

Chapter 1 : What Is Collaborative Learning? Definition From a Teacher

Forms of Collaborative Learning. Many educators seem to confuse collaborative learning with the more structured approach of cooperative learning.. Let us say that cooperative learning is a type of collaborative learning.

They share responsibilities and resources. Intentional communities include cohousing , residential land trusts , ecovillages , communes , kibbutzim , ashrams , and housing cooperatives. Meals are taken by the entire colony in a common long room. Oneida Community, Oneida, New York [edit] The Oneida Community practiced Communalism in the sense of communal property and possessions and Mutual Criticism, where every member of the community was subject to criticism by committee or the community as a whole, during a general meeting. The goal was to eliminate bad character traits. Kibbutz [edit] A Kibbutz is an Israeli collective community. The movement combines socialism and Zionism seeking a form of practical Labor Zionism. Choosing communal life, and inspired by their own ideology, kibbutz members developed a communal mode of living. The kibbutzim lasted for several generations as utopian communities, although most became capitalist enterprises and regular towns. Children can be contributors in the process of meeting objectives by taking on tasks that suit their skills. For example, a study of Mayan fathers and children with traditional Indigenous ways of learning worked together in collaboration more frequently when building a 3D model puzzle than Mayan fathers with western schooling. They all work together without needing leadership, and their movements are all in sync and flowing. It is not a process of instruction, but rather a hands-on experience in which students work together as a synchronous group with the teacher, switching roles and sharing tasks. In these communities, collaboration is emphasized, and learners are trusted to take initiative. While one works, the other watches intently and all are allowed to attempt tasks with the more experienced stepping in to complete more complex parts, while others pay close attention. According to Rand, participants in capitalism are connected through the voluntary division of labor in the free market, where value is exchanged always for value. The first documented discussion of game theory is in a letter written by James Waldegrave, 1st Earl Waldegrave in In it became a recognized field when John von Neumann published a series of papers. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. In such a system, the military is dependent on industry to supply material and other support, while the defense industry depends on government for revenue. Skunk Works[edit] Skunk Works is a term used in engineering and technical fields to describe a group within an organization given a high degree of autonomy unhampered by bureaucracy, tasked with advanced or secret projects. One such group was created at Lockheed in The team developed highly innovative aircraft in short time frames, notably beating its first deadline by 37 days. The value of this project as an influence on organized collaboration is attributed to Vannevar Bush. Frustrated by previous bureaucratic failures in implementing technology in World War I, Bush sought to organize the scientific power of the United States for greater success. Project management[edit] The 2, Liberty ships built in four years by the United States during World War II required new approaches in organization and manufacturing As a discipline, Project Management developed from different fields including construction, engineering and defense. His work is the forerunner to many modern project management tools including the work breakdown structure WBS and resource allocation. The s marked the beginning of the modern project management era. Again, in the United States, prior to the s, projects were managed on an ad hoc basis using mostly Gantt charts , and informal techniques and tools. At that time, two mathematical project scheduling models were developed: These mathematical techniques quickly spread into many private enterprises. The premise of PMI is that the tools and techniques of project management are common even among the widespread application of projects from the software industry to the construction industry. Both organizations are now participating in the development of a global project management standard. Operating in a relatively isolated rural location with little budget, Black Mountain fostered an informal and collaborative spirit. Innovations, relationships and unexpected connections formed at Black Mountain had a lasting influence on the postwar American art scene, high culture and eventually pop culture. Black Mountain College was a consciously directed liberal arts school that grew out of the progressive

education movement. In its day it was a unique educational experiment for the artists and writers who conducted it, and as such an important incubator for the American avant garde. Learning[edit] The Evergreen signature clock tower Dr. The two observed that researchers and practitioners switched [20] [21] to the idea that "knowing" is better thought of as a cultural practice. In effect, they are participating in learning communities. This analysis does not consider the appearance of Learning communities in the United States in the early s. For example, The Evergreen State College , which is widely considered a pioneer in this area, established an intercollegiate learning community in In , this same college established The Washington Center for Improving the Quality of Undergraduate Education, which focuses on collaborative education approaches, including learning communities as one of its centerpieces. The school later became notorious for less-successful collaborations. Classical music written in collaboration Although relatively rare compared with collaboration in popular music, there have been some notable examples of music written collaboratively by classical composers. Perhaps the best-known examples are: It was written and first performed in The composers were Albert Dietrich first movement , Robert Schumann second and fourth movements , and Johannes Brahms third movement. This section needs additional citations for verification.

