

CI 507: Collaborative Learning and Instruction

Fall 2013

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Wed 9-11.50
Room: 322 (396 eventually)
Office hours: by appointment

Purpose

The purpose of this course is to examine the research on collaborative learning and consider what it has to say about using it for instruction. The beginning of the course focuses on theoretical questions about collaboration and collaborative learning to provide a basis for later discussion of applications. We then look at a range of research that proposes ways of implementing and supporting collaborative learning. These will range from work that focuses on the design of tasks, group composition, roles and interaction behaviors. We will also think about what research says about the role of the teacher in the collaborative classroom. Throughout the class, we will build a document outlining what the research says about orchestrating collaborative activities in classrooms.

Assignments and Grading

Attendance and Participation: 30%

Many of our class sessions will require discussion of the articles and be a number of collaborative activities to take part in during and between classes, as such, attendance and participation are essential to everyone having successful learning experiences during the course.

Reflection papers: 10%

Most weeks, you will be required to come to class with a 1-3 page written reflection on some aspect of the reading. Prompts will be provided from time to time, otherwise, you will be asked to elaborate on something you find interesting, or that relates to your final project. This aims to help you prepare to participate in the class discussion. (Note, I'll expect 10 of these in total, but you're welcome to bring more).

Final Paper: 60%

For the final paper, you will discuss the following questions:

What does the research on collaborative learning tell us about how to implement collaborative learning in classrooms?

To do this, select one (or more) aspect(s) of the research on collaborative learning and write a critical review of the literature. Aspects of the literature that might be addressed include, but are not limited to: the role of the teacher, collaborative interactions, learning to collaborate, assigning roles in groups, CSCL.

Due dates:

Outline of what you are going to write about: Oct 9th (1-2 pages).

Office hours in the week of Oct 14th and 20th will be set aside to discuss your plans.

Final paper: Dec 11th (approx 20 pages)

Syllabus outline:

Date	Topic	Reading
Week 1 Aug 28 th	Introduction What is collaboration?	In class: Bratman, 1992.
Week 2: Sept 4 th	What is collaborative learning?	Introduction to Handbook Dillenbourg et al., 1996 Extra: O'Donnell, 2006 Damon, 1984
Week 3: Sept 11 th	Theoretical stances	Jigsaw: One of chapter 1-4 in handbook Akkerman et al, 2007 Extra: Dillenbourg, 1999
Week 4: Sept 18 th	Collaborative learning in classrooms	Galton, 2009 Gamson, 1994 Ellis & Rogoff, 1982 MacQuarrie, 2013
Week 5: Sept 25 th	Interaction behaviors	Barron, 2003 Roschelle 1992
Week 6: Oct 2 nd	Team Characteristics	Bowers et al, 2000 Edmonson, 1999 Webb, 1998 Maldonado, 2009 Margrett, 2002 Pozzi et al, 1993 Halfhill, 2005 [Pick 2 or 3; extended reflection exercise]
Week 7: Oct 9 th (Scripts presentation)	Collaboration scripts	Lambiotte et al, 1998 Rummel, 2009

Week 8: Oct 16 th (Complex instruction presentation)	Roles	Cohen, 1994 Cohen et al, 1999 Markovsky, 1984
Week 9: Oct 23 rd (Cooperative learning presentation)	Cooperative learning (Tasks)	Johnson & Johnson, 2009; Slavin 1999 Stearns, 1999
Week 10: Oct 30 th (CSCL presentation)	CSCL (Tasks)	Kirschner, 2008 Kapur, 2007 Mercier & Higgins, 2013
Week 11: Nov 6 th	Learning to collaborate?	Angehrn, 2006 Cortez, 2009 Barron, 2009 Extra: Leman, 2005
Week 12: Nov 13 th	Teachers & classrooms	Blatchford, 2003 Blumenfeld, 1996 Kutnick, 2008
Week 13: Nov 20 th	Teachers	Webb, 2009 Laurillard, 2008 Van do Pol, 2013
Week 14: Dec 4 th	Assessing collaborative learning	Kahrimanis et al, 2009 Webb et al, 1998 Shepard, 2000
Week 15: Dec 11 th	Reflections	Final assignment due Reflect on class document – what is missing from our understanding of how to embed CL in classrooms?

Reading list:

Akkerman, S., Vandenbossche, P., Admiraal, W., Gijsselaers, W., Segers, M., Simons, R., & Kirschner, P. (2007). Reconsidering group cognition: From conceptual confusion to a boundary area between cognitive and socio-cultural perspectives? *Educational Research Review*, 2(1), 39–63. doi:10.1016/j.edurev.2007.02.001

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Notes:

- Some readings will come from the new International Handbook of Collaborative Learning (2013)
- Reading list may change during the semester based on the interests of the class members and direction of discussions.
- Some weeks, you’ll be assigned a sub-section of the readings in small groups to present to the whole class rather than having to read everything.
- The reading list contains more readings than are assigned – use these to extend your reading, or help with assignments. Do not hesitate to come and ask me for more!