



Ministry of Education - Guyana

In collaboration with the **OAS** and **ProFuturo FOUNDATION**

2020. CARICOM. ICT ROUTE: BASIC LEVEL

MODULE 4 - COLLABORATIVE LEARNING

Training Manual for Teachers of Riverine and Hinterland Region



MINISTRY OF EDUCATION
ELIMINATING LITERACY, MODERNIZING EDUCATION, STRENGTHENING TOLERANCE

ProFuturo

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Message form the Minister of Education



Dear Teachers

Across the world, the COVID 19 pandemic (Corona Virus) continues to cause undesirable disruption to the global education systems. Guyana, as you know, was not spared. As such, we implore you to keep engaging our nation's learners and we applaud those of you who have tried and continue to try. We heard your concerns when you told us you were uncertain about how to teach using different means, that you lacked confidence, and that you felt you were not equipped. This is our first response in partnership with the **OAS** and **ProFuturo Foundation**. This training will give you the much-needed knowledge and expose you to the tools you need to deliver education differently by being innovative and by using easily available technology.

We are aware that the cost of data is of great concern to you and we have remedied that by partnering with GTT and Digicel to zero rate the ProFuturo platform domain. This means that

when anyone accesses the training platform, data will not be consumed. If teachers have neither devices nor connectivity, we will arrange a suitable location and if teachers, as those in the hinterland and riverine areas, cannot access either, even with our help, we have arranged for part of the program to be done through these printed modules because we know that it is only a matter of time before you are able to access connectivity and devices. We will never leave you behind.

I encourage you to take this training offer with vigour so that you can be better prepared to do what you love: influence by teaching the next generations.

CONTENTS

Unit 1. Introduction

- 1.1. Presentation
- 1.2. Starting point
- 1.3. Objectives
- 1.4. Contents outline

Unit 2. Learning models

- 2.1. Presentation
- 2.2. From individual to collaborative learning
- 2.3. School adapted to each age
- 2.4. The new generation
- 2.5. Some practical experiences
- 2.6. Individual versus collaborative learning
- 2.7. The learning process
- 2.8. The knowledge cycle

Unit 3. Models of teacher management

- 3.1. Presentation
- 3.2. Past educational models
- 3.3. New educational model
- 3.4. Teaching models
- 3.5. Role change
- 3.6. Reflection

Unit 4. Motivational value

- 4.1. Presentation
- 4.2. Motivation: the motor of learning

- 4.3. What is collaborative learning?
- 4.4. “Digital natives”
- 4.5. Collaborative learning
- 4.6. Models of collaborative learning
- 4.7. Practice the investigation
- 4.8. Practice the jigsaw method
- 4.9. Cooperation strategies
- 4.10. Challenges and conflicts

Unit 5. Psychosocial conditions

- 5.1. Presentation
- 5.2. Classroom environment
- 5.3. Classroom organization

Unit 6. Assessment in collaborative learning

- 6.1. Presentation
- 6.2. Importance of the assessment
- 6.3. Types of assessments
- 6.4. Who assesses, and who is assessed?
- 6.5. What is assessed?

Unit 7. Conclusion

- 7.1. Presentation
- 7.2. Summary
- 7.3. Practical activity
- 7.4. Final word

KEY TERMS

Please familiarize with the following terms and meaning.

1. **Assessment instruments**

Those tools that allow us to perform different assessment procedures such as observation of the process, grading, or valuation of the learning product.

2. **Collaborative learning**

It can be understood as work in small teams (3 to 5 people) and where each individual has some specific tasks aimed at the same final objective that cannot be finished without the interaction with the rest of the components.

3. **Competences education**

That which prepares the individual in capabilities that guarantee his/her incorporation into the current society, a changing and uncertain society that needs creative, adaptable, and autonomous individuals.

4. **Constructivist model**

One of the models that the school of the XXI century originates, and where one of its characteristics is the creation of knowledge by the student, the educational reflection of its function, and the valuation of mistakes as a learning source through feedback.

5. **Cooperative strategies**

Activities in which collaborative work that can be immediately adapted to the diversity of situations present in the classroom, is given even though this is not a continuous methodology.

6. **Digital knowledge**

The knowledge acquired on the network and that is created and shared, making information in nodules available to other users.

7. **Digital native**

Those people born in the digital and Internet age in a society dominated by information and the structured communication on the network.

8. **Group dynamics**

Group dynamics seek to explain the internal changes that occur as a result of the forces and conditions that have an influence on groups as a whole, and how the members of these groups react. Group dynamics reflect the set of phenomena that interact in personal relationships. Group dynamics acquire a specific value of entertainment that stimulates: Emotionalism, Creativity, Dynamism, or Positive tension.

9. **Individual learning**

Learning where the individual is the only participant in his/her own learning. In the sequences that Haller (2002) defines for learning, there is a first sequence known as transfer of knowledge where individual learning is the protagonist.

10. **Knowledge cycle**

The period of time when the knowledge acquired in concept form is applicable over the predominant reality. In current society, the knowledge cycles are much shorter because of constantly occurring changes. This is where the term “long-life learning”, or learning throughout an entire lifetime, arises.

11. **Learning to learn**

The capability to be aware of the personal way of learning, and being able to continue doing so autonomously once the formal system of education is left behind. This is one of the fundamental competencies in our current society considering the need to continue to be educated throughout our lifetimes.

12. Management models in the classroom

Are the different options that teachers have for structuring the classroom from the perspective of the role they play towards the students, or the application of different methodologies, distribution...

13. Network society

Called Societat Xarxa by Castells, a society whose social structure is built around networks of information based on Internet structure microelectronic information technology.

14. Self-assessment

Is the assessment that each individual does of his/her own learning.

15. Social constructivism

The model based on constructivism which dictates that knowledge is not only formed through environment-I relationships, but is rather the sum of the social environment factor to the equation. New knowledge is formed from a person's own schemas that are the product of his/her own reality, and their comparison to the other schemas of the other individuals that surround him/her.

