

Online Collaborative Learning SIG - August 2022

See notes from [OCL SIG meeting April 2022](#)

OCL Padlet - <https://universityofsouthernq.padlet.org/techdemcop/onlinecollaborativelearning>

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Pedagogical Design for Collaborative Learning

Key questions:

- What is collaboration (as distinct from cooperation, defining characteristics)?
- How do we design and implement effective online collaborative learning?
- When would we want students to collaborate online?
- How do we design collaborative assessments?
- How do we measure - what are we measuring?
- How do we foster a learning experience - the doing and feeling

Table 1 comments to key questions

- Set up essential skills including ice-breaking, working towards shared goals, negotiating, seeking/providing feedback, appropriate behaviours (respect, empathy)
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Key points

- Collaborative assessments improve students' depth of understanding, critical thinking skills, and exam performance through peer engagement
- Collaboration promotes active learning
- Challenges around group formation
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Table 1 comments to key points

- Collaboration enables co-creation of knowledge
- Collaboration creates class culture
- Collaboration supports students to develop group work skills
- What does a collaborative task look like? What makes it authentic?

- Students solving problems in groups
- Group assignments
- Prompts given to students to increase engagement

The Academy of Active Learning Arts and Sciences has a diagram detailing 12 classes of elements of Flipped Learning. One of those classes of elements is called the group space mastery. The recommendations of good practice in the group mastery space are as follows:

— GROUP SPACE MASTERY

- Use higher levels of Bloom's Taxonomy (applying, analyzing, evaluating, creating)
- Establish clear expectations for student responsibilities during class time
- Include practice activities at differing levels to ensure all students have materials to work from that are just above their current ability
- Use a variety of active learning strategies in the group space such as Project Based Learning, Inquiry, Mastery, Genius Hour, and Peer Instruction
- Model group space activities for students before starting the activity
- Never lecture or explain the videos in classroom for those who did not do the pre-class media
- Set up student-centered activities that encourage students to summarize the content of the pre-class media
- Include activities that encourage students to create their own content
- Require reflection at the end of each lesson
- Be willing to fail at new group space activities and try again
- Provide differentiation within the group space (tasks, outcomes, support, and resources)
- Promote collaborative and group work
- Use both digital and analog tools to foster students' in-class work

<https://aalasinternational.org/>

There is a need for **careful consideration of technology** to support **student completion of collaborative learning tasks**, and at the higher education level **students should be empowered to make those decisions**. (Lock and Johnson, 2017)

Part 1: The nuts and bolts of writing a good collaborative task

Key areas:

- Clarity of task - expectations, process, norms of behavior
- Technology to facilitate communication, collaboration and co-creation
- Teaching presence - facilitation of the collaboration, including feedback during
- Understanding how to collaborate:
 - The Norms of Online Collaboration - <https://youtu.be/G9Kk6n6WU8A>
- What to do when things go wrong...
- Develop collaboration scripts that explicitly structure activities and communication (de Nooijer et al., 2021)
- Organise discussions about team processes and make expectations explicit - team charter? (de Nooijer et al., 2021)

Online collaborative learning can work well, but requires a **balance** between **course structure** and **autonomy**, and needs **active monitoring during implementation**. (de Nooijer et al., 2021, p. 19).

What do you do? Want to contribute?

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Part 2: Case Study - ETL523 (Charles Sturt University)

Shared by Julie Lindsay

Background

ETL523 Digital Citizenship in Schools is a subject in the postgraduate degree Master of Education in Knowledge Networks and Digital Innovation (School of Information Studies). It explores the concept and practice of digital citizenship. Technological, political and ethical issues concerning digital citizenship are examined, including intellectual property, plagiarism, cybersafety, freedom of information, transliteracy and the effective use of a range of technologies to support learning and teaching. Issues in policy and practice are examined to understand how learning programs and school community practices can build capacity and resilience in students to enable them to become effective and responsible digital citizens in global online learning environments. It is an online subject only.

Assessment Task: Digital Citizenship Learning Module (40%)

PART A (15%): Group Task - Collaboratively design a learning module on a chosen theme

In groups of 3-4 students collaboratively develop an online learning module on a chosen digital citizenship topic using freely available tools.

