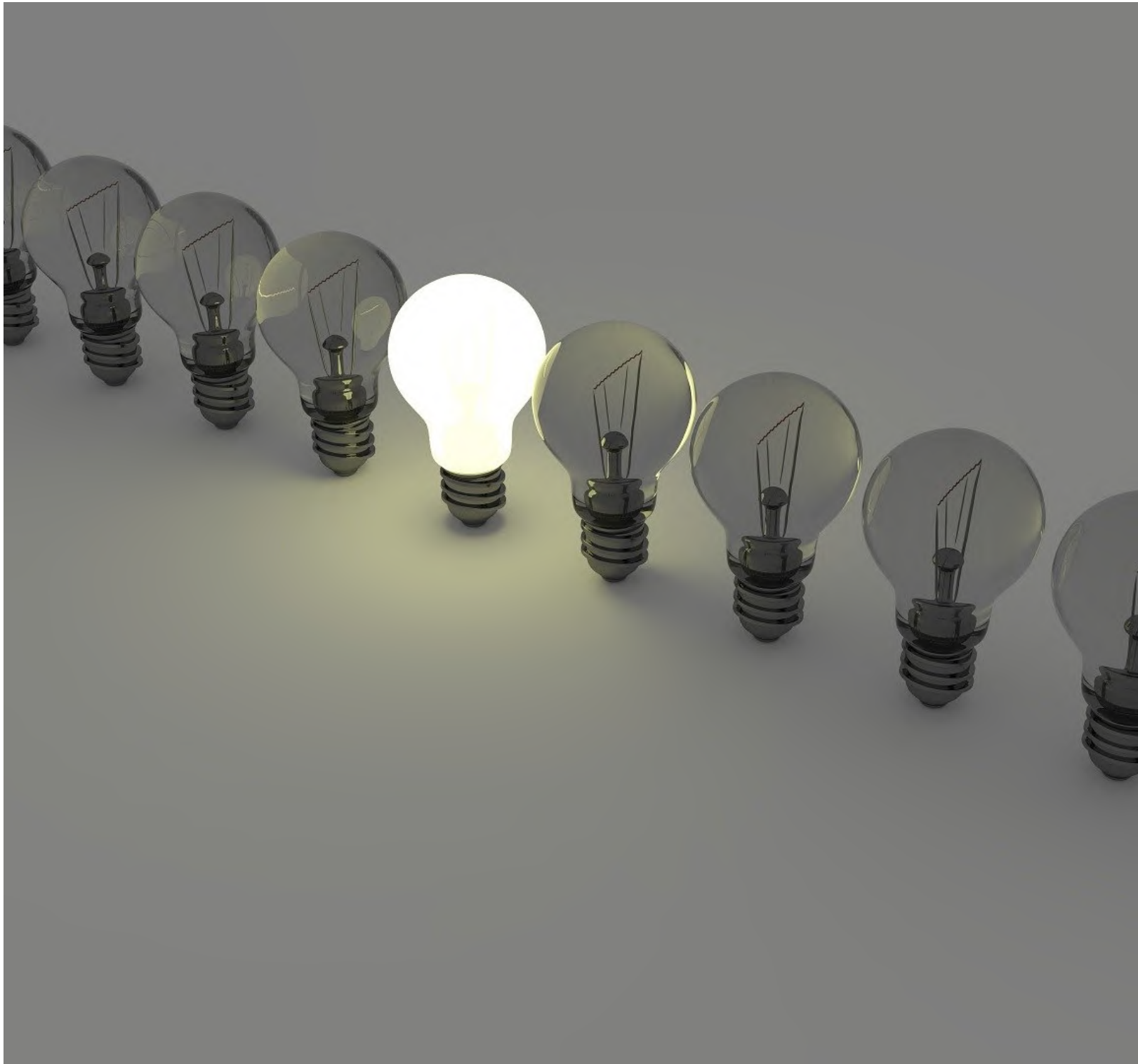


An overhead, slightly blurred photograph of four people sitting around a white table in a collaborative setting. One person in the center is using a laptop, while others are looking at papers or documents. The scene is brightly lit, suggesting an office or meeting room environment.

Learning in communities – networked collaborative learning

Alexandra Mihai, PhD

Maastricht University



Today we will:

Explore collaborative learning

Planning collaborative learning

Managing the group dynamic

The role of the teacher

Assessment & reflection

Use of technology

Reflect on the value of learning
communities



What is collaborative learning?

Collaborative learning can be defined as the instructional use of **small groups** to promote **students working together** to **maximise** their own and each other's **learning**.

COLLABORATIVE LEARNING....



FORMAL & INFORMAL
SPONTANEOUS & STRUCTURED
SHORT & LONG ACTIVITIES
VERSATILE
AUTHENTIC LEARNING



Go to:

<https://www.wooclap.com/ZNNIDS>

What are for you the **benefits** of collaborative learning?

And what are the **challenges** that come with collaborative learning?



Designing for collaborative learning

- Planning with the goal in mind
- Managing group dynamic
- Assessment/ debriefing/ reflection & feedback: closing the loop
- How about technology? How can technology support collaborative learning?

At the drawing board

Intentional design:

- Link to **learning objectives** of the course
- **What sort of task would work best:** short & simple or longer & more complex?
- When is the **best moment** in the course for such an activity?
- How do you **integrate** it with the rest of the course? Assessed or not?
- **Choice of medium/ modality**

Think about your role!

Guidance & support

Facilitation



Managing group dynamic

Group creation

- Will you create the groups or let students choose who they want to work with?
- Do you want to have the same groups working on different tasks or use a flexible grouping strategy, always changing group composition?
- What criteria do you keep in mind when creating a group?

Discuss the nature of the group work and encourage students to plan their group work

- Roles, task distribution, resources, communication, planning, troubleshooting...



Assessment & reflection

Balance between the joint output & the individual contributions

Be transparent

Rubrics for individual & group performance

Peer assessment: ask members of one group to assess each other's performance/ ask each group to assess another group's output

De-briefing: discussing what went right & what could be improved

Reflection exercises: both on the content of the task and on the group dynamic





Technology as an enabler

Technology can provide a space where students can collaborate, exchange, and reflect on their learning.

Collaborative writing (e.g. Google Docs, wiki)

Project management tools (e.g. MS Planner)

Tools can **capture the process** and not only the outcome of collaborative work



Go to:

<https://www.wooclap.com/ZNNIDS>

What is a **learning community** for you (in a word)?

What is a learning community?

A space for reflective practitioners to exchange and crowdsource ideas and support each other in their practice

Safe space

Validation

Crowdsourcing

Accountability



Faculty learning communities

Peer learning & mentoring

Co-teaching / team teaching

Observation/ shadowing

Resource co-creation

Cross-institutional & cross-disciplinary

Global professional networks

Role of technology as facilitator



Any questions?

Thank you!

Get in touch:

Email: a.mihai@maastrichtuniversity.nl

Newsletter: <https://educationalist.substack.com/>