16. Traditional education

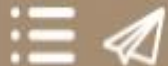
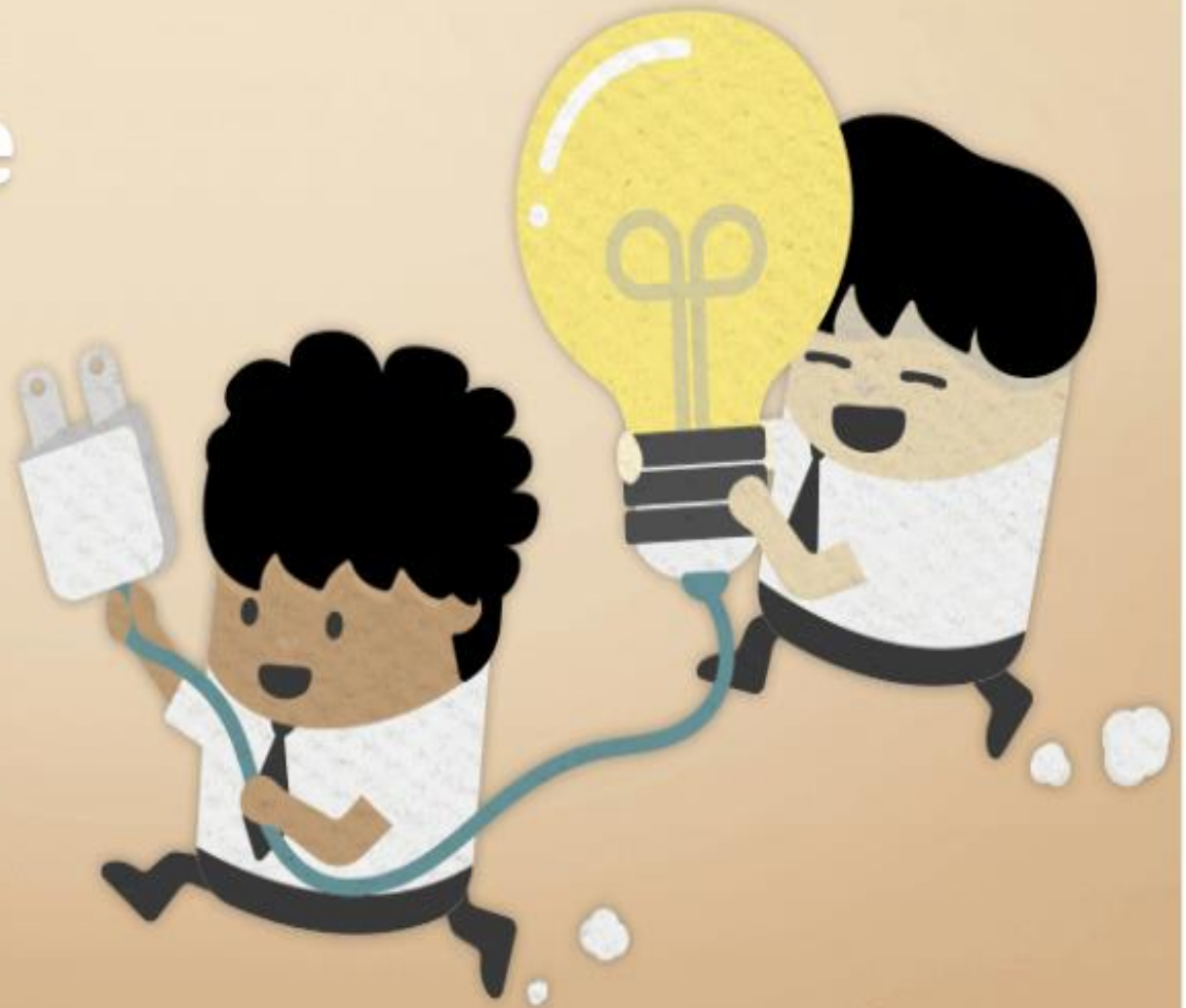
That which has predominated throughout the history of education where there is a focus of knowledge (the teacher) that transmits said knowledge to the learners who consume this information.

17. Teacher's role

Or the role played by the teacher in the classroom with regard to the students, to the transmission to or access to the information by, the learner, and the later transformation of this information into knowledge.

Unit 1

Collaborative learning



Starting point

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

"Can we imagine a school where adolescents fight to get in instead of to get out?"

Geoff Mulgan.

This is a possibility that can become a reality in the change required of the XXI century school.

Know more...



2 / 40

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XXI CENTURY SCHOOL

The XXI century school must provide students with experiences and knowledge appropriate to the society in which they live, avoiding the sudden ruptures that often occur between school and society (Torres, 1994). The new forms of communication have transformed language, shortened words, etc. Education must also adapt to these new usage habits and styles where multilingualism, mobile technologies, and collaborative work are already building reality.

Objectives

- ✓ To understand the **psychosocial changes** that the Information Society brings with it.
- ✓ To analyse the **educational models** that exist and to become aware of their relevance in the **motivational environment** of the classroom.
- ✓ To get to know **collaborative work**, identify its characteristics, and promote good practices for its application in the classroom.
- ✓ To identify the **assessment** as the **main individual and group acknowledgement system** that promotes **cooperation and participation**.



Contents outline

New social paradigm



New educational paradigm

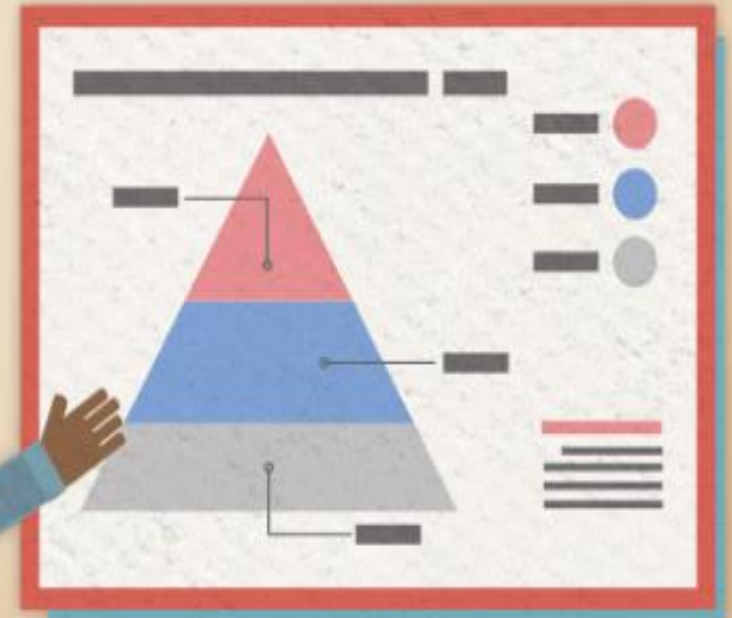


Collaborative learning



Unit2

Learning models



From individual to collaborative learning

A society that strongly bases itself on the Internet, that bases its functioning on the network, on nodules of knowledge...