Marking criteria:

- Learning module content (selecting and analysing)
- Learning module authoring (synthesizing and applying)

Group process

In groups of 3-4, students will collaborate on a research task on their chosen topic. This provides an opportunity for team/group collaborative authoring via an online interface. The result will be a co-developed group learning module in a style appropriate to education. Each group will be provided with a Google doc template to plan, collaborate and complete a 'blueprint' design document for their module. After discussion with the Subject Coordinator as a class, each group then chooses an online platform on which to build and share the final learning module material (such as Wix, Weebly, WordPress).

Groups are encouraged to find and/or create images, diagrams and infographics and other artefacts to fully share ideas. It is expected that all digital affordances of the chosen online platform (hyperlinks and embedded artefacts) will be applied, and correct referencing and attribution will be included.

The expectation of this task is that individuals collaborate digitally and all collaborative planning work is shown via the Google doc blueprint. Further details will be forthcoming from the Subject Coordinator.

The online learning module is expected to contain 2000 +/- 10% words as the total group collaborative contribution.

For ideas and resources to kick-start your collaboration read:

Hague, C., & Payton, S. (2010). Digital literacy across the curriculum [Handbook]. BECTA FutureLab. pp. 28-30. National Foundation for Educational Research.

<https://www.nfer.ac.uk/publications/FUTL06/FUTL06.pdf>

Luckin, R., Baines, E., Cukurova, M., Holmes, W., & Mann, M. (2017). Solved! Making the case for collaborative problem-solving.

<https://www.nesta.org.uk/publications/solved-making-case-collaborative-problem-solving>

STEP 1: Students post ideas under set themes and reach out to like minded peers. Final group formation determined by the teacher. Organisation of teams and group topic selection was via a Google doc

STEP 2: Group proposal submitted - 100 words (for approval)

STEP 3: Create module

STEP 4: Create individual artefacts and embed into module

In addition.....other levels of participation in this assessment

PART B (20%): Individual Task - Create a digital artefact to support the learning module

- They selected a subtopic for an individual digital artefact that needed to 'fit in' with and support understanding of the module content
- Marking criteria:
 - Express ideas and communicate a message using multimedia
 - Understand key digital citizenship concepts and issues affecting digital citizenship

PART C (5%): Reflective blog post

- A personal blog post reflection on the online collaborative group experience (Part A of this assignment). 500 +/- words
- Marking criteria:
 - Discuss pertinent aspects of the online collaborative process and wiki co-creation including your personal experiences

- Share one recommendation to be included as a 'norm' of online collaborative learning and justify this with an example
- Suggest how this collaborative experience might be translated into your learning environment with students and/or colleagues

Reflection on group task

- Early and regular communication was necessary/required between students to build empathy for working/collaborating together
- Most groups organised regular online meetings across the 6-weeks of development. Some did in-person working meetings (where geographically possible)
- There were a few 'personality' issues that students had to solve themselves. Often these stemmed from a lack of regular or satisfactory communication within the group
- Teaching presence is vital - agility and flexibility
 - Teaching presence is the glue that fosters engagement and continuity as part of the collaborative and holistic approach
 - Facilitation includes the confident ability to listen, read, assess and provide appropriate responsiveness that supports the collaboration of the students in achieving the learning outcomes (Lock and Johnson, 2017)
- Student organisation and support:
 - How will students communicate online? (provide facility or leave it up to them?)
 - Where will they store planning notes and ideas?
 - Where will the final collaborative product be available? Online?
 - Will the final product be visible to other students?
- Student feedback: *It has been the most practical subject in the course. Very hands on and the collaborative aspect made it a rewarding learning experience where new skills were grown beyond "textbook" learning. Extremely relevant to current events which really highlighted the relevance of what we were learning, heightening the desire to learn and acquire skills to develop competence.*
- Module examples
 - <https://etl523-digital-citizenship.weebly.com/>
 - <https://evaluatinginformation.weebly.com/>

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<https://doi.org/10.1080/0144929X.2016.1232752>

Collaborative Assessments - Learning science and collaborative skills during summative testing
<https://www.nsta.org/science-teacher/science-teacher-julyaugust-2020/collaborative-assessments>

de Nooijer, J., Schneider, F., & Verstegen, D. M. (2021). Optimizing collaborative learning in online courses. *The clinical teacher*, 18(1), 19-23. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/tct.13243>

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