Chapter 2 : Collaboration - Wikipedia

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

An Overview Of Cooperative Learning David W Johnson and Roger T Johnson Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group. Ashley Montagu, How students interact with each another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have. In the mid-20th century, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. Materials on cooperative learning have been translated into dozens of languages. Cooperative learning is now an accepted and highly recommended instructional procedure. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis. While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively. Theorizing on social interdependence began in the early 1930s, when one of the founders of the Gestalt School of Psychology, Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. For interdependence to exist, there must be more than one person or entity involved, and the persons or entities must have impact on each other in that a change in the state of one causes a change in the state of the others. Deutsch conceptualized three types of social interdependence: positive, negative, and none. Positive interdependence tends to result in promotive interaction, negative interdependence tends to result in oppositional or contrient interaction, and no interdependence results in an absence of interaction. The relationships between the type of social interdependence and the interaction pattern it elicits is assumed to be bidirectional. Each may cause the other. Teachers a formulate both academic and social skills objectives, b decide on the size of groups, c choose a method for assigning students to groups, d decide which roles to assign group members, e arrange the room, and f arrange the materials students need to complete the assignment. In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and

provide the teacher with easy access to observe each group, which increases individual accountability and provides data for group processing. Explaining the instructional task and cooperative structure. Teachers a explain the academic assignment to students, b explain the criteria for success, c structure positive interdependence, d structure individual accountability, e explain the behaviors i. Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize a the social skill objectives of the lesson and b the interaction patterns such as oral rehearsal and jointly building conceptual frameworks teachers wish to create. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve taskwork and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing. Teachers a bring closure to the lesson, b assess and evaluate the quality and quantity of student achievement, c ensure students carefully discuss how effectively they worked together i. The assessment of student achievement highlights individual and group accountability i. The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of promotive interaction and the patterns of interaction need to maximize student learning and retention. During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and precue the next session, and provide closure to an instructional session. Two important aspects of using informal cooperative learning groups are to a make the task and the instructions explicit and precise and b require the groups to produce a specific product such as a written answer. The procedure is as follows. Teachers assign students to pairs or triads and explain a the task of answering the questions in a four to five minute time period and b the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required. Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question specific enough so that students can answer it in about three minutes that requires students to cognitively process the material just presented. Each student formulates his or her answer. Students share their answer with their partner. The question may require students to: Summarize the material just presented. Give a reaction to the theory, concepts, or information presented. Predict what is going to be presented next; hypothesize. Relate material to past learning and integrate it into conceptual frameworks. Resolve conceptual conflict created by presentation. Teachers should ensure that students are seeking to reach an agreement on the answers to the questions i. Randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together i. Group celebrations add reward interdependence to the pairs. Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture. Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being as well as increase the individual accountability of participating in

the discussions. In order to ensure the base groups function effectively, periodically teachers should teach needed social skills and have the groups process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership especially in terms of achievement motivation and task orientation, meet regularly for example, daily or biweekly, and last for the duration of the class a semester or year or preferably for several years. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life. A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting. Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: Mastering the basic elements of cooperation allows teachers to: Take existing lessons, curricula, and courses and structure them cooperatively. Tailor cooperative learning lessons to unique instructional needs, circumstances, curricula, subject areas, and students. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups. The first and most important element is positive interdependence. If one fails, all fail. If there is no positive interdependence, there is no cooperation. The second essential element of cooperative learning is individual and group accountability. The group must be accountable for achieving its goals. The group has to be clear about its goals and be able to measure its progress in achieving them and the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

Chapter 3 : What does Cooperative learning mean?

What is collaborative learning? Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.