For more information, click on the buttons.

Does it promote a type of social learning and communication in relation to our peers?

Traditional education



Current education



TRADITIONAL EDUCATION

Traditional education is defined as a **one-way communication** where the **teacher** is the only **transmitter of knowledge** and the student is who individually “absorbs” it as sole, valid, and unquestionable knowledge. The **textbook is the source of knowledge** and the basis of an individual work methodology that has become obsolete with the new social, economic, and political paradigm, based on new technologies and on its network structure.

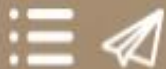
CURRENT EDUCATION

Information is **currently** within everyone’s reach and it is the **teacher, as facilitator agent of knowledge**, who helps his/her students to “provide them with ICT skills or competencies” that make it possible for them to build a personalized knowledge.

School adapted to each age

The revolutions throughout history (agricultural, industrial, technological, etc.) have varied the educational model.

In each age, schools have been built to properly prepare citizens.



The new generation

It's important that we stop labelling teachers as "digital immigrants" and take advantage of this teacher-student interaction opportunity to create "digital knowledge".

"The new generation of young people that go to school have been labelled 'digital natives'."
Prensky, 2001

Digital knowledge

"Digital natives"

For more information, click on the buttons.



DIGITAL KNOWLEDGE

In most educational centres books and the teacher are still the centres of knowledge. However, beyond school, information and knowledge are distributed in the nodules of a network known as the Internet.

DIGITAL NATIVES

In their day-to-day activities, "digital natives" normally use the new technologies. This type of behaviour seems to favour collaborative learning and the teacher-student interaction because barriers that had, until now, been limiting, such as the generation gap, are broken.

Some practical experiences

Consult educational experiences in cooperative learning in the "Materials" section.

For more
information,
click on the
images.



Individual learning
"Farm animals"



What are the differences
between both experiences?



Collaborative learning
"The animals"



Individual learning

Level	Primary.
Subjects	Knowledge of the environment and Language.
Competencies	Digital.
Objectives	Learn, know, discover, read, understand, recognize.
Contents	Domestic animals (Natural sciences) and reading comprehension (Language).
Methodology	Individual work.
Materials	Prepared by the teacher based on books, CDs, and the Internet.
Assessment	By the teacher.
Description of the experience	The teachers create a web page with contents that the students can visit for their learning about domestic animals. This is an interdisciplinary project because reading comprehension is simultaneously worked on.

What are the differences between both experiences?

	Individual learning	Collaborative learning
The teacher's role	Proprietor of knowledge, instructor, transmitter.	Provider of experiences, guide, observer.
The student's role	Consumer of knowledge.	Creator of knowledge.
Skills	Digital.	Social, digital, learning to learn, autonomy.
The objectives	Divided into concepts, procedures and attitudes.	With a social component that fosters the integration, analysis and production of the knowledge learned.
Content	They are the focus of learning.	They are a product of learning.
Assessment	The teacher / Product.	Teacher and student / Process – product

Collaborative learning

Level	Primary.
Materials	Foreign language (English).
Skills	Digital, learning to learn, autonomy and personal and civic initiative.
Objectives	Recognise, create, utilise, develop autonomy, identify, participate, cooperate...
Contents	Related to the subject (English), skills (learning to learn, personal and civic initiative...) and the methodology employed.
Methodology	Group and individual work.
Materials	Made by the students and teacher.
Assessment	By the teacher and the students.
Description of the experience	This is a unit for learning about animals in different environments. The first class is individually-based and aims to explore each animal and its habitat. In the second class, a group journey is taken through the different habitats, performing different roles. In the third class, the students evaluate each other.

Individual versus collaborative learning

For more information, click on the buttons.

What advantages does collaborative learning have over individual?
What changes in collaborative learning?
What is its impact on individual learning?
Should we banish it?

Individual learning

Collaborative learning

INDIVIDUAL LEARNING

Focused on satisfying the learning needs of each individual.

In this model, the teacher is the transmitter of knowledge and must adapt to each of his/her students because each of them is different.

COLLABORATIVE LEARNING

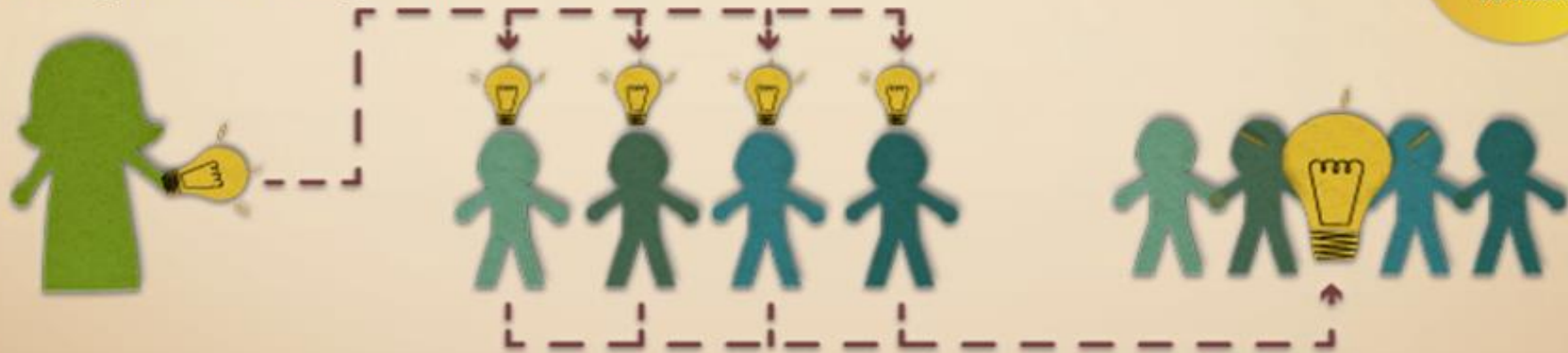
Arises from the need to generate knowledge, and we can define it as the co-construction of knowledge and mutual commitment of the participants (Lipponen, 2002). It presents a powerful value as a learning process socializer and also makes every individual responsible for the learning of their classmates as well.

