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BOOK REVIEW: DEVELOPING COLLABORATIVE LEARNING ENVIRONMENT USING LEARNER-CENTERED STRATEGIES

Title	: Teaching in The Fast Lane: How to Create Active Learning Experiences
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Abstract
To be a competent, dynamic, and effective teacher needs a lot of evaluation and reflection. A product of this thought should be learning outcomes that demonstrate mastery, fluency, and achievement of the learners, who are the main focus of teaching and learning. This paper aims to examine the book authored by Rollins by connecting the observations and experiences of the reviewer to the points, theories, and practices tackled by the author in her book. It is the hope of teachers around the globe to offer collaborative learning environment that will cater to the needs and diversities of learners.

Key words: learner-centered, collaboration, learning outcomes, strategies, evaluation

Introduction

As the world evolves with new directions, changing expectations, and abrupt transitions, second language learners are expected to follow the movements of time. What go around the globe are trends and issues being considered by experts and researchers to modify many practices and approaches in language teaching even in other areas of specialty. If teachers are not updated with the issues, trends, and challenges in pedagogies and curricula, their classroom will remain stagnant and passive. The book provides all teachers with latest innovations and concepts in teaching strategies and approaches. The theoretical underpinnings support the claims of educators and experts who proposed and authored such practices and strategies.

In the Philippine classrooms, language teachers also encounter a number of challenges and predicaments in the teaching of English and even other subjects. The responsibility of nurturing and honing the learners to become competent communicators of English has been a struggle for quite some time. Other than

attending webinars and the like, a useful book like this can be an impact to the lives of many teachers regardless of specialism.

This paper examined the work of Rollins (2017) which is titled "Teaching in the fast lane: How to create active learning experiences published by ASCD. From a careful and intensive review, the researcher-reviewer found out emerging ideas that are shaped by teaching experiences. The realizations and reflections of the reviewer can bring him to future possibilities in language teaching and curriculum design. The author is right when she said teachers are guided by philosophies and principles that are invaluable to the teaching profession and from which their enthusiasm and energy can be produced. Moreover, in the contemporary classroom, language teachers have to be more of learner-centered and collaborative so that desired learning outcomes can be achieved.

Literature Review

Teachers can be shaped by a number of principles and perspectives about pedagogy and curriculum that they can read from books and view from webinars. In the classroom setting, learners should be engaged and participative. In many stories, novice teachers claimed that their first year of instruction was unsuccessful due to classroom management, assessment, strategies and other classroom constructs. The most focus in the learning environment should be the student since all efforts and strategies are directed towards them. As revealed by previous investigations and observations, learners gain more knowledge and ideas when they engage in collaborative and meaningful activities. Around the globe, it is a fact that companies and employers put emphasis and priority to learners who are able to solve problems, think critically, communicate effectively, and create wise decisions. These traits are usually honed and molded in a dynamic classroom (Rollins, 2017).

In a learner-centered classroom, the structure should be congruent to instructional goals and objectives. When students are interacting and collaborating in the classroom, the learning experiences are both shaped and transformed. This also requires reasonable and rational forms of assessments and strategies. In other words, the teacher needs to be both flexible and reflective in engineering and mapping learning climate.

Lesson outline and framework is similarly essential because it helps students to become independent thinkers and problem-solvers. In various situations, modifying lesson outlines can help each lesson achieve new purpose and direction anchored in the learning situation and traits of students. For each activity, teachers need to encourage and foster creativity, analytic thinking, and reflection. More so, teacher delivery and facilitation can determine the success and failure of the learning goals and objectives. It is undeniable that teachers provide decisions and directions to provide holistic education.

According to Kirschner, Sweller, and Clark (2006), instruction that is not monitored or given feedback is likely to be unsuccessful and misleading. If students fail to master the concepts and develop the skills, it only implies that the target goals and lesson structure are ineffective and inappropriate. In this paper, the strategies and concepts can help teachers and instructional leaders improve the learning and

teaching landscape fitted to the ever-changing learning environment around the globe.

Motivating more active learners means creating a balance in the teaching and learning process and providing a responsive atmosphere where learners are nurtured and honed to become better individuals. Through, effective and appropriate learning tasks and activities, student outcomes will be evidenced no matter how challenging the setting and demands of the world are.

Active student learning can lead to better performance and higher achievement. Students are given much time to read, analyze, develop, and summarize. Teachers are highly engaged with students by allowing them to respond, move, and think as they carry out the assigned tasks and lessons. In this situation, it is interactive and flexible compared to traditional classroom where only the teacher does the talking and discussion. In an active learner-centered classroom, communication must be

Among the concerns is teacher talk time or teacher-centered way of instruction. Hattie (2012) pointed out that about 70 and 80 percent of the class session is consumed by teachers lecturing and that mature students are unable to get the chance to talk frequently compared to lower grade levels.

Experts Tsegaye and Davidson (2014) proved that teacher talk was higher among teachers when they were observed in their classrooms as they delivered lessons with their students.

Gad Yair (2000) involved 865 learners in grades 6-12 in all specialisms who wore wristwatches set to beep within the day. As soon as the watches beeped, students reacted to questions about what were they doing including their thoughts, feelings, and reflections.

Findings and Discussion

Chapter 1 provides a venue where the author discussed and explained "Why active learning matters". The role of active student learning is stressed in details especially when classroom teachers are able to maximize learner interaction and build motivation in them. Teacher and student talk time are also factor to be monitored by educators and designers because more time for learners to interact and speak is necessary for the attainment of learner-centered goals and principles. In here, the value and role of feedback are also defined, described, and explain in such a way that readers can see their relation to effective classroom management and evaluation.

Chapter 2 deals with "Mapping out where students will go: our work begins". This specifically underlines the need to have the big picture, long term goal and the entire lesson to be covered in the class. The book suggests the place of concept map to stimulate and activate the prior learning experiences of the students. The book also claimed the importance of connecting the part to the whole as a key point of providing guidance to students.

Chapter 3 holds the topic "Designing active learning: what's in your lesson plans?". In this chapter, the value of designing lesson plans is emphasized by providing examples and situations. Furthermore, the articulation of instructional vision is clearly depicted in this chapter. Classroom teachers are advised to check

lesson templates regularly for them to recreate and reinvent their strategies and resources.

Chapter 4 contains "The wonderful world of sorts" where it offers ideas and insights on higher- order thinking, hands-on engagement, and collaboration. Academic rigor is also emphasized in this chapter in which teachers have to make their resources, learning plans, and assessment tools valid, reliable, and trustworthy. Sorting in the classroom and discipline has a pivotal role in achieving goals and expectations. Through sorting, teachers can properly match or aligned objectives, materials, assessment tools, and needs of target learners.

Chapter 5 provides helpful and meaningful practices on "Stations: something for everyone". According to this chapter, the use of stations offers many benefits such as creativity, motivation, interaction, and critical thinking on the part of learners and teachers (being the manager and facilitator of knowledge). This chapter proves how learning stations can provide learning opportunities and flexibility in instruction.

Chapter 6 focuses on "Cooperative learning: more than pushing desks together". This part discusses in details how cooperative learning creates more opportunities and values with students as core of the learning and teaching process. The structure of cooperative learning when implemented and mastered is also highlighted in this chapter.

Chapter 7 holds the topic "Whose learning is this, anyway". This part explains how learners project and demonstrate autonomy which suggests ownership and control of their education and learning. This chapter also offers ideas on how teachers achieve self-efficacy in their profession and how their self-reflection impacts their capacity to teach.

Chapter 8 as the last part of the book explores "Barriers and big picture". The challenges of being an educator are discussed in this chapter. Moreover, tips and procedures are offered to readers on how they can cope with challenges in the classroom such as time, resources, strategies, classroom management and many other issues.

Conclusion and Reflections

As global standards become more and more demanding and rigorous, teachers need to be attuned to colossal changes that surround schools and centers. Unlike in the traditional classroom, modern and innovative teachers have to be responsive and flexible to the needs and diversities of learners by incorporating suitable and flexible strategies and approaches that are considered to be learner-centered and inclusive. Learning outcomes are strong evidences and products that illustrate what a student-centered classroom is. Amidst all classroom challenges and adversities brought about by the new normal, teachers can undergo professional development programs for their own improvement and empowerment.

Teachers are surrounded by various task and responsibilities. They need professional development courses and webinars to upgrade, retool, and capacitate themselves.

The advancement and modernity of the world has entered different landscapes that effect even how instruction is delivered. Novice teachers have to be reflective

and prudent in choosing, designing, and developing learning goals, tasks, and instructional materials that will be linked to the experiences and differences among learners. If each day, new events and realities come, the versatile and adoptive teacher should have the motivation, patience, and determination to provide and transform learning environment that can accommodate learning needs and challenges. Active learning is feasible and possible when teachers know how to guide students and willing to undergo training related to curriculum and materials development as well as assessment and instruction. The flexible learning being adopted in today's working environment paved way to different strategies and approaches enabling and capacitating teachers across grade levels and specializations to explore, utilize, and assess the available materials and appropriate strategies that can promote and organize quality teaching and assessment which can really assist academic journeys of learners.

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