Table of Contents Chapter 1. What Is Cooperative Learning? He climbed 14, feet on one leg and two crutches. It took him five days. If classrooms and schools are to become places where people achieve worthy goals, they must become places where students, teachers, administrators, and other staff cooperate in pursuit of those goals. Such cooperation must be consciously implemented until it becomes a natural way of acting and interacting. And it must take place at all levels of schooling from the classroom to the school to the district.

Cooperation in the Classroom In every classroom, no matter what the subject area, teachers can structure lessons so that students:

- Engage in a win-lose struggle to see who is best competition ;
- Work independently on their own learning goals at their own pace and in their own space to achieve a preset criterion of excellence individualism ;
- or Work cooperatively in small groups, ensuring that all members master the assigned material cooperation.

Competition When students are required to compete with each other for grades, they work against each other to achieve a goal that only one or a few students can attain. Students are graded on a norm-referenced basis, which requires them to work faster and more accurately than their peers. In doing so, they strive to be better than classmates; work to deprive others My winning means you lose. In competitive situations there is a negative interdependence among goal achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain theirs Deutsch ; Johnson and Johnson

Individualism When students are required to work individualistically they work by themselves to accomplish learning goals unrelated to those of the other students. Each student has his own set of materials and works at his own speed, ignoring the other students in the class. Students are expected and encouraged to focus on their strict self-interest How well can I do?

Cooperation Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. The idea is simple. Class members are split into small groups after receiving instruction from the teacher. They then work through the assignment until all group members have successfully understood and completed it. In the ideal classroom, all students would learn how to work collaboratively with others, compete for fun and enjoyment, and work autonomously on their own. Teachers must decide which goal structure to implement within each lesson. This book is designed to provide an understanding of cooperative learning that will enable teachers to create lessons based on cooperation in the classroom and improve current efforts to structure lessons cooperatively while also exploring the importance of cooperation at all levels of the school.

What Makes Cooperation Work Together we stand, divided we fall.

Circles of Learning Understanding cooperation includes understanding the five essential components that make cooperation work see Chapter 3. Educators must then know how to plan and implement formal cooperative learning lessons see Chapter 4 , informal cooperative learning lessons see Chapter 5 , cooperative base groups see Chapter 6 , and cooperative learning scripts or structures for repetitive lessons and classroom routines see Chapter 4, page

Once you plan, structure, and implement hundreds of cooperative learning lessons, you will achieve a routine-level of implementation and you will be able to integrate the various forms of cooperative learning see Chapter 7. In order to get to this level, it will be necessary for students to learn cooperative skills see Chapter 8 , which includes handling conflict see Chapter 9. Implementation of cooperative learning, furthermore, takes place within an organizational context, which ideally is the cooperative school see Chapter

Clearly, there is more to cooperative learning than a seating arrangement. Placing students in groups and telling them to work together does not in and of itself result in cooperative efforts. Sitting in groups can instead result in competition at close quarters or individualistic efforts with talking. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Mastering the essential components of cooperation allows teachers to:

- Take existing lessons, curriculums, and courses and structure them cooperatively;
- Tailor cooperative learning lessons to unique instructional needs, circumstances, curriculums,