Clear objectives are needed for collaborative learning to be successful, as well as the clear definition of roles, functions, and planning of the work, and a correctly focused assessment.

The learning process

Learning process according to Haller et al. (2002):

For more information, click on the button.



Transfer of knowledge.

1st the instructor transfers knowledge to the students (individual learning).

Sequences of collaboration.

2nd the knowledge received is summarized and applied (collaborative learning).

Know more...

COLLABORATIVE LEARNING HAS A SERIES OF ADVANTAGES OVER INDIVIDUAL LEARNING

- It increases the motivation of the members of the group towards the objectives and contents.
- Learning is increased with each individual's learning, reaching higher levels of academic performance.
- It favours greater retention of what is learned.
- It promotes critical thinking by making room for debate.
- The diversity of knowledge and experiences of the group positively contributes towards the learning process.
- It reduces the anxiety that individual problem resolution situations cause. *Martín-Moreno (2004)*.

The knowledge cycle

The knowledge cycle is currently accelerated.

Training must be focused towards the competencies and capabilities in the search, selection, interpretation, and management, and later transformation into knowledge, of the information.

Collaborative work becomes essential in the XXI century school.



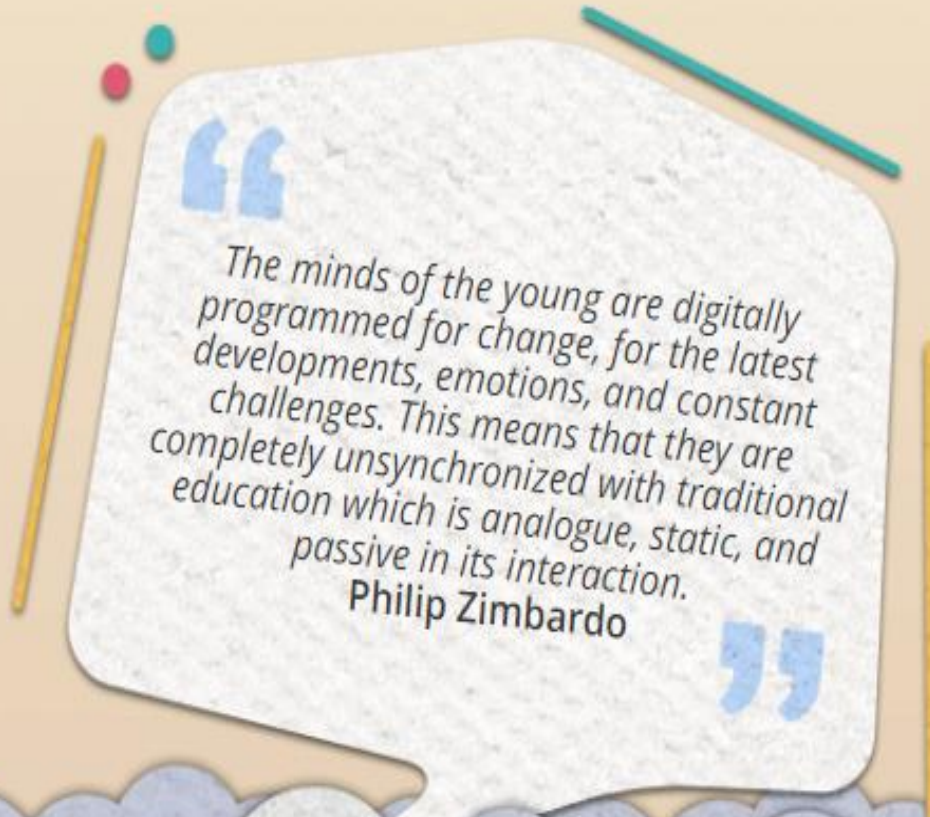
Unit 3

Models of teacher management



Past educational models

Why do most schools maintain past educational models?



The minds of the young are digitally programmed for change, for the latest developments, emotions, and constant challenges. This means that they are completely unsynchronized with traditional education which is analogue, static, and passive in its interaction.

Philip Zimbardo



New educational model

Today's society is immersed in a new educational model.

Implies



- ✓ The implementation of the ICTs in a democratic and participative style.
- ✓ The collaboration of all the agents who intervene in the learning process crucial for the development of skills or competencies.

Know more...



SIGNIFICANT LEARNING

The role that the teacher and the learners play will be fundamental for achieving significant learnings that make it possible to transfer what is learned to new situations.

BEHAVIOURAL MODEL

- Memorization, repetition.
- Single model for everyone.
- Focused on results.

SOCIOCULTURAL MODEL

- Self-assessment, group assessment.
- Search for models, terminal objectives.
- Use of technology.

Teaching models

There are many learning models, but they can all be classified into: those focused on the teacher and those focused on the learner.

For more information, click on the buttons.

Individual learning

Behavioural Model

Constructivist Model

Focus on the teacher

Sociocultural Model

Competences Model

Focus of the students

Collaborative learning

Know more...

CONSTRUCTIVIST MODEL

- Intrinsic motivation. Self-assessment.
- Focused on the process.
- Respects diversity. Flexible program.

COMPETENCES MODEL

- Contents as tools.
- Prepares for work insertion.
- Use of technology.

SOCIAL CONSTRUCTIVISM

“It cannot be said that a single model is perfectly adequate for collaborative work. In fact, we can say that alternating between the competences model, sociocultural model, and constructivist model is the ideal recipe for this type of cooperative learning”.

(Gosden, 1994)

AUTHORITARIAN TEACHER

Focused on authority and discipline, applies rules and punishments. Tends to not trust the capabilities of the students; therefore, participation is usually poor.

