequences of the partition of Bengal in the history of Bengal.	Formative assessment will be conducted by the instructor. Students will divide into six groups and they will read an article on the consequences of the partition of Bengal and discuss with each other using reciprocal teaching method. Later, they present the main consequences in front of the class.
Ending	• Teacher will observe the improvement of students in accordance with their performance at the group regarding the consequences of the partition of Bengal. • Teacher will ask the students to deliver a speech on the swadeshi movement that occurred mainly for the demand of the abrogation of the partition of Bengal.	

5.4 When, how and to whom I teach the lesson plans

I have conducted the first session on 10th March of 2024. It was a morning session with my third-year undergrad students at Murari Chand College. In the first session, sixty (60) students are attended of whom thirty-two (32) are male and twenty-eight (28) are female. In the first two sessions I have conducted using Collaborative and Cooperative Group Work as the method of class where students have actively participated in the sessions.

Group work is one of the effective tools of instructional practice especially when it comes to large classes. There are mainly four steps to conduct a group- work based class. Firstly, the teacher or the facilitator must take decision to conduct classes with group work and it should be compatible with the syllabus. Secondly, instructor must not assume that students know all the pros and cons of group work and thus he/she have to teach the students regarding group work process so that they can perform the process better. Thirdly, teacher will act proactively and act as a monitor of the groups. Finally, students have to be evaluated by the instructor. To do this teacher must formulate a rubric for the assessment of the work (Burke, 2011). One group should contain five to six members and it is considered as an ideal one (Davis, 1993).

5.5 The challenges I have encountered to implement the plans

Some teachers allow students to choose their group mates of their own which creates biases as their selection is inclined on friends and roommates (Csernica et al., 2002). This kind of selection can spoil the basic of group work as the members can pass their time in socializing rather adhere to the content of the group work. In a study it is found that the group made by instructor has performed better than that of the self-selected groups (Burke, 2011).

5.6 My first impression during and after my teaching

The students who have been attended the lessons have no prior experience of collaborative and cooperative group work and reciprocal teaching methods. For make them understand at least the concept of the ideas, I conducted a two-hour long session on the meaning and characteristics of collaborative and cooperative group work and reciprocal teaching methods prior to take the students into the classroom lessons.

During sessions the students are more active compare to my previous classes based on lecture method. In group work they attended classes in a very active mode. I could see a vivid enthusiasm in their faces during the sessions. While working, each group considered themselves as one identity and I see silent competition among the group for doing better regarding the task

After the sessions are being conducted, I observed the students are more motivated and have more enthusiasm in their face to learn new things. At least in my observation students find the classes more attractive. Besides, I found eagerness to learn more after the three lessons I have been conducted on them. Above all we can say that during lecture-based class students get less motivated towards learning new things compare to active learning methods like collaborative and cooperative group work and reciprocal teaching. Overall, both ideas of *collaborative and cooperative* group work and *reciprocal teaching* have provided an insight that the teachers of

other departments in my college also found interest in my work and some are keen to implement the ideas into their own fields.

5.7 Initial reactions of the Students and/or other colleagues

While conducting the sessions through group work and reciprocal teaching I found great enthusiasm in students' face. They take the new theoretical ideas very positively as after the sessions they request me to continue such type of teaching methods in future. Teachers reaction regarding the new methods of teaching are mixed. Though most of the teachers at Murari Chand College appreciate the methods of teaching, some take the ideas as a burden as they think the methods would increase the labour of the teacher and also some think the methods are difficult to implement as most of the class size is bigger than usual.

VI. CRITICAL REFLECTIONS AND CONCLUSION

6.1 Critical reflection

Among the four courses I take classes on 'History of Bengal since 1757' of honours third-year history class. There are one hundred students at third-year history class at Murari Chand College, Sylhet. The common practice at my college is traditional lecture-based teacher-centered teaching. The size of class at the college is large as most of the classes contain ninety or more students at undergrad level. Initially, like others, I took lecture-based teacher-centered class. The reason behind is that I found lecture-based classes in practice existed in my college and I have no option to act otherwise. In my experience of three years, I took few active learning student-centered classes based on group work. Recently, I have conducted three classes on three lessons on the topic namely 'Partition of Bengal in 1905' on third-year history students of Murari Chand College. In those classes I have tried to use two ideas i.e. Collaborative and Cooperative Group Work and Reciprocal Teaching methods to practice teacher-centered active learning classes for enhancing students' engagement in the class as well as to improve students' learning outcome. In the first lesson the topic was 'Background of the Partition of Bengal' and in the second lesson the topic was 'The debate on the reasons behind the Partition of Bengal in 1905'. The third lesson was 'the consequences of the Partition of Bengal in 1905'. The first and second lesson were conducted using 'collaborative and cooperative group work' teaching method. The 45-minute third lesson was conducted using 'reciprocal teaching methods. Theoretically, 'collaborative and cooperative group work' is an effective method to implement state-of-art teaching strategies for adopting 'active learning'. After teaching through applying the two theoretical ideas I got satisfied with the fact that students are enthusiastic about the process they practiced. I think when students are being involved with making decisions with their own problems, they show more eagerness and learn better than traditional teacher-centered learning.