subject areas, and students; and Diagnose the problems some students might have working together and intervene to increase the effectiveness of student learning groups. For cooperation to work well, teachers must explicitly structure five essential components within each lesson see Chapter 3. The first and most important component is positive interdependence. Positive interdependence is successfully structured when group members perceive that they are linked with each other so that one cannot succeed unless everyone succeeds. Positive interdependence is the heart of cooperative learning. The second essential component of cooperative learning is promotive interaction, preferably face-to-face. The third essential component of cooperative learning is individual accountability. The purpose of cooperative learning groups is to make each member a stronger individual. Students learn together so they can subsequently perform better as individuals. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. The fourth essential component of cooperative learning is interpersonal and small-group skills. In cooperative learning groups, students are required to learn academic subject matter taskwork as well as the interpersonal and small-group skills required to function as part of a team teamwork. This makes cooperative learning inherently more complex than competitive or individualistic learning. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Skills such as leadership, decision making, trust-building, communication, and conflict management must be taught just as purposefully and precisely as academic skills. There are many successful procedures and strategies for teaching students social skills See Johnson and Johnson , ; and Johnson and F. The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Real expertise in using cooperative learning is gained by learning how to structure the five essential components into instructional activities Johnson and Johnson a. These essential components, furthermore, should be carefully structured within all levels of cooperative effortsâ€”learning groups, the class as a whole, the teaching team, the school, and the school district. Types of Cooperative Learning Children sit for 12 years in classrooms where the implicit goal is to listen to the teacher and memorize the information in order to regurgitate it on a test. Little or no attention is paid to the learning process, even though much research exists documenting that real understanding is a case of active restructuring on the part of the learner. Restructuring occurs through engagement in problem posing as well as problem solving, inference making and investigation, resolving of contradictions, and reflecting. These processes all mandate far more active learners, as well as a different model of education than the one subscribed to at present by most institutions. Rather than being powerless and dependent on the institution, learners need to be empowered to think and learn for themselves. Thus, learning needs to be conceived of as something a learner does, not something that is done to a learner. Formal Cooperative Learning Formal cooperative learning is students working together, from one class period to several weeks, to achieve shared learning goals by ensuring that they and their groupmates successfully complete the learning task assigned. Any course requirement or assignment may be reformulated for formal cooperative learning. Informal Cooperative Learning Does the use of cooperative learning mean that teachers can no longer lecture, give demonstrations, show films, or use videotapes? Lectures, demonstrations, films, and videotapes may be used effectively with informal cooperative learning groups in which students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period. During a lecture, demonstration, or film, quick informal cooperative groupings can be used to focus student attention on the material to be learned, to set a mood conducive to learning, to help set expectations as to what will be covered in a class session, to ensure that students cognitively process the material being taught, and to provide closure to the instructional session. Informal cooperative learning helps teachers ensure that students do the intellectual work of organizing, explaining, summarizing, and integrating material into existing conceptual structures during direct teaching. Informal cooperative learning groups are often organized so that students engage in a three- to five-minute focused discussion before and after a lecture and two- to three-minute turn-to-your-partner discussions throughout a lecture see Chapter 5. Cooperative Base Groups Are all

cooperative learning groups temporary, lasting only for a short period of time? Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership that last for at least a year and perhaps until all members are graduated. These groups provide students with permanent, committed relationships that allow group members to give each other the needed support, help, encouragement, and assistance to consistently work hard in school, make academic progress attend class, complete all assignments, learn, and develop in cognitively and socially healthy ways Johnson, Johnson, and Holubec; Johnson, Johnson, and Smith Base groups meet formally each day in elementary school and twice a week in secondary school or whenever the class meets. Informally, members interact every day within and between classes, discussing assignments and helping each other with homework. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advisees see Chapter 6. Cooperative Structures In order to use cooperative learning the majority of the time teachers must identify and cooperatively structure generic lessons and repetitive course routines. Cooperative learning scripts are standard, content-free cooperative procedures, which proscribe student actions step-by-step, for either a conducting generic, repetitive lessons such as writing reports or giving presentations or b managing classroom routines such as checking homework and reviewing tests. Scripted, repetitive cooperative lessons and classroom routines provide a base on which the cooperative classroom can be built. Once planned and conducted several times, they become automatic activities in the classroom. They can also be used in combination to form an overall lesson see Chapter 4. As teachers use formal, informal, and cooperative base groups and generic cooperative structures such as learning scripts they gain expertise and begin to automatically use cooperative learning as needed. When teachers achieve the routine-use level of teacher competence they are able to structure cooperative learning situations automatically without conscious thought or planning using various types of cooperative learning. Cooperative learning can then be used long-term with fidelity see Chapter 7. When conflicts are managed constructively, they add creativity, fun, and higher-level reasoning. When they are managed destructively, they can result in anger, frustration, and hostility. In order to manage conflicts constructively, students and faculty need to learn the procedures for doing so and become skillful in their use. In a conflict positive school or learning group, members promote and seek out conflicts in order to reap the many positive outcomes they can bring. Two types of conflicts are essential for cooperative groups to function effectively see Chapter 9. The second is peer mediation in which all students are taught how to negotiate solutions to their conflicts with schoolmates and faculty and how to mediate conflicts among their peers Johnson and Johnson When conflicts are managed constructively within a group, class, and school, the stage is set for cooperative learning and the cooperative school to reach their potential. The Cooperative School All of the elements and benefits of cooperative learning in the classroom must be applied and reflected in the school as a whole see Chapter The alternative context is a team-based, high-performance organizational structure in which individuals work cooperatively in teams that have responsibility for an entire product, process, or set of customers. The organizational structure of the classroom, school, and district are thus congruent. Each level of cooperative teams supports and enhances the other levels. Implementing Cooperation in the School The cooperative school begins in the classroom. Students spend the majority of the day in cooperative learning groups. What is good for students, furthermore, is even better for faculty.