DEMOCRATIC TEACHER

Empowers the participation of his/her students towards the analysis, interpretation, and solution of problems. Creates an environment of trust so that everyone's opinion is valued. Cares that his/her learners mutually accept and respect each other, and empowers collaborative work.

PERMISSIVE TEACHER

Attempts to intervene as little as possible, lets his/her students do as they please, does not take any decisions or provide guidance, gives complete freedom so that the students autonomously guide their learning.

OVERPROTECTIVE TEACHER

Kind and fun, promotes dialogue and discussion but he/she decides what the correct answers are. Maintains a central role in the classroom preventing the students from taking the initiative or assuming learning risks.

INCONSISTENT TEACHER

This teacher's reactions are based more on personal feelings than the reality of the facts; his/her emotional state prevails over the reflexive attitude. Not constant in terms of facts, does not always fulfil his/her commitments, and frequently improvises.

Role change

The new role of the teacher is one of the needs of the XXI century school.

Authoritarian teacher

Democratic teacher

Permissive teacher

Overprotective teacher

Inconsistent teacher

Facilitator of experiences
for the student within a
complex informative
network that coalesces
over him/her.

For more
information,
click on the
buttons.



17 / 40

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Reflection

Should the same teacher be able to change his/her profile in order to adapt to the social context?

Does the teacher-methodology-student relationship always have to be the same?

Does each student need a different teacher profile?



Unit 4

Motivational value



Motivation: the motor of learning

Doesn't want to work there is no learning

The motivation
to discover,
investigate, learn
new boundaries
makes significant
learnings occur.



What is collaborative learning?

Collaborative learning is understood as:
Work in small groups where each individual has **specific tasks aimed at a single final objective** that cannot be finished without the interaction with the rest of the components.



Reflection

REFLECTION

Did you have collaborative work experiences as an adolescent?

Those of us who dedicate ourselves to the teaching profession probably remember some group work during that period of time, but we should differentiate between spontaneously working in groups of peers and doing so cooperatively, with designated and differentiated roles, with temporal planning, and common objectives.

"Digital natives"

The **advantages of collaborative learning** are associated to the characteristics of the "digital natives" in their learning:

- ✓ They like to work simultaneously and to multitask.
- ✓ They prefer games over "serious work".
- ✓ They receive information quickly.
- ✓ They prefer images over text.
- ✓ They prosper with immediate satisfaction and frequent rewards.
- ✓ They work better when working on the network.
- ✓ They prefer random access.



ALL FOR ONE AND ONE FOR ALL

Positive interdependence, or “all for one and one for all”: respect for the learning objectives, the resources, the personal roles, and the rewards when successful. For example, all the members of a group feel positive when the group passes a test. There is also group assessment, self-assessment, and peer assessment.

FACE TO FACE INTERACTION

Effective help is provided, improvements are proposed and discussed, everyone is motivated and cheered onwards, proactivity is shown with certain levels of anxiety.

INDIVIDUAL COMMITMENT, COMMON OBJECTIVES

Individual commitment and responsibility for achieving the common objectives: the number of members is limited, roles are assigned, and presenters and reviewers are chosen, the group work and the individual performance are observed, and individual tests are promoted.

Collaborative learning

What characteristics do they have?

For more information, click on the buttons.



Slavin (1989), Millis (1996), or Johnson and Johnson (1994)



23 / 40



TEAMWORK SKILLS

Teamwork skills: knowing all the members, supporting each other and communicating effectively, discussing and solving conflicts constructively.

CONSTANT ASSESSMENT FOR IMPROVEMENT

Positive interaction: constant assessment in order to improve efficiency. Observations are made with templates and assessment rubrics, positive feedback is emphasized, the things the group does well and poorly are written down. Enough time is left for assessment.

Models of collaborative learning

Collaborative work requires a premeditated design and care for the educational scenario.

For more information, click on the vertical arrows

Learning Together
(Learning Together)

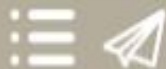


Student Team Learning
(Student Team Learning)

Jigsaw or Puzzle
(Jigsaw)



Group Investigation
(Group Investigation)



