Developing Collaborative Learning Activities

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Background Knowledge Probe

• Turn to your neighbor.

• Ask him or her:

  • What prior experiences have you had with collaborative learning?
What is Collaborative Learning?

• Collaborative learning is used as *an umbrella term* for a variety of approaches:
  • Involve joint intellectual effort by students or students & teachers,
  • Engage individuals in interdependent learning activities.

Approaches

Collaborative learning
Co-operative learning
Writing groups
Learning communities
Peer teaching
Problem-based learning
Discussion groups

Source: https://www.slideshare.net/reshmasreya8477/collaborative-learning-1-55189209
Examples of Collaborative Learning

• Cooperative Learning
  • David & Roger Johnson
  • Spencer Keegan

• Jigsaw Process
  • Eliot Aronson

• Team-Based Learning
  • Larry Michaelsen
What Research Supports Collaborative Learning?

Findings of a meta-analysis comparing small-group work to individual work in K-12 and college classrooms:

• Students working in small groups achieved significantly more than students working individually,

• Optimal groups for learning tended to be three- to four-member teams,
  • Lower-ability students work best in mixed groups,
  • Medium-ability students do best in homogeneous groups,
  • Higher-ability students: group ability levels made no difference.
• Some research indicates that, in university classrooms with collaborative teams, the lowest performing team outperforms the highest performing individual students.

What are the Essential Elements of Cooperative Learning Groups?

- Positive Interdependence
- Individual Accountability
- Group Processing
- Social Skills
- Face-to-Face Promotive Interaction
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How Do I Create Positive Interdependence?

Examples:

1. **Goal** Interdependence (essential)
2. **Celebration/Reward** Interdependence
3. **Resource** Interdependence
4. **Role** Interdependence
5. **Task** Interdependence
How Do I Create Individual Accountability?

*Examples:*

1. Randomly call on students.
2. Have students use group work to do an individual task afterward.
3. For anything but the briefest interactions, purposefully create heterogeneous groups (students shouldn’t create their own groups).
4. Keep group sizes small...
Formal and Informal Cooperative Groups

**FORMAL cooperative learning**
- Groups last from one class to several weeks.
- Assignments are highly structured in advance.
- Students are actively involved in organizing, explaining, summarizing, and integrating the material.

**INFORMAL cooperative learning**
- Ad-Hoc groups last from a few minutes to a full class period.
- Used in various ways:
  - 1. Focus/refocus students’ attention,
  - 2. Set expectations about the material to be learned,
  - 3. Ensure that students cognitively process the material
  - 4. Provide closure to a lesson.
What's an EXAMPLE of Formal Cooperative Learning?

• The Jigsaw Process
• Developed by social psychologist, Eliot Aronson.
• Develops deeper levels of learning.
• A structured 3-stage process:
  1. Teaching/Learning groups,
  2. Expert groups,
  3. Teaching/Learning groups.
How Can I Use Informal Cooperative Learning?

• Create social connection FIRST...
  • Makes the work more productive,
  • Builds social connection to the classroom.
• Provide explicit INSTRUCTIONS for social connection.
  • Example: “Turn to face your neighbor and introduce yourself.”
• Even BRIEF interactions are useful.
  • They rejuvenate energy levels in the classroom.
• Direct students’ attention to the material being learned.
DIY Informal Cooperative Learning

5 Simple Steps for Creating Your Own Informal Cooperative Learning Activity

1. Set your GOAL for learning.
2. Give a SOCIAL CONNECTION PROMPT.
3. Give CLEAR INSTRUCTIONS with a TIME LIMIT.
4. Allow DISCUSSION & WORK TIME (countdown clock for large classes).
5. Build in ACCOUNTABILITY & REPORTING.
Think – Pair – Share

An Example of INFORMAL cooperative learning

• Turn to your neighbor...
• Ask him/her...
• Compare notes. Look for similarities & differences.
• Create a third idea that builds on the best of each individual idea.
Collaborative Learning Technique: Peer Editing

- SLOs
- **Individual and group accountability**
- **Promotive interaction**
- **Positive interdependence**
- **Group processing**
Collaborative Technique: Peer Editing

- Peer review form
- Peer-edited form and response in final submission
- Grading (75% individual; 25% group)
Peer Response Form

1. What is the writer’s thesis?
2. List the supportive evidence or experiences given to support the need for the topic.
3. What do you think is the strongest evidence to support thesis?
4. What do you think is the weakest evidence to support thesis?
5. In each paragraph, underline the topic sentence.
6. Put a checkmark in the margin of any sentence that has a grammatical error.
7. What do you find most compelling about the writer’s ideas?
8. Place brackets around any sentence that is particularly strong.
9. Highlight any sentences that you found unclear.
10. What remaining questions do you have after reading this paper?
Collaborative Learning Technique: Dialogue Journals

• SLOs
• Individual and group accountability
• Promotive interaction
• Positive interdependence
• Group processing
Collaborative Learning Technique: Dialogue Journals

- Content
- Process
- **Attitudes**
How do we move groups to an online setting?
### Semester Plan

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Assignment: Group (GA) or Individual (IA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>IA1: Introductions</td>
</tr>
<tr>
<td>4-5</td>
<td>GA1: Building Structure and Culture</td>
</tr>
<tr>
<td>5-6</td>
<td>Preparing for GA2</td>
</tr>
<tr>
<td>7-9</td>
<td>GA2</td>
</tr>
<tr>
<td>10</td>
<td>IA2</td>
</tr>
<tr>
<td>11-13</td>
<td>GA3</td>
</tr>
<tr>
<td>14</td>
<td>IA3</td>
</tr>
</tbody>
</table>
Individual Assignment 1: Introduction Discussion Board Assignment

**Include:**
1. Student's goal for the course
2. Favorite TV show and Why
3. Place following items in importance: Economy, Environment, and Family.
4. What 3 rules help make a team successful?
5. What type of leadership style do you expect in the group?

**Responses to Classmates:**
1. Something positive you liked about what their answers.
2. Explain to them what makes you and the other person a good fit for building up the team and reaching your goals together.
How do we get everyone to work together?

Group Enrollment and Group Wiki Pages
Helpful Tips:

1. Wiki Pages 2-∞: Create Column within Full Grade Center
2. Create more groups than needed
3. Group Problem: What did they agree to resolve these situations?
4. Blackboard IM group chat
5. Provide unlimited submission attempts on assignments
Final Reflection and Application Activity

• Turn to your neighbor.

• Ask him or her:

  • What did you learn today? How will you apply what you learned to your teaching? How will you learn more about collaborative learning in the future?
Questions?

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