

MAKING AN IMPACT WITH  
**COLLABORATIVE  
LEARNING** 

## RESEARCH

**WHAT**  
is collaborative learning?

- 1** Intentional Design
- 2** Co-labor Required
- 3** Meaningful Learning

**HOW**  
does it benefit students?



### Design

## BEST PRACTICES

### Facilitation

### 1. LEARNING TASK

 <b>Team Development</b>	<ul style="list-style-type: none"> <li>High individual accountability</li> <li>Tasks require interaction</li> <li>External comparison/feedback</li> <li>Rewards for groupwork</li> </ul> <p><b>"Make a specific choice"</b></p>
 <b>Social Loafing</b>	
 <b>Team Development</b>	<ul style="list-style-type: none"> <li>Low individual accountability</li> <li>Tasks readily divided up</li> <li>Little/no comparison/feedback</li> <li>Rewards for individual effort</li> </ul> <p><b>"Make a list"</b></p>
 <b>Social Loafing</b>	

### 2. ORIENTATION

<b>STUDENTS</b>	Each other
	Course policies
	Content
	Collaborative learning

### 4. EVALUATION

*"When push comes to shove, I'm more concerned about my grade than I am about learning."*

--Frustrated student working in a group

 <b>Evaluate</b> <ul style="list-style-type: none"> <li>Product</li> <li>Process</li> </ul>	 <b>Grade</b> <ul style="list-style-type: none"> <li>Group</li> <li>Individual</li> </ul>	 <b>Utilize</b> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Peer scoring</li> </ul>
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### 3. FORMATION

-  Form groups earlier than needed; keep groups intact
-  ≤ 5 for in-class-only work  
≤ 3 if meeting outside of class
-  Assign by major, topic of interest, or opinion prompt
-  Assign group roles: facilitator, recorder, reporter, timekeeper

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## PRACTICE

### Discussion

- **Think-Pair-Share:** Students share ideas with a partner; partners share out to the class
- **Talking Chips:** Each student in a group receives poker chips; 1 chip is surrendered each time they speak
- **Three-Step Interview:** 1) Student A interviews Student B; 2) Student B interviews Student A; 3) A & B share responses with Students C & D

### Games

- **Scavenger Hunt:** Team that can find the most examples, items, etc. wins. Consider requiring photo evidence.
- **Escape Room:** Teams answer questions or solve puzzles to achieve a goal. [BreakoutEDU.com](http://BreakoutEDU.com) has kits & templates.
- **Quiz Bowl:** Teams work to answer 10 questions, then wager 1-10 points on each question based on confidence (different wager for each question). Scores are totaled.

### QUIZO

1. Each team receives a QUIZO playing card
2. Teams hold up their answer to a posed question
3. Instructor pulls a QUIZO number after each question
4. Teams that answered correctly get to cover corresponding space on their QUIZO card
5. First team to get 5-in-a-row on their card wins

### Reciprocal Teaching

- **Note-Taking Pairs:** Take turns summarizing sections of content. Revise notes as needed.
- **Learning Cell:** Each student prepares a list of 5 study questions with model answers. Students trade lists with a partner, answer the questions, & share model answers.
- **Fishbowl:** 2-3 students on a team work through a problem or discuss a question; the rest of the team observes. The observers report out using guided questions.
- **Jigsaw:** Groups are assigned a topic to research and develop outlines, teaching materials, and quizzes. Students move from these "expert" groups into "jigsaw" groups and teach the "jigsaw" group their material. Quizzes from the "expert" groups are given to the class.

### Group Exam Variations

#### GROUP EXAMS

- Allow all/part of an exam/quiz to be taken in partners or groups
- Have groups retake an individual exam & give the group score 20% weight
- Have groups prepare crib notes for use in exam
- Give bonus points for individual scores based on group score
- Use the IF-AT scratch cards for a quiz/exam

### Problem Solving

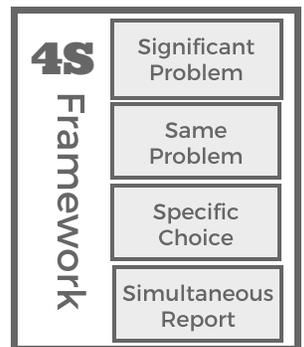
- **Pass-a-Problem:** Each group receives a different problem attached to an envelope, places their solution inside the envelope, and passes it to the next group. Next group places their solution in the envelope and passes to a 3rd group. 3rd group reviews both solutions, synthesizes, and reports out.
- **Case Study:** Groups develop recommended solutions to authentic cases. Cases can be brief, but should tell a story.
- **Analytic Teams:** Group members are each assigned an analytic role: proponents, critics, example givers, summarizers, & questioners. Members respond to a video, scenario, class lecture, and/or book chapter in their roles.

#### TEAM-BASED LEARNING

### 1 Readiness Assurance



### 2 In-Class Activities



#### References

- Barkley, E.F., Major, C.H. & Cross, K.P. (2014). *Collaborative Learning Techniques*. San Fransisco, CA: Jossey-Bass.
- Michaelsen, L.K., Fink, L.D., & Knight, A. (1997). *Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development*. Retrieved from <http://digitalcommons.unl.edu/podimproveacad/385/>
- Sibley, J. (n.d.). *Introduction to Team-Based Learning*. Retrieved from <https://teambasedlearning.site-ym.com/>