24 / 40

A

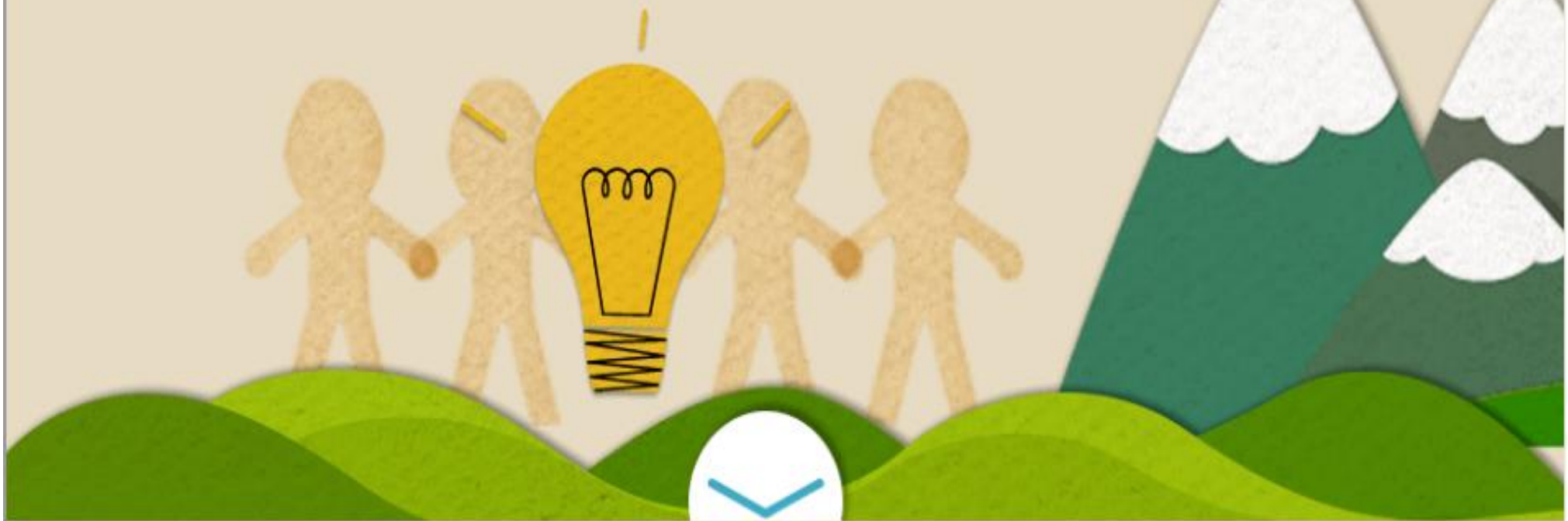


Models of collaborative learning

Learning Together

A very general model of collaborative learning where **groups of two to five members** are organized to tackle a **single task** in which everyone must strive towards the success of both the group and each individual. Informal cooperative structures can occur (spontaneous ad hoc groups), formal (working together between one session and several weeks), and cooperative base groups (permanent), but the characteristics that were previously seen for cooperative learning (frequent assessment, interaction, roles, same objectives, etc.) must be respected in each session...

For more
information,
click on the
vertical
arrows



Models of collaborative learning

Jigsaw or Puzzle

A method in which work is done in **small groups** where **each component specializes on one subject**. These specialists meet with their peers from other groups in order to expand knowledge, and then import it to the original group. The structure of the Jigsaw is: introduction to the subject, exploration, report-review, and assessment.

There is also Jigsaw II, a variation of the previous method, that begins with a common reading. The work is then divided into groups or pairs of experts.

For more information, click on the vertical arrows

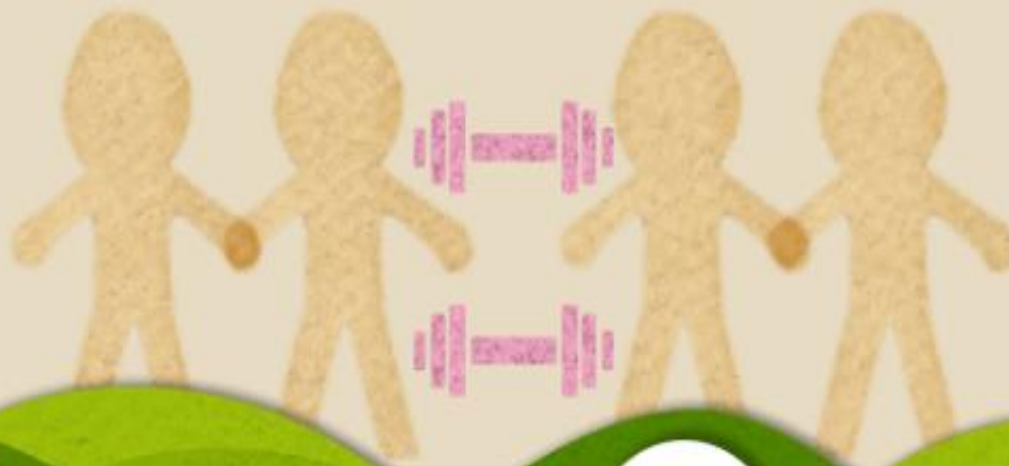


Models of collaborative learning

Student Team Learning

The multiple variants have the **division into small learning groups** in common, groups that when they surpass themselves and progress **receive rewards**, thus uniting the group and creating companionship, respect, and increased self-esteem. Most of them also have an initial assessment, some in master sessions, others in micro-teaching, and others in reciprocal teaching via godfathering or tutoring from one classmate to another; the options are numerous.

For more
information,
click on the
vertical
arrows



Models of collaborative learning

Group Investigation

The closest thing to work according to projects or Project Based Learning. Four elements occur here: **investigation**, **interaction** between students, **intrinsic motivation**, and **interpretation**.

For more
information,
click on the
vertical
arrows



24 / 40

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1. PROBLEM

Starting with a problem established by the teacher, the group launches a series of investigation questions that are classified into subjects that will be chosen by the students according to their personal preferences.

2. QUESTIONS

After choosing a subject, the students formulate the questions that need to be answered, the materials and resources they need, and each of their functions.

3. INFORMATION

After locating and filtering the information, the data is collected and organized, the group members are informed, their discoveries are discussed and analysed, they determine whether or not they need more information and, lastly, they interpret and integrate their discoveries.

Practice the investigation

Follow the steps and implement the group investigation method!

For more information, click on the buttons.



4. COMPOSITION

The next step is to put together presentations based on the main idea of the investigation.

5. PRESENTATIONS

The groups make their presentations while the rest of their classmates pay attention with assessment sheets prepared by the group in question.

6. ASSESSMENT

Finally, both the teacher and the students assess their projects for both aspects: process and product, as well as the functioning of the group.

Practice the jigsaw method

Let's work on motor and expressive competencies by presenting a play!

For more information, click on the images.

1. Book reading.

2. Groups are formed and roles are assigned.

3. The assessment is made.



Actor/
Community Manager



Direction

Download PDF

ACTOR – COMMUNITY MANAGER

Pairs of actor-community manager make the script and build their character, communications strategy, etc.

DIRECTION

Direction for mounting issues related to wardrobe, stage design, etc.

Cooperation strategies

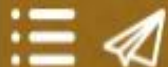
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information,
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button.

The execution of collaborative works can be begun by testing cooperation strategies in the classroom.



Techniques that can be immediately used in the classroom that are applicable in specific moments and age contexts.

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Challenges and conflicts

For more
information,
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vertical
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Classroom control

Conflict of values

Differences among the students

Individual learning responsibility



28 / 40

A



Challenges and conflicts

Classroom control

Situations of **lack of control** may arise when working collaboratively, situations of elevated noise and distraction that may be considered as nuisances. However, these types of situations have an **educational component** because the students have to learn to **work in teams** and to **channel their behaviour** in similar situations.

For more
information,
click on the
vertical
arrows



Challenges and conflicts

Individual differences among the students

Differences that in traditional methodologies may be emphasized tend to be **less noticeable** in group work because the work is done as a group. However, a good **assessment and observation** of the process will make these differences clear.