Chapter 4 : Collaborate | Definition of Collaborate by Merriam-Webster

In education, collaborative learning is a technique teachers use to group students together to impact learning in a positive way. Proponents of collaborative learning believe it helps students in.

Typically there are tasks that learners can and cannot accomplish. Between these two areas is the zone of proximal development, which is a category of things that a learner can learn but with the help of guidance. The zone of proximal development gives guidance as to what set of skills a learner has that are in the process of maturation. Collaborative learning is very important in achieving critical thinking. According to Gokhale , individuals are able to achieve higher levels of learning and retain more information when they work in a group rather than individually, this applies to both the facilitators of knowledge, the instructors, and the receivers of knowledge, the students. Some believe that collaborative learning is similar, yet distinct from cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together. Another believed difference is that cooperative learning is a philosophy of interaction where collaborative learning is a structure of interaction. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Classroom[edit] Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers by engaging individuals in interdependent learning activities. Some positive results from collaborative learning activities are students are able to learn more material by engaging with one another and making sure everyone understands, students retain more information from thoughtful discussion, and students have a more positive attitude about learning and each other by working together. Kenneth Bruffee performed a theoretical analysis on the state of higher education in America. Bruffee aimed to redefine collaborative learning in academia. Simply including more interdependent activities will help the students become more engaged and thoughtful learners, but teaching them that obtaining knowledge is a communal activity itself. For higher-ability students, group ability levels made no difference. With the emergence of many new collaborative tools, as well as the cost benefit of being able to reinforce learning in workers and in trainees during collaborative training, many work environments are now looking toward methods that involve collaborating with older employees and giving trainees more of a hands-on approach. Most companies are transitioning from traditional training programs that include instructor-led training sessions or online guided tutorials. Collaborative learning is extremely helpful because it uses past experiences from prior employees to help new trainees get over different challenges. There are many facets to collaboration in the workplace. It also allows for forms of vertical integration to find effective ways to synchronize business operations with vendors without being forced to acquire additional businesses. Need to understand actual interests and concerns regarding collaborating processes, activities and tools Reigning leaders and managers must better understand the collaborative tools and processes that can boost productivity Become better equipped to design, implement and evaluate collaborative learning environment Web technologies have been accelerating learner-centered personalized learning environments. This helps knowledge be constructed and shared, instead of just passed down by authorities and passively consumed or ignored. Technologies such as discussion threads, email or electronic bulletin boards by sharing personal knowledge and ideas do not let others refine individual ideas so we need more collaborative tools. Now these tools on Web 2. These tools allow for them to find people that are like minded and collaborate with them effortlessly. The goal was to examine corporate personnel, including learning managers and instructors, plus the tools that they use for collaboration. The researchers conducted an online survey to see what aspects of collaborative learning should be investigated, followed by an open discussion forum with 30 corporate personnel. The results showed that collaboration is becoming very necessary in workplaces and tools such as wikis are very commonly used. There is implication for a lot of future work, in order to have collaborative learning be highly effective in the workplace. Some of the unsolved problems they identified: Technology[edit] Technology has become an important factor in collaborative