6.2 My Evaluation

Formative assessments have been used to evaluate students during the continuation of the lessons. Students' attitude, presentation skill, gesture, level of understanding, engagement in the group work both in cooperative and collaborate ways are evaluated. Different aspects of qualities of the students are analysed through formative assessment process. Overall, both ideas of *collaborative and cooperative* group work and *reciprocal teaching* have provided an insight that the teachers of other departments in my college also found interest in my work and some are keen to implement the ideas into their own fields. The process, in my belief, would help to make a sustainable way of practicing the methods through cooperate and collaborate with each other. The experience I gathered from my work also inspire some of my colleagues of other departments make me feel in a position that I have a strong feeling that the methods would sustain in my college with the eagerness of my students and colleagues.

REFERENCES

[1]. Burke, A. (2011). Group Work : How to Use Groups Effectively. *Journal of Effective Teaching*, *11*(2), 87–95.

[2]. Csernica, J., Hanyak, M., Hyde, D., Shooter, S., Toole, M., & Vigeant, M. (2002). *Practical Guide to Teamwork*. *Engineering Engineering Education*. College of Engineering Bucknell University, Lewisburg, PA 17837.

[3]. Davis, B. G. (1993). *Tools for Teaching*. San Fransisco: JOSSEY-BASS PUBLISHERS.

[4]. Dillenbourg, P., Baker, M., Blaye, A., & O'Malley, C. (1996). The evolution of research on collaborative learning. In *Learning in humans and machine: Towards an interdisciplinary learning science* (pp. 89–211). Oxford: Elsevier.

[5]. Elgort, I., Smith, A. G., & Toland, J. (2008). Is wiki an effective platform for group course work ? *Australasian Journal of Educational Technology*, *24*(2), 195–210.

[6]. Finley, A., & McNair, T. (2013). *Assessing Underserved Students' Engagement in High-Impact Practices*. Washington. Retrieved from http://www.aacu.org/assessinghips

[7]. Finson, K. D., & Ormsbee, C. K. (1998). Rubrics and Their Use in Inclusive Science. *Intervention in School and Clinic*, *34*(2), 79–88.

[8]. Freeman, L., & Greenacre, L. (2011). An Examination of Socially Destructive Behaviors in Group Work. *Journal of Marketing Education*, *33*(1), 5–17. https://doi.org/10.1177/0273475310389150

[9]. Ismail, H. N., Ahmadi, M. R., & Gilakjani, A. P. (2012). The role of reciprocal teaching strategy as an important factor of improving reading motivation. *Educational Technology*, (December), 11836–11841.

[10]. Kozar, O. (2010). Towards Better Group Work: Seeing the Difference between Cooperation and Collaboration. *English Teaching*

Forum, *2*, 16–22.
[11]. Light, R. J. (2001). *Making the Most of College: Students Speak their Minds*. Cambridge: Harvard University Press.
[12]. Mcallum, R., & Auckland, C. W. (2014). Reciprocal Teaching : Critical Reflection on Practice. *Kairaranga*, *15*(1), 26–35.
[13]. Murphy, K. L., Mahoney, S. E., Chen, C. Y., Noemi, V., Diaz, M., Yang, X., … Yang, X. (2005). A Constructivist Model of Mentoring , Coaching , and Facilitating Online Discussions. *Distance Education*, *26*(3), 341–366. https://doi.org/10.1080/01587910500291454
[14]. Palincsar, A. (1984). Reciprocal teaching of comprehension-fostering and monitoring activities. *Cognition and Instruction*, *1 (2)*(September), 117–175. https://doi.org/10.1207/s1532690xci0102
[15]. Ramadan, O. A. (2017). *The Impact of Reciprocal Teaching Strategies on the Learners' Reading Comprehension, Strategy Use and Attitudes*. Birzeit University.
[16]. Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, *64*(4), 479–530.
[17]. Sawyer, J., & Obeid, R. (2017). Cooperative and collaborative learning : Getting the best of both methods. Newyork: The Graduate Center and College of Staten Island, City University of New York.
[18]. Smith, K. A. (1996). Cooperative Learning : Making "Groupwork " Work, 71–82.
[19]. Stevens, D. D., & Levi, A. J. (2005). *Introductions to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning. Sterling, Virginia: Stylus Publishing. Convey Effective Feedback and Promote Student Learning*. Sterling, Virginia: Stylus Publishing.
[20]. Teaching, R. (1984). *Reciprocal Teaching*. Navan.
[21]. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes. Massachusetts: Harvard University Press.* Massachusetts: Harvard University Press.
[22]. Wasley, P. (2006). Underrepresented students benefit most from 'engagement''.' *The Chronicle of Higher Education*, *53*(13).