For more information, click on the vertical arrows

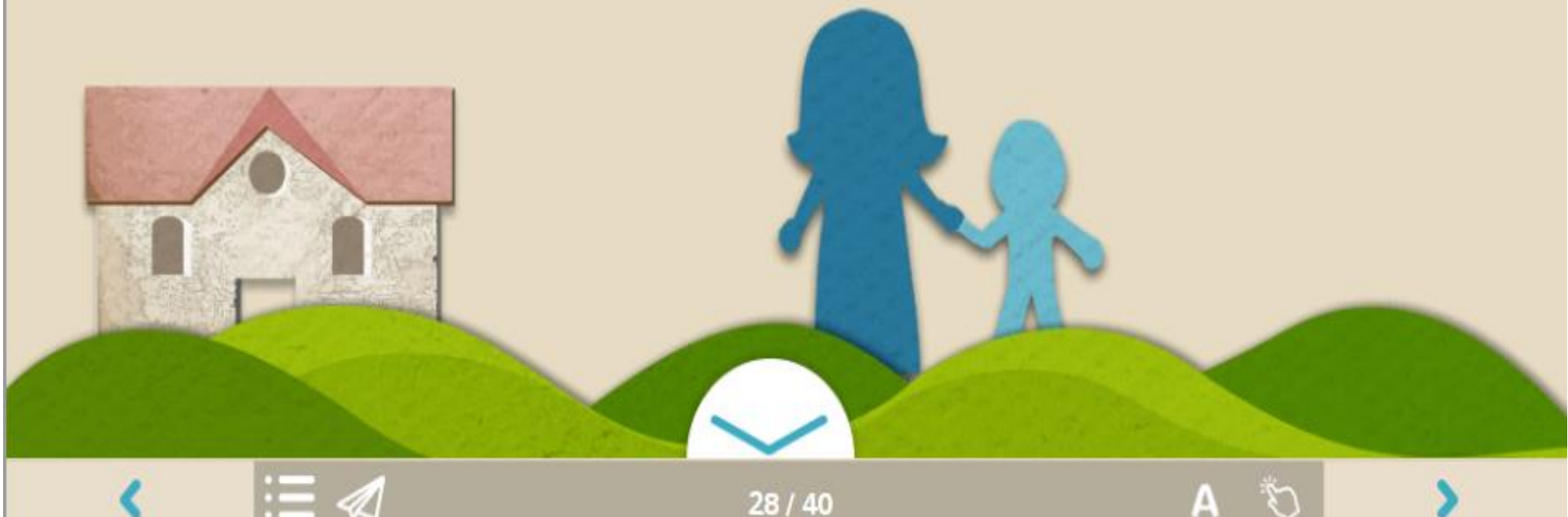


Challenges and conflicts

Conflict of values

The traditional way of understanding education and the function of the teacher linked to the transmission of contents makes some teachers experience **opposing feelings** when working in these types of contexts, where their **role** is closer to that of facilitator of experiences and where he/she is attempting to form the student in terms of social, digital, and communications competencies. Experimenting must be done, assuming certain risks, but always from a **will to change**.

For more
information,
click on the
vertical
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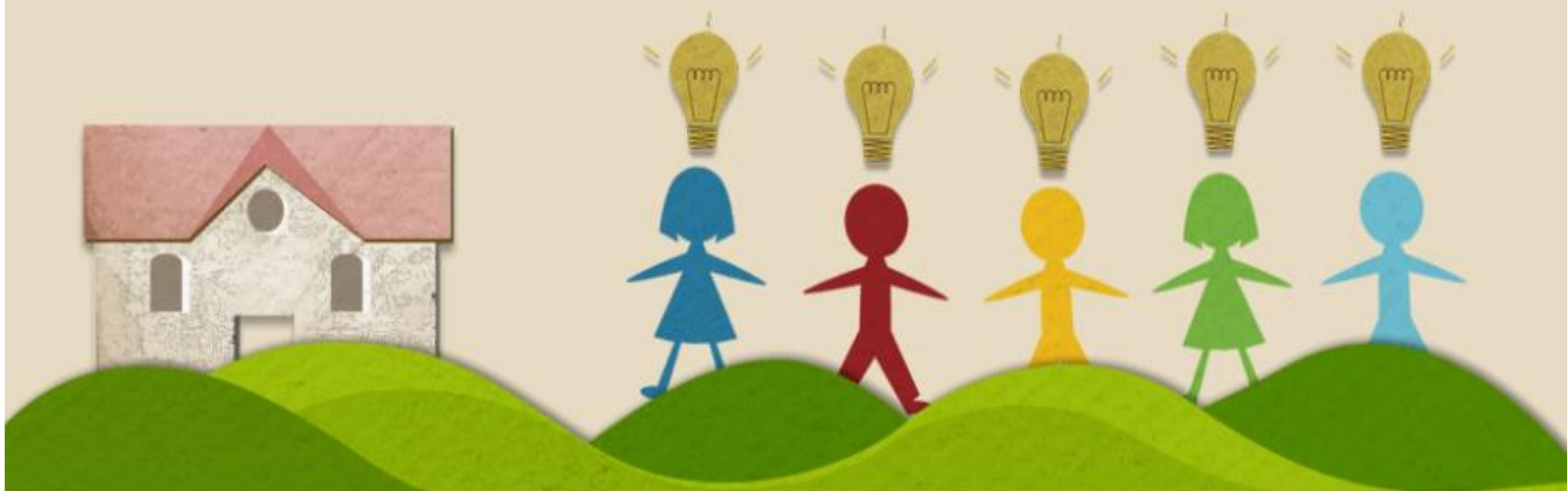


Challenges and conflicts

Individual learning responsibility

If a superficial view of collaborative learning is made, we tend to think that the assessment in this work methodology is a **group** assessment. However, the most adequate assessment in collaborative learning is both **individual and group**.

For more
information,
click on the
vertical
arrows



Unit 5

Psychosocial conditions



Classroom environment

Collaborative work greatly depends on the **quality and warmth** of the relationships that are established between the agents of the **teaching-learning process**.



- ✓ Creativity shared knowledge
- ✓ Affection
- ✓ Self-esteem
- ✓ Autonomy
- ✓ Closeness
- ✓ Communication



Classroom organization

Fundamental principle of collaborative work:

We celebrate the difference.

For more information, click on the buttons.



