Collaborative Learning in the classroom

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MT Engage

MT Engage is focused on enhancing student academic engagement. This will be accomplished by:

1. Incorporating high impact pedagogies within the course and through beyond-the- classroom engagement activities/strategies:

   a. High Impact Pedagogies: learning communities, problem-based learning, collaborative learning, project-based learning, etc.

   b. Beyond-the-Classroom examples: service-learning, research, co-curricular activities, attending related campus events, attending off-campus events, etc.

2. Challenging students to use integrative thinking and reflection across multiple contexts and educational experiences. Students will develop an ePortfolio which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.

Student Engagement

Students' learning is enriched and are more prone to finish their undergraduate degree when they are exposed to HIPs (Springer & Hatcher, 2017).

High-Impact Practices

- Retrieved from https://www.aacu.org/leap/hips

High-Impact Educational Practices

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First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

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Template

Template for Cooperative Learning Activities

Purpose: What is the activity intended to do for the participants?

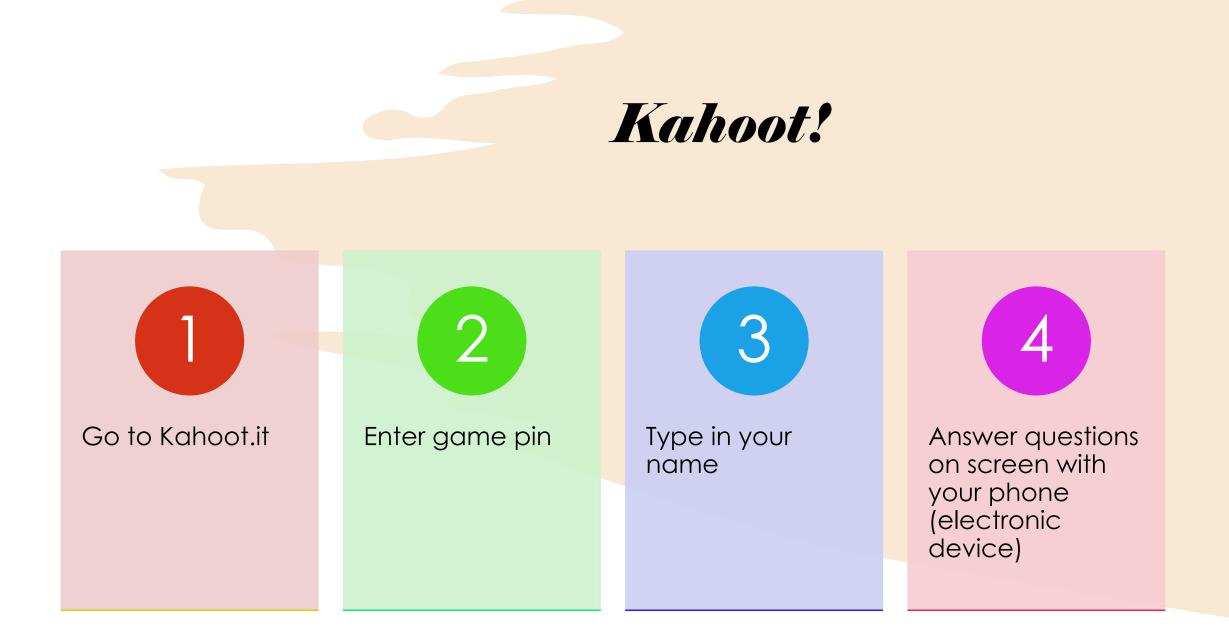| Time	Equipment	Professor Duties	Student Duties
10-20 mins	Varies	Provide info, mini lecture, set-up the activity	Listen, take notes, process objective(s)
XXXX	Varies	Facilitate activity	Work cooperatively in groups
10 mins	Varies	Guide discussion	Debrief

Activity Name

- Objective: What would you like your students to be able to accomplish after the activity?

- Pre-assessment: What is the initial mastery level of the learner? Can the learner already accomplish this skill?

- Time: This will vary based on the activity chosen and the number of the groups involved.

- Techniques /Equipment: Any special skills or materials that will be needed.

- Process: Write down each step and all pertinent information needed to complete the activity.
    - Type and size of the groups
    - Steps in the activity
    - Assessment

- Accountability: How will you make sure each person is individually accountable?

- Debriefing: Have each group discuss the good, the bad, and the ugly.

- Summary: Whole group discussion and wrap up with an assessment (Exit ticket).

Escape/Breakout Games

Can be done in class or virtually

Create the questions, answer key, and code

Assign students to groups or breakout rooms

Create a google doc that students can post their answers on or assign a recorder that will show you the answers if in class

First group to complete all 4 tasks will receive code and successfully escape

Escape/Breakout Games cont.

- https://education.microsoft.com/en-us/resource/8dfa4f0d

Kahoot!

1

Go to Kahoot.it

2

Enter game pin

3

Type in your name

4

Answer questions on screen with your phone (electronic device)

TPS: Think, Pair, Share with a twist

DISCUSS COLLABORATIVE ACTIVITIES YOU COULD USE IN YOUR COURSES WITH YOUR PARTNER.

Resources

- https://www.mentimeter.com
- https://www.teacherspayteachers.com/#
- https://education.microsoft.com/en-us/resource/8dfa4f0d
- https://tophat.com
- www.Nearpod.com
- www.padlet.com
- Pear deck in google slides

Questions