



Collaborative Learning: Making Group Work Effective

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Conflict of Interest Statement

- There is no perceived financial, professional or personal conflict of interest in this presentation.

Objectives

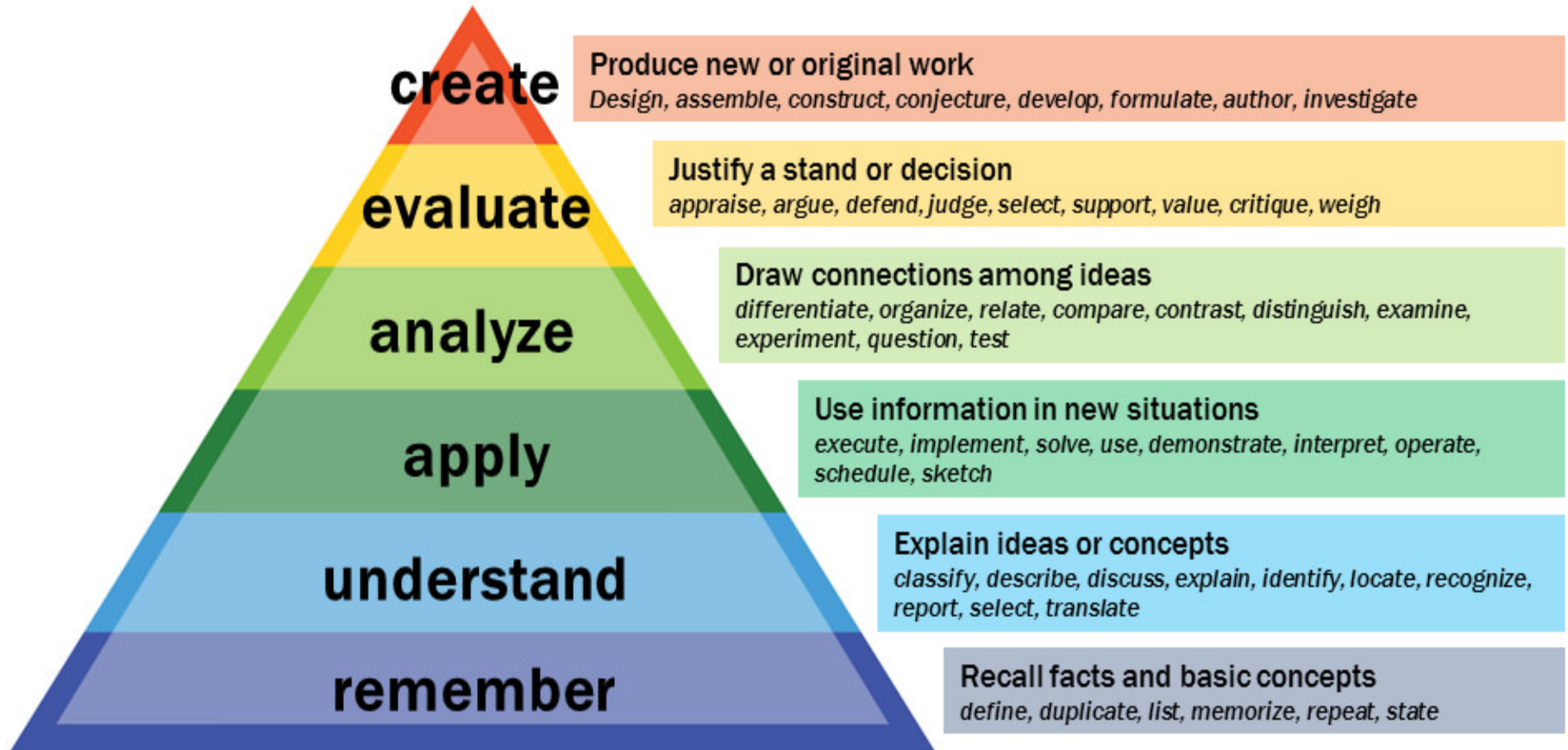
- Describe three benefits of collaborative learning.
- Identify three barriers for implementing effective collaborative learning.
- Identify three strategies for implementing effective collaborative learning.

Why Collaborative Learning?



- **“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”** **Herbert Simon**

Bloom's Taxonomy



Effective Collaborative Learning

- **Increased:**
 - ▣ **Understanding of content**
 - ▣ **Retention and recall**
 - ▣ **Student satisfaction**
 - ▣ **Communication skills**
 - ▣ **Teamwork skills**

Challenges to Effectiveness

- Student resistance
- Faculty Fears
- Poor implementation



Student Feedback

- *“Group work is good but can be too much. We would like more specifics and then discussion”*
- *“More lectures and less group work would be helpful”*
- *“We know the correct answers but we don’t know or understand why it is correct.”*

Reviewer Feedback

- “They worry that they may not be getting correct answers from their classmates during group work.”
- “I think that they may need some guidance in how to work together as a group. Although they said that they had received some training, they seemed really uncomfortable (and at times distressed) by the group work.”
- “I think that the students may want a more passive learning style. They are used to lectures and are resistant to an ‘engaged- take some responsibility for your own learning’ approach.”

Faculty Feedback

- Students are getting more comfortable with active learning
- There is greater class discussion compared to previous semesters
- When students “buy-in” to the value of group work, they are more engaged in group activities
- Students report that they remember best what they say during group work

Best Practices

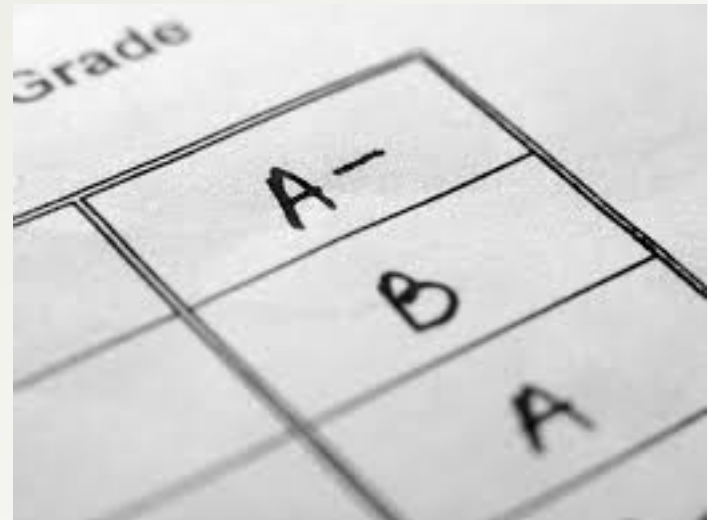
- Strategic teams
- Team-building
- Pre-class preparation
- Application activities
- Debriefing

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE
Name _____ 1
Subject _____ 1
SCRATCH OFF COVERING TO EXPOSE

	A	B	C	D	E
1.					
2.					
3.					
4.					
5.					
6.					

Evaluation

- Student feedback
- Peer evaluation
- Instructor feedback
- Assigning Grades



Summary

- Collaborative Learning when planned and executed well can lead to deeper learning.



Results

- “Thank you for pushing us out of our comfort zones.”
- “When I had to explain this topic to my group, what I know and didn’t know became really clear.”
- “I feel like I understand this topic so much better now.”
- “During the test, I remembered what we talked about in my group.”

References

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