

ACTIVE LEARNING PRACTICES:

MAKING COLLABORATION WORK

Elizabeth S. Charles,
Dawson College, SALTISE

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WHAT IS ACTIVE LEARNING

“Involving students in doing things and thinking about the things they are doing”

(Bonwell & Eison, 1991)



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TAKE A MINUTE AND REFLECTION ON WHAT THIS
MEANS TO YOU



ACTIVITY #1 – ICE BREAKER/PRE-ASSESSMENT

On your own (individual), make a list of teaching techniques and strategies you have used in the past. (2mins)

Working with your group (collaboratively), quickly review and consolidate these activities to create one list. Place each of the techniques from your list along an *Engagement Continuum*. (8 mins)

Note: the *Engagement Continuum* describes activities based on their degree to which they are most like to demand student engagement (less active to most active)



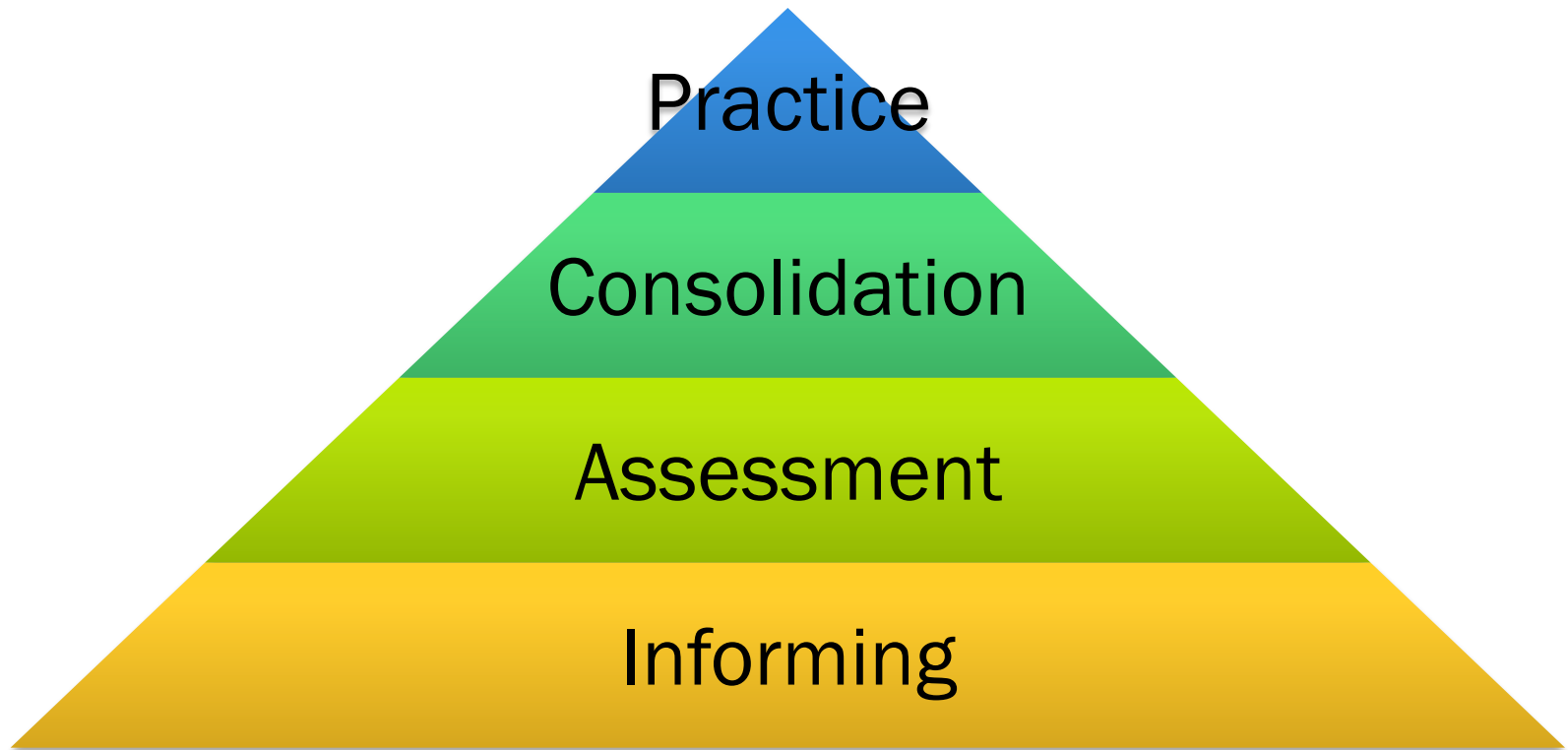
ACTIVITY #2 – PEER REVIEW

Description: Each group moves to their left and reviews that group's work on the Engagement Continuum – i.e., the placement of strategies along the continuum.