Teacher



Students



Task



TEACHER

Therefore, the teacher must respect some principles that lead to a classroom environment where the student dares to make mistakes (the Think-Exchange-Present overview can be followed):

- Respect for everyone's individuality. Reaching an environment of mutual trust.
- Give students responsibility over their learning.
- Interacting, providing frequent feedback and stimuli, helping the planning by setting delivery dates for different tasks.

STUDENTS

The group of students must enjoy the following conditions:

- Will to work in teams. Obtain a shared responsibility.
- Distribute into heterogeneous groups.
- That each of them enjoy work autonomy within the group.
- Distribution of different functions.
- That the possibility of being individually assessed exists.
- Distribution of the power between the teacher and the students so that the latter can control their learning.
- They should have the opportunity to discover what others learn.

TASK

As for the task, it should present the following conditions:

- A common objective towards which everyone contributes their work.
- Temporal milestones in order to improve the planning of the work.
- That the resolution of the task requires the active participation of all its members.
- Sufficient resources to avoid barriers or frustrations for successful learning.

Unit 6

Assessment in collaborative learning



Importance of the assessment

Acknowledgement and assessment are two basic pillars for **conscious learning** to occur.

In collaborative work, **feedback is essential** together with a dual assessment:

Individual

Group

Self-assessment + co-assessment +
assessment of the process and the product by
the teacher.



Types of assessments

For more information, click on the images.

Normative

Compares the individual with an established scale with respect to individuals of the same educational level, age, or characteristic. Does not take into consideration the initial level of the student, his/her personal learning characteristics, or his/her evolution. Identified with quantitative assessment, grade of the final product.

Criteria

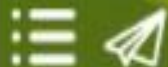
Implies an initial study of the student, respecting his/her rhythms and personal learning qualities. Focuses on the learning process and establishes criteria according to these parameters. This type of assessment also questions the adequacy of the proposed strategies and objectives, and is more related to collaborative learning.

Product

The assessment of the product is more related to the grade, to the assessment of a result in comparison to other external scales. In this case, we're not interested in how the learning has occurred, the difficulties that have been experienced on the road, or the adaptations that have to be made on this learning path to optimize it and obtain better learning results.

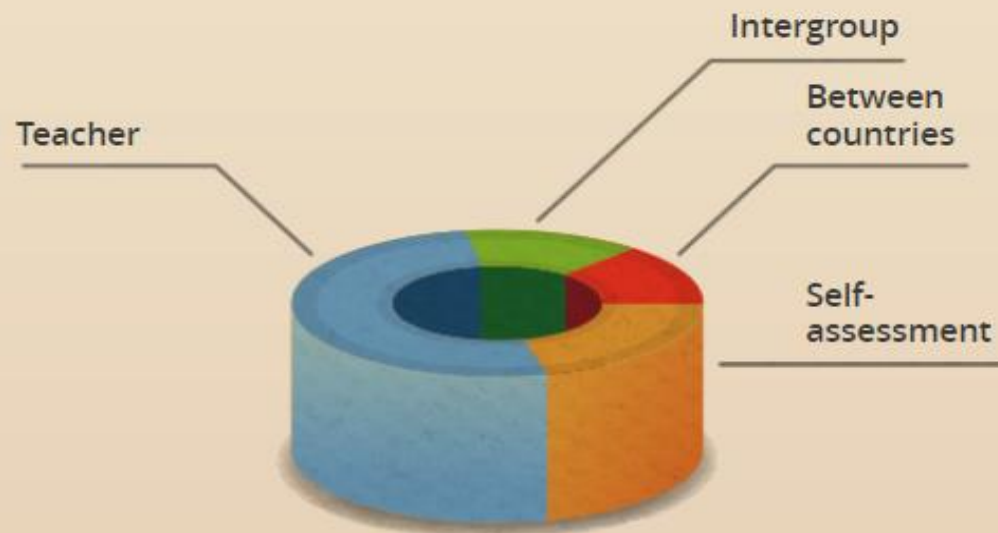
Process

The assessment of the process stops to detect the elements that favour the student's learning and those that slow it down, providing more frequent feedback (something that adapts to the characteristics of the "digital natives" defended by Marc Prensky, 2001, and that have been mentioned at the beginning of the unit).



Who assesses, and who is assessed?

Poyatos (2011) establishes an evaluative strategy for collaborative projects that is presented in the following manner:



- ✓ 15% self-assessment of his/her own learning through a questionnaire.
- ✓ 15% valuation of the learning of his/her group classmates.
- ✓ 15% assessment of the other teams.
- ✓ 55% assessment by the teacher of the observed process as well as the generated product.

[Know more...](#)

EVALUATIVE STRATEGY

This strategy makes it possible for all the groups to learn not just to collaborate on the team's work, but to also learn the contents of the other subjects.

What is assessed?

Disciplinary
learning



The subject

Competencies
learning



The digital, communicative,
etc., competence

Social
learning



Interaction with the group



It's very important for the
student to know and be
aware of how his/her
learning will be assessed.



Unit 7

Conclusion



Summary

Collaborative learning requires:

- ✓ The clear presentation of **objectives and tasks**.
- ✓ The **construction of teams** and the distribution of roles.
- ✓ The generation of the appropriate **classroom environment**.
- ✓ The **temporal distribution** of the work.
- ✓ The establishment of the **norms, and social capabilities and competencies** that contextualize it.
- ✓ The **constant assessment** of the process by the students, the group, the class, and the teachers.



Practical activity

The design of a collaborative learning activity is proposed.

Resorting to the table of cooperative strategies by Kagan and Kagan (1994).

Activity

- ✓ A learning objective is established in order to select the cooperative strategy that best suits it.
- ✓ The activity will be designed by preparing a description of said activity and detailing objectives, contents, competencies and methodology, and ICT resources that are going to be used, and assessment with their criteria.

Objective

- ✓ To design a cooperative activity including all the necessary elements, and implementing it in the classroom.

Results

- ✓ Cooperative practical activity taken into the classroom, and reflection about the results obtained.



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Final word

We encourage you to implement the strategies and methodologies you learned with your students.

Make the most of the advantages of collaborative learning!

We remind you that to finish you can take the evaluation test and check what you have learnt.