learning. Over the past ten years, the Internet has allowed for a shared space for groups to communicate. Virtual environments have been critical to allowing people to communicate long-distances but still feel like they are part of the group. Research has been conducted on how technology has helped increase the potential of collaborative learning. One study in particular conducted by Elizabeth Stacey looked at how technology affected the communication of postgraduate students studying a Master of Business Administration MBA using computer-mediated communication CMC. Many of these students were able to still remotely learn even when they were not present on their university campus. The results of the study helped build an online learning environment model but since this research was conducted the Internet has grown extensively and thus new software is changing these means of communication. These tools allow for a strong more power and engaging learning environment. Chickering identified seven principles for good practice in undergraduate education developed by Chickering. Learners share a common purpose, depend upon each other and are accountable to each other for their success. CNL occurs in interactive groups in which participants actively communicate and negotiate learning with one another within a contextual framework which may be facilitated by an online coach, mentor or group leader. Computer-supported collaborative learning CSCL is a relatively new educational paradigm within collaborative learning which uses technology in a learning environment to help mediate and support group interactions in a collaborative learning context. Collaborative learning using Wikipedia: Wikipedia is an example of how collaborative learning tools have been extremely beneficial in both the classroom and workplace setting. They are able to change based on how groups think and are able to form into a coherent idea based on the needs of the Wikipedia user. Collaborative learning in virtual worlds by their nature provide an excellent opportunity for collaborative learning. At first learning in virtual worlds was restricted to classroom meetings and lectures, similar to their counterparts in real life. Now collaborative learning is evolving as companies starting to take advantage of unique features offered by virtual world spaces - such as ability to record and map the flow of ideas, [17] use 3D models and virtual worlds mind mapping tools. Cultural variations[edit] There also exists cultural variations in ways of collaborative learning. Research in this area has mainly focused on children in indigenous Mayan communities of the Americas or in San Pedro, Guatemala and European American middle-class communities. Generally, researchers have found that children in indigenous Mayan communities such as San Pedro typically learn through keenly observing and actively contributing to the mature activities of their community. In the classroom, these children generally learn by engaging in initiation-reply-evaluation sequences. These methods include learning in a horizontal plane where children and adults equally contribute to ideas and activities. Mayan mothers do not act as teachers when completing a task with their children, but instead collaborate with children through play and other activities. In Nocutzepo, Mexico, indigenous heritage families form collective units where it is generally agreed that children and youth engage in adult cooperative household or community economic practices such as food preparation, child care, participating in markets, agriculture, animal herding, and construction to name a few. Indigenous people of the Americas utilize collaborative learning through their emphasis on role sharing and responsibility sharing within their communities. The Mayan community of San Pedro, Guatemala utilizes flexible leadership that allows children to have an active role in their learning. Participation of learner is a key component to collaborative learning as it functions as the method by which the learning process occurs. Thus collaborative learning occurs when children and adults in communities switch between "knowledge performers" and "observing helpers". The indigenous communities of the Americas are unique in their collaborative learning because they do not discriminate upon age, instead Indigenous communities of the Americas encourage active participation and flexible leadership roles, regardless of age. Children and adults regularly interchange their roles within their community. In addition, Indigenous communities consider observation to be a part of the collaborative learning process. For example, the Intercultural Maya University of Quintana Roo , Mexico , has a system that incorporates elders, such as grandparents to act as tutors and as a resource for students to discuss information and knowledge regarding their own language and culture. The system is called IKNAL, a mayan word that implies companionship in the learning and doing process that involves several members of the community. The traditional model for learning is instructor based but that model is quickly changing on a global standpoint as countries fight to be at the top of the economy.

Specifically relevant to e-learning where developers can share and build knowledge into courses in a collaborative environment. Knowledge of a single subject can be pulled together from remote locations using software systems. In a thesis circle, a number of students work together with at least one professor or lecturer, to collaboratively coach and supervise individual work on final e. Students switch frequently between their role as co-supervisor of other students and their own thesis work incl. Kenneth Bruffee introduced the learning method, Classroom Consensus Group, in which the instructor allocates groups of three to five three being ideal students and assigns a problem to be solved or question to be answered. There are two directions the nonfoundational task can be presented: The instructor must keep time to ensure the students are centered on analogizing, generalizing, and bridging their comprehension with others. Ideas should be presented to the entire class thus allowing the small groups to come together as a whole. It is then that the answers can be compared, gaps can be filled, and authority is not on one individual. Macro-scripts aim at creating situations within which desired interactions will occur. Micro-scripts emphasize activities of individual learners. CLA involves three concepts:

Chapter 5 : What is Cooperative Learning? – Cooperative Learning Institute

Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific.

