

Grundtvig In Service Training Courses

COLLABORATIVE STRATEGIES



Educommunity – Educational Community

COLLABORATIVE GROUP

- * Positive interaction
- * Sense of responsiveness and membership
- * Sharing common goals
- * Peer respect and trust
- * Shared leadership
- * Willingness to negotiate
- * Knowledge sharing
- * Monitoring of processes

Building new meanings with an added value than individual learning



THE WHOLE GROUP LEARNS

«Collaborative learning [is] the acquisition by individuals of knowledge, skills, or attitudes occurring as the result of group interaction, or put more tersely, individual learning as a result of group process»

(A.Kaye, Apprendimento collaborativo basato sul computer, in "TD" n. 4 - autunno 1994, pp. 9-27.1992).



OPPORTUNITIES AND THREATS

Opportunities:

A not competitive learning environment

Peer support

A positive group climate fostering knowledge sharing

Meanings are collectively negotiated and re-defined

Motivation arising from group membership



Threats:

Difficult to leave traditional methods

Lack of reciprocal trust

Sense of frustration arising from the long time requested to learn

Inability to give up one's own opinion

COLLABORATIVE STRATEGIES

| Division of labour | Parallel strategy | Sequential strategy | Reciprocal strategy | Shared minds |
|---------------------------|---|--|--|---|
| Single independent tasks | Division into independent sub-tasks, with a periodical update among members | Each member in turn works on the same draft, adding changes and integrations | All members work on the same draft, not in turns, each one can make changes and integrations | All members create together the product or document |



LOW INTERACTION

HIGH INTERACTION

DIVISION OF LABOUR

Single independent tasks:



Italy



France



UK



Poland

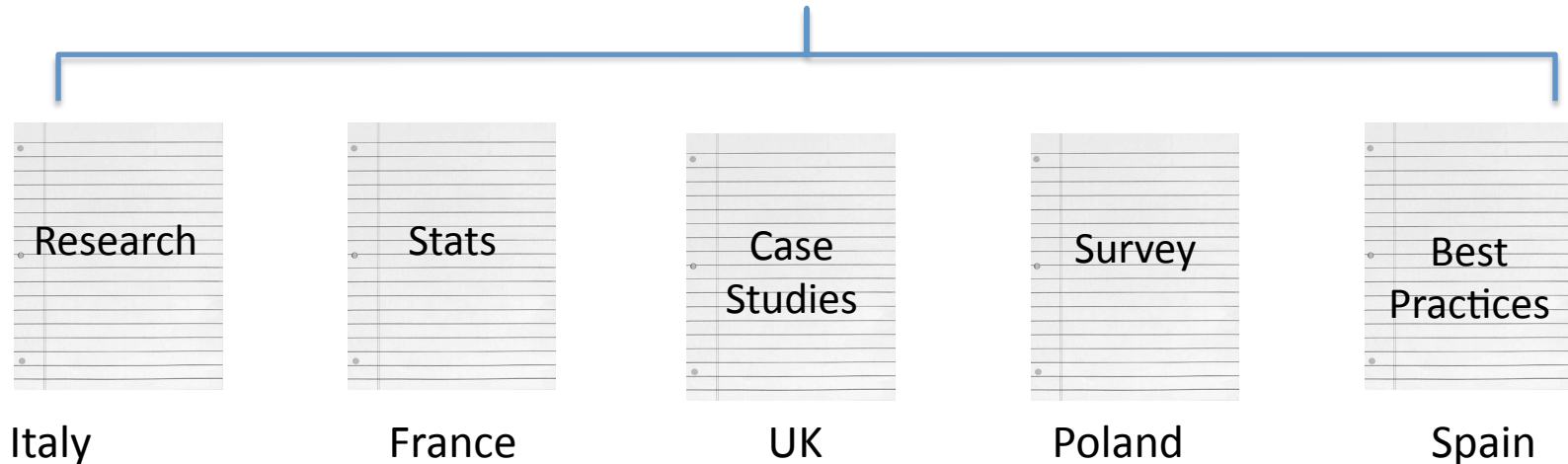


Spain

Single national reports describing the different contexts

PARALLEL STRATEGY

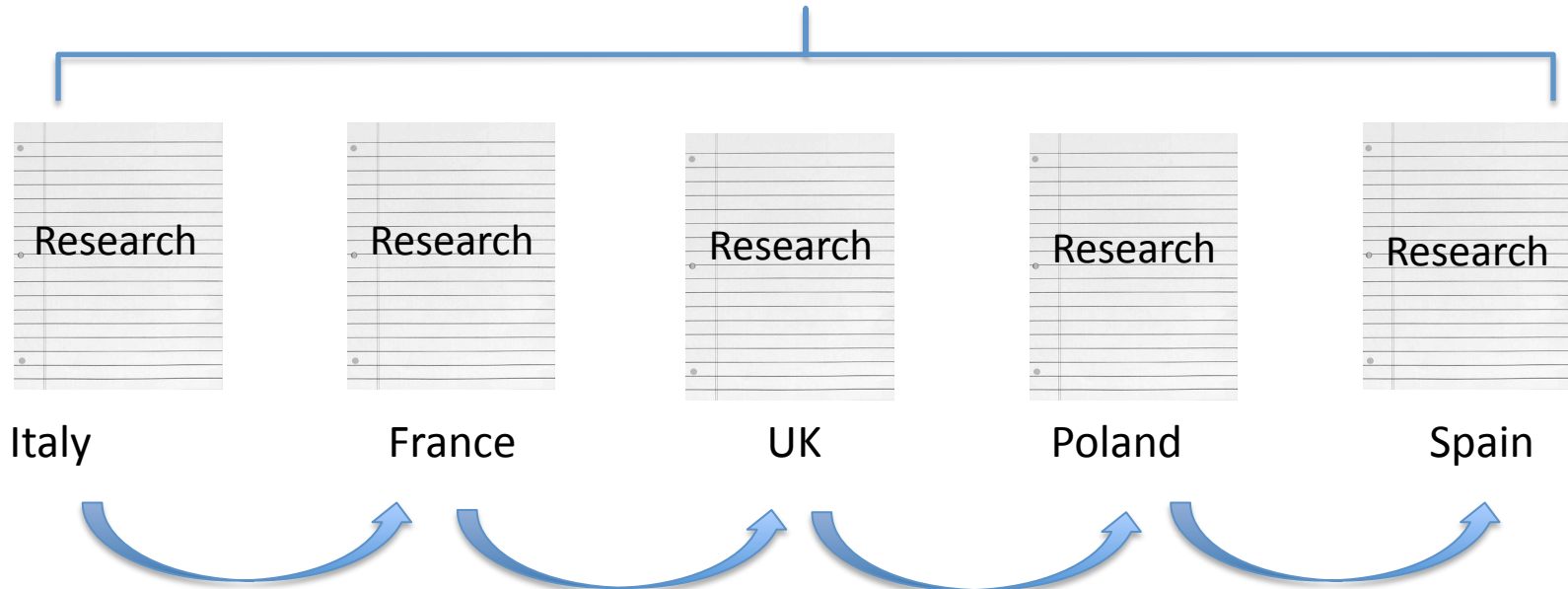
Division into independent sub-tasks, with a periodical update among members:



Single topics assigned to each member

