Increasing Peer Collaboration in Digital Learning Environments

Presented by -

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Unique Needs of the Adult Learner

- Use prior experience as a resource
- Seek the immediate application of skills
- Possess an independent self-concept
- Become self-directed
- Perform social roles linked to learning styles
- Motivated by internal factors
Issue 1 – Students Lack Experience

Due to the lack of *prior experience* students often become preoccupied with mastering basic technological skills. They view the instructor as the sole source for information.

Strategies –

- Designate an “online classroom” area
- Create “practice areas”
- Establish a system that enables students to provide / receive course-related help
<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Partic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Me, Section 2</td>
<td>Post questions, problems, etc here. Anyone that helps out another candidate will receive +20 points of class participation credit each time he/she beats me to the answer. Note - A total of 5 responses are required during the semester. (100 point total) See the &quot;Help Me Log&quot; for additional instructions.</td>
<td>80</td>
<td>0</td>
<td>17</td>
</tr>
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<td>104</td>
<td>0</td>
<td>20</td>
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<tr>
<td>My Email</td>
<td>Please add your emails in this forum.</td>
<td>24</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Practice Using the Forum</td>
<td>Use this discussion thread to practice using the Forum. Directions - Click on the title for this discussion. Click on the &quot;Add New Thread&quot; button. Type a short subject line in the title box. Type a short message in the description box.</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Late Policy and Withdrawal Information</td>
<td>Please post a short statement in this forum indicating that you have reviewed and understand the Late Policy and Withdrawal Information on the course syllabus.</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Meet the Class</td>
<td>In this section post a short bio telling the class what you are teaching or what you expect to be teaching (i.e. elementary/secondary math), where you are in your studies at SHU, and any other information you would like to share with the class (i.e. anecdotes or an interesting experience). For those of you who have scanners or pictures on disk you can also upload a picture here. Please make sure the picture is of original content owned by you so as not to infringe on any copyright laws.</td>
<td>27</td>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>
Issue 2 – Reduce Competition & Build Trust

Competition between students increases their isolation. Student anxiety results from low self-esteem. *Collaborative problem-solving activities* must become less competitive and promote positive interdependence between learners.

Strategies –
- Create “Meet & Greet” activities that introduce students to each other
- Create public & private group areas
- Require peer review of selected assignments
- Maintain a constant instructor presence
Hi all - I graduated with a Communication degree from St Mary’s College of CA in 2005. I moved to Connecticut nearly 3 years ago with my husband. We were living in San Francisco and wanted to get out of the city and buy a house. My husband grew up in CT, and his parents still live here so it’s nice to be close to them. I miss my family especially my five adorable nieces and nephews (ages three and under).

My husband and I have a cat named Charlie who keeps us entertained on a daily basis (see pic). I have always wanted to be a teacher and am finally pursuing my dream! I am working towards my masters in elementary education, and I hope to teach first grade. This is my first class in the program, and I will continue to work full time until I start interning next semester.

Attachment: Charlie being cute.jpg (67.871 KB)
Issue 3 – Strengthen Connections Between Content and Life / Career Skills

The lack of reflective assignments can negatively impact a student’s transfer of knowledge.

Strategies –
• Create surveys that enable students to reflect on their mastery of learning outcomes.
• Develop collaboration rubrics that enable students to reflect on their interpersonal and collaborative skills.
Create and share high-quality, HD videos that students can watch anytime, on nearly any device.
Field Experience Assignment

Part 3: Relationship between a strategic school profile and the Field Experience Assignment

Make sure the sound is on.
Camtasia Assignment Exemplar

ED 578 Technology Benchmark – Antivirus Program
Camtasia Assignment Exemplar

ED 578 Technology Benchmark – Data Analysis
Collaboration Assessment


Use the following scale as you rate each of your group members according to his/her ability to work in a collaborative group during the semester. **Excellant = 10 points, Average = 7 points, Below Average = 4 points, and Poor = 0 points (Award = 10 / 7 / 4 / 0...Do not award a 6, 5, 1, etc.)**

**Rules –**

Only one candidate in each group can receive a rating of 10 in the category of Contribution. Who was your “superstar”?

If a rating of 10 is given to all group members in the area of Contribution, the course instructor will drop all ratings in that category to a 7.

The instructor will calculate final total by adding ratings in all 5 categories below and dividing by the number of group members. The number will be rounded up if necessary. A rating of 50 total points would indicate a perfect score.

**Note –**

- A score of 7 for Contribution and 10 in each remaining category will be awarded to each group member if you do not submit your evaluation.
- A penalty of 5 points will be deducted from your final average if you do not submit your group evaluation rubric to the instructor.
- Only award a 10, 7, 4, or 0. If other numbers are awarded, the instructor will drop the rating to the next lowest acceptable rating number.

Ex. A rating of 8 would become a rating of 4.

<table>
<thead>
<tr>
<th>Group Member’s Name</th>
<th>Contribution</th>
<th>Collaboration</th>
<th>Cooperation</th>
<th>Communication</th>
<th>Consideration</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

**Self-Assessment (rate yourself)**

<table>
<thead>
<tr>
<th>Assessment Key</th>
<th>Excellent = 10</th>
<th>Average = 7</th>
<th>Below Average = 4</th>
<th>Poor = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution</td>
<td>Completed more group work than the rest of the group (1 per group)</td>
<td>Completed an equal amount of group work</td>
<td>Completed less than an equal amount of group work</td>
<td>Completed no group work</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Offered original ideas for completing assignments. Collaborated with others to refine ideas</td>
<td>Continuously provided opinions, knowledge, and skills that improved on the ideas of others</td>
<td>Did not offer new ideas. Seemed to go along with most group decisions and occasionally provided feedback</td>
<td>Offered no new ideas or feedback. Seemed preoccupied with own assignments</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Group work was completed ahead of time</td>
<td>Group work was completed in time to be graded</td>
<td>Group work was late</td>
<td>Work was not completed within three days of occurc due date. Other group members assumed responsibility for completing assigned tasks</td>
</tr>
<tr>
<td>Communication</td>
<td>Led at least one group discussion</td>
<td>Actively participated in discussions</td>
<td>Seldom participated in discussions</td>
<td>Never participated in discussions</td>
</tr>
<tr>
<td>Consideration</td>
<td>Continually acknowledged the feelings and learning needs of others by providing guidance and support through PBoard, e-mail, chat, phone, and (or) face-to-face meetings (min 2 required)</td>
<td>Acknowledged the feelings and learning needs of others by answering questions on the Discussion Board only</td>
<td>Seldom offered assistance or encouragement to others</td>
<td>Never offered assistance or encouragement to others</td>
</tr>
</tbody>
</table>

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References


