



Interactive Groups

What is it?

Interactive groups are a form of classroom organization that so far has generated the best results. It consists of grouping all the students in the class into four or five small groups which are as heterogeneous as possible with respect to level of learning, gender, language, motivation, and cultural origin.

How does it work?

Students are divided into heterogeneous groups with the same number of participants, and in each group there is an adult (school volunteer, family member and/or member of the community) who is in charge of facilitating the interactions among the students. The teacher prepares different instrumental learning tasks, as many as there are groups (usually 4) and the activity is changed every 15 to 20 minutes.

Students perform the tasks by interacting with each other through egalitarian dialogue. The adult is not in charge of explaining the theory, but of making sure that all members of the group participate and contribute in solidarity to find a solution to the task.

Each time they finish one of the activities, all participants in the process jointly evaluate how the activity has been developed, focusing on whether they have helped each other, or whether they have interacted to find collaborative solutions.

Materials and Sources

High level learning activities and resources are used in subjects such as mathematics, languages, natural sciences, or social sciences. They can be written comprehension texts or mathematical problems. The focus is on the interactions that occur when performing the activity. It is also important to bear in mind that the activity should be a cognitive challenge for the students, since if they are very simple, they will not take long to solve them individually and the idea is that they should look for common solutions.

Evidences and Results

- The use of interactive groups diversifies and multiplies interactions and makes the work time more effectively.
- It is therefore a form of inclusive grouping that improves academic outcomes, interpersonal relationships and coexistence.
- For students: improved academic performance, increased self-esteem, habitual signs of cooperation and help, improved interpersonal relationships, improved reasoning and deduction skills, increased dialogue, improved coexistence.
- For teachers: continuous feedback, reflection on teaching practice, adjustment of objectives, methodological strategies and resources.



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