A Definition of Collaborative Learning written by: Read on to learn more about its forms, goals and uses. It was midnight on a school night. His door was uncharacteristically open and I could hear animated voices from inside his room. I found him on Skype with a couple of friends. Have you worked on your homework math problems with a friend? Did you ever get together with peers in a group to understand a difficult theory in college? Did you ever brainstorm with other classmates on a school project? The very dictionary definition of collaboration will tell us what collaborative learning means. The word "collaboration" brings together the Latin "col-" meaning "with or together" with the Latin "labor" or toil. For educationists, collaborative learning is a comprehensive term for "a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Collaborative Learning happens when students work together in pairs or groups: To understand or "make" meaning of a concept or text To create a solution for a problem given in class or self-discovered To explore a topic, a question, an area of knowledge To apply the principles learned in their curriculum To conceive of new ways to apply the knowledge they have learned in class To construct a tangible article or a physical object for example, a report, a term-paper, a model volcano, a recycled-paper bag, a solar panel, an electric vehicle out of the course-learning The above, of course, is an indicative and not a comprehensive list of the ways in which collaborative learning may be used by teachers. Let us say that cooperative learning is a type of collaborative learning. The developers of cooperative learning models and strategies have laid out several specific components that teachers must control: Eluding strict definition, collaborative learning can thus be specific, controlled and structured or it can be spontaneous, experiential and totally open-ended. Schools, as they were conceived and as they are still administered, are essentially authoritarian constructs. Teachers are still equated with "discipline" and "consequences. They are the regulators of the competition that is encouraged between students through the assessments and recognition and rewards for individual achievement. There are definitive syllabi for every subject with course content to be covered in a set period of time; there are lecture plans for every teaching hour and teachers are under pressure to ensure that their students have ingested the carefully planned and delivered information and are capable of regurgitating it as required during formal assessments. Memory is more important than assimilation. In collaborative learning, on the other hand, the process of learning is basically more important than what is learned. Students are taught, by hands-on experience, how to learn and not what to learn. When they learn, assimilation of the material is an absolute requirement as a student must take the material, absorb it, make it his own and then present it or teach it to others. Mere memorizing will not help the collaborative learner. It is also relevant to point out here that like teachers, students too have to be "prepared" to take on the challenges and opportunities offered by collaborative learning. I must emphasize that collaborative learning is a tool, just like other teaching methodologies. It is up to the school and the teacher to use this or another tool depending on the objective, the task, the group and the "preparedness" of the students. A group-discussion may enhance a lecture; it cannot and should not replace it until both teachers and students are ready for the complete shift to another paradigm. As more and more teachers change their classroom strategies and re-orient their relationship to the curriculum from the traditional "transmission" to "transactions" that lead to "transformations" in the personal and social relations of the student to his curriculum, the school system is also slowly evolving and accommodating itself to the more student-centered, process-oriented and non-competitive model that defines collaborative learning. Cooperation in the Classroom. Interaction Book Company 3. Smith and MacGregor op. Collected Readings for Effective Discussion and Questioning. Magna Publications, Davis, Barbara Gross.

Chapter 6 : CL1 - More Information: What is Collaborative Learning?

Definition: Cooperative learning is a form of active learning where students work together to perform specific tasks in a

small group. Each cooperative learning group should be carefully selected by the teacher so that a heterogeneous structure allows each student to bring his or her strengths to.

Chapter 7 : What Is Cooperative Learning?

Definition of Cooperative Learning Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success.

Chapter 8 : What is collaborative learning? definition and meaning - theinnatdunvilla.com

This study sought to explore students' attitudes toward four types of interaction in the online learning environment: instructional, affective, collaborative, and vicarious interactions. Students' attitudes toward online interaction.

Chapter 9 : Collaborative learning - Wikipedia

Definition of Cooperative Learning Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure.