

**GSTTS - Fall 2013**  
**Meeting 5 - October 22, 2013**  
**Collaborative Learning**

**Announcements:**

- **Upcoming Talks: 10/31 - Stats, Thursday 3:30pm room 356**

**REMINDER: MAKE SURE YOU ARE DOING YOUR CLASSROOM VISITS. DON'T GET BEHIND!**

**1) 5 minutes: Introduction of topic.**

- a) Did you find giving the evaluation helpful?
- b) Tim to tell a meaningful and uplifting story to set the stage for the seminar.
  - i) Elliot to possibly present material from work experience fundraising.

**2) 10 minutes: Small group discussion, do you use group work?**

- a) Start with some of the negative experiences, Why do you believe group work has failed in your classroom?
- b) What issues do you have doing group work as a student.
- c) Positive stories, ask specifically for what worked in your classroom.
- d) Positive stories, what worked as a student?

**3) 10 minutes: Group discussion, reading:**

- a) Scientific
- b) Informal
- c) Formal
- d) Importance - clearly explain the objective of today's seminar.
  - i) Collaborative learning can improve the classroom experience for all students.
  - ii) It is an effective way to give hands-on experience, empower students, and is learning value-added because it supplements other methods well (homework/lecture/study).
  - iii) Collaborative learning is an investment. You need to spend the time and implement it properly to get the results you desire.

**4) 10 minutes: Tim to present meaningful information from the collaborative learning seminar he attended?**

**5) 20 minutes: LECTURE Group work (FOCUS ON TIME EFFECTIVENESS OF GROUPS!!!!!!):**

- a) In most cases we have a low opinion of group work because it was implemented poorly when we were students and as teachers we fall into the same traps.
- b) Another common issue with group work is that student's have a low opinion of group work because:
  - i) They don't want to get stuck doing a majority of the work
  - ii) They perceive group work to be extra work (and don't want to do any).

- c) Using pairs, or groups of four is ideal for accountability.
  - i) Account-a-bili-buddy, story from Elliot
  - ii) Easier for students to arrange out of class work times.
  - iii) Changing the pairs for each assignment means you don't need to worry about people that drop from assignment to assignment.
  
- d) 2 vs. 4?
  - i) 4-more brainstorming, more creativity, not usually driven by one individual
  - ii) 4-works well if someone drops, so it is no longer a group of 1.
  - iii) 4-Base groups article.
  - iv) Studies show groups with at least as many females as males will help with females feeling more comfortable.
  
- e) Less structure:
  - i) small
  - ii) large
  
- f) More structure
  - i) Consistent vs. inconsistent
  - ii) homo vs. heterogeneous
  - iii) specific roles
  - iv) Competition between groups?
  - v) Classroom layout and assignment form
    - (1) 10 min small
    - (2) 10 min big

**6) 10 minute lecture: Incorporating group work?**

- a) Informal
- b) Time effective
- c) How to build group work into your lecture notes
- d) Provide a list?

**7) Discussion: how will you incorporate group work?**

- a) Two parts: memorizing and regurgitating.
- b) Don't memorize too much, break it into pieces
- c) Focus on the most important stuff
- d) Repetition over time is the most important part
- e) Write it, say it, sing it
- f) Instead of unlearning things that are wrong, try to re-learn them correctly, but differently.  
Dessert vs. desert.

**Homework for next time:**

Incorporate at least one group assignment into your class, write a brief summary of the experience or none?