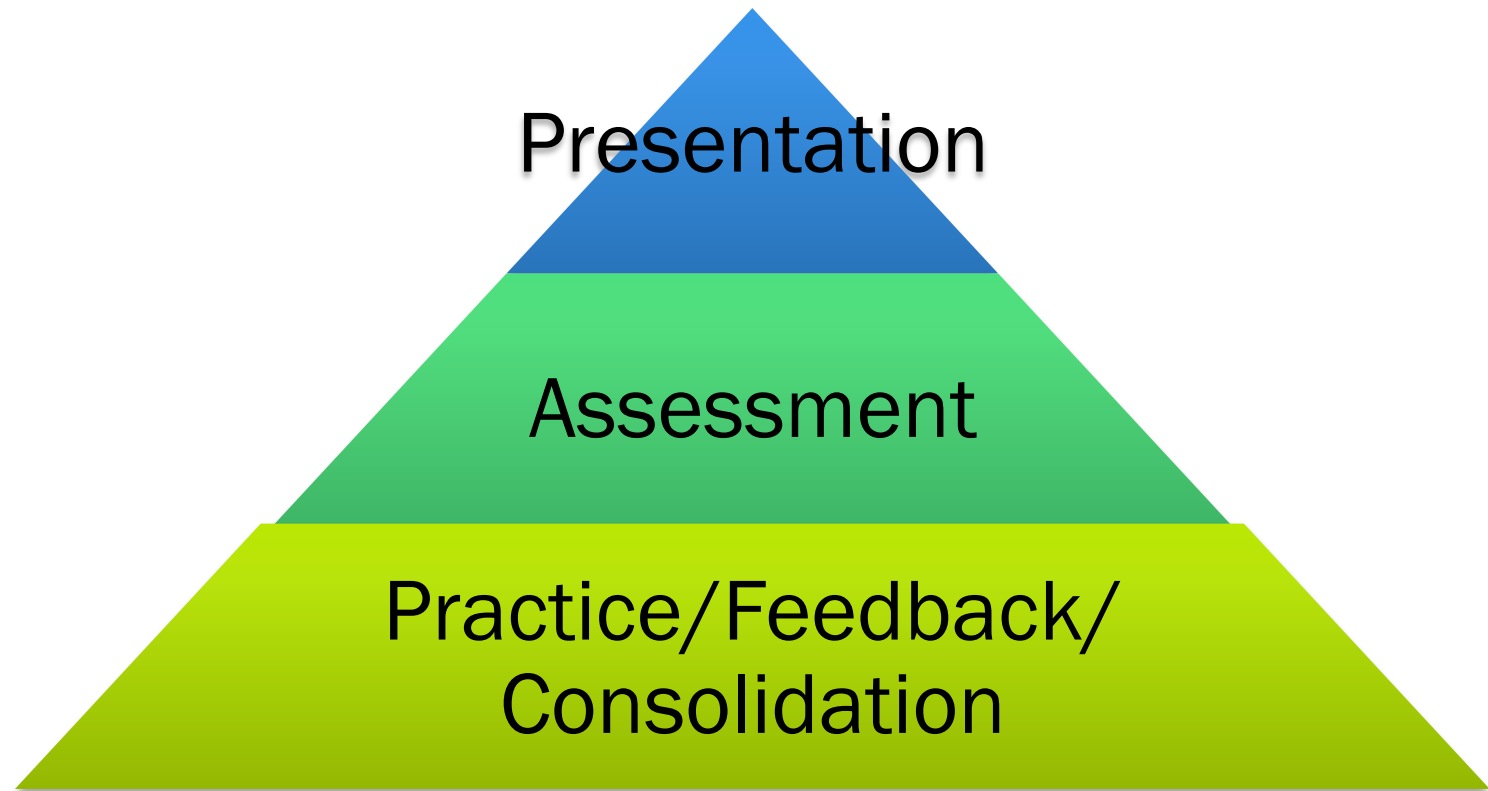
Quickly discuss the placement of the strategies. Are they the same as yours? Do you agree or disagree? What would you change or add? Make the necessary changes or additions using the cards provided.



TRADITIONAL INSTRUCTION



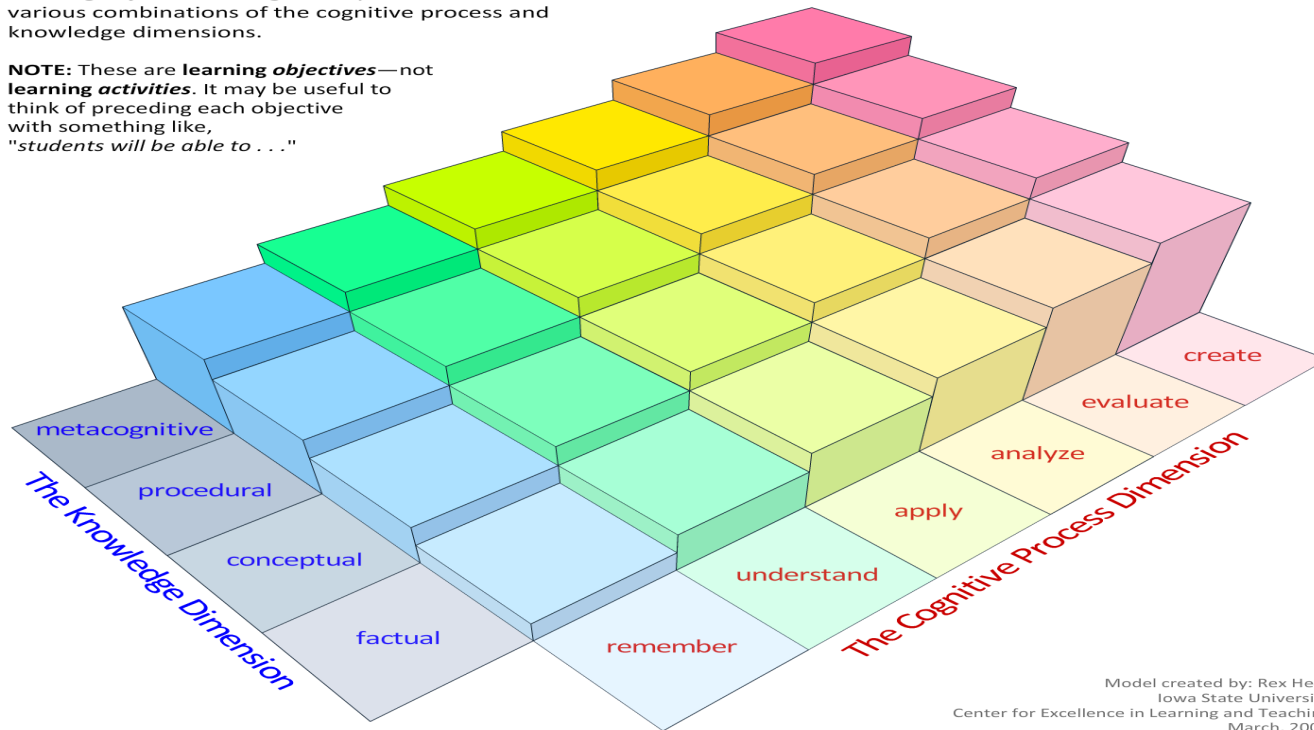
ACTIVE LEARNING INSTRUCTION



MAKING ENGAGEMENT COUNT

Mouse-over the colored blocks to see examples of learning objectives that generally match each of the various combinations of the cognitive process and knowledge dimensions.

NOTE: These are **learning objectives**—not **learning activities**. It may be useful to think of preceding each objective with something like, "students will be able to . . ."



Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
March, 2009

<http://www.celt.iastate.edu/teaching/RevisedBlooms1.html>

COLLABORATIVE LEARNING



**This Collaborative Learning stuff
is great when you have Alex
in your group!**

3/98 R.

COLLABORATIVE LEARNING

Collaboration per se does not produce learning outcomes; its results depend upon the extent to which groups actually engaged in productive interactions.

Dillenbourg, Järvelä & Fischer (2007)



COOPERATIVE VS. COLLABORATIVE LEARNING

- Cooperative: each person is responsible for a portion of the problem solving (work happens in stages or in parallel)
- Collaborative: the mutual engagement of participants and coordinated effort to solve the problem together and form common understanding (work happens as an interaction among partners with emerging outcome)

(Roschelle & Teasley, 1995)



WHY DOES COLLABORATION WORK?

Provides an opportunity for learners to:

- Explain to others (and self)
Chi, et al. (1989)
- Discussion, meaning-making, cognitive conflict
Posner & Strike (1992), Sinatra & Pintrich (2002)
- Peer mentorship – Vygotsky's Zone of Proximal Development
(Wertsch, 1984)
- Social motivation – sense of solidarity & community



DESIGNING FOR COLLABORATION

4 things to consider when designing for collaboration:

- What is the objective for the collaboration – i.e., what is the nature of the content to be learned.
- How much time can you dedicate to the activity – i.e., what is realistic given constraints.
- What are your student's expectations – i.e., have you prepared your students experiences with group work.
- Be patient and build up to it!



ACTIVITY #3

Differences between AL Strategies & AL Activity

Strategies – the script of what the students will do

AL Activity – how & what the students will learn



THANK YOU

Contact Information:

Elizabeth S. Charles

echarles@dawsoncollege.qc.ca

