

Collaborative Learning



LEARNING
TOGETHER

DESCRIPTION

Research clearly demonstrates that the outcomes of collaborative learning are superior to cooperative, competitive, and individualistic learning (Goodyear, Jones, & Thompson, 2014; Hattie, 2008; Johnson & Johnson, 1999, 2008; Slavin, 1990; Webb & Palincsar, 1996). Additionally, according to Chi's ICAP Framework (2009), *interactive* activities (which involve social interaction) provide a more impactful learning experience than *constructive* activities (writing or creating an artifact), which in turn are most likely better than *active* activities (clicking to manipulate or advance media; multiple choice items), which are most likely better than *passive* activities (reading text, viewing images and/or videos).

Collaboration can be synchronous and/or asynchronous, as well as face-to-face, fully online, or a model blending face-to-face and online activities (Stahl, Koschmann, & Suthers, 2014), and all models can benefit learning if the activities are aligned to clearly articulated learning objectives. Best practices for designing collaborative learning include:

1. Clear, appropriate outcomes
2. Participation
3. Social grounding
4. Active learning conversation
5. Performance analysis and group processing
6. Promotive interaction with peers (Lou, Abrami, & D'Apollonia, 2001; Soller, 2001)

One well-supported strategy for incorporating many of these best practices is collaboration scripting (Goodyear, Jones, & Thompson, 2014).

CAPABILITIES

- Management: Performance based grouping
- Cognitive Tools: Synchronous social learning: audio/video based
- Cognitive Tools: Asynchronous social learning: learning document based
- Cognitive Tools: Peer review

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Content-agnostic, adaptive system for synchronous, scaffolded group meaning-making
- Simple Technology: Class/course wiki
- Content Support: Collaboration scripting

LEARNER IMPACTS

- Achievement
- Attitudes
- Self-regulation
- Motivation



Pearson

Collaborative Learning

SELF-ASSESSMENT INSTRUMENT



| Principle Criteria | Integration (4-5 points) | Exploration (2-3 points) | Consideration (1 point) | Not Applicable (0 Points) | Total Points |
|--------------------|---|---|---|--|--------------|
| Definition | <p>Strong application of group work based on empirical evidence</p> <p>Strong use of social contexts that place learners in the zone of proximal development (ZPD)</p> <p>Strong use of authentic tasks that allow learners to socially construct meaning</p> | <p>Some application of group work based on empirical evidence</p> <p>Some use of social contexts that place learners in the ZPD</p> <p>Some use of authentic tasks that allow learners to socially construct meaning</p> | <p>Poor application of group work based on empirical evidence</p> <p>Poor use of social contexts that place learners in the ZPD</p> <p>Poor use of authentic tasks that allow learners to socially construct meaning</p> | Does NOT use effectively or is not a related activity | = ____ |
| Model | <p>Strong applications of the Four Ts model in making design decisions</p> <ul style="list-style-type: none"> • Tasks: nature, scope, sequence • Team: division of labor, structure, interactions • Time: constraints • Tools: needs and availabilities | <p>Some applications of the Four Ts model in making design decisions</p> <ul style="list-style-type: none"> • Tasks: nature, scope, sequence • Team: division of labor, structure, interactions • Time: constraints • Tools: needs and availabilities | <p>Poor applications of the Four Ts model in making design decisions</p> <ul style="list-style-type: none"> • Tasks: nature, scope, sequence • Team: division of labor, structure, interactions • Time: constraints • Tools: needs and availabilities | Does NOT use effectively or is not a related activity. | = ____ |
| Design | <p>Strong encouragement of social interactions and discussion</p> <p>Strong alignment between learning outcomes and social design</p> <p>Strong alignment between group size and activity type</p> | <p>Some encouragement of social interactions and discussion</p> <p>Some alignment between learning outcomes and social design</p> <p>Some alignment between group size and activity type</p> | <p>Poor encouragement of social interactions and discussion</p> <p>Poor alignment between learning outcomes and social design</p> <p>Poor alignment between group size and activity type</p> | Does NOT use effectively or is not a related activity | = ____ |
| Assessment | <p>Strong articulation of outcomes and expectations</p> <p>Strong provision of feedback at both the individual, group, and peer levels</p> | <p>Some articulation of outcomes and expectations</p> <p>Some provision of feedback at both the individual, group, and peer levels</p> | <p>Poor articulation of outcomes and expectations</p> <p>Poor provision of feedback at both the individual, group, and peer levels</p> | Does NOT use effectively or is not a related activity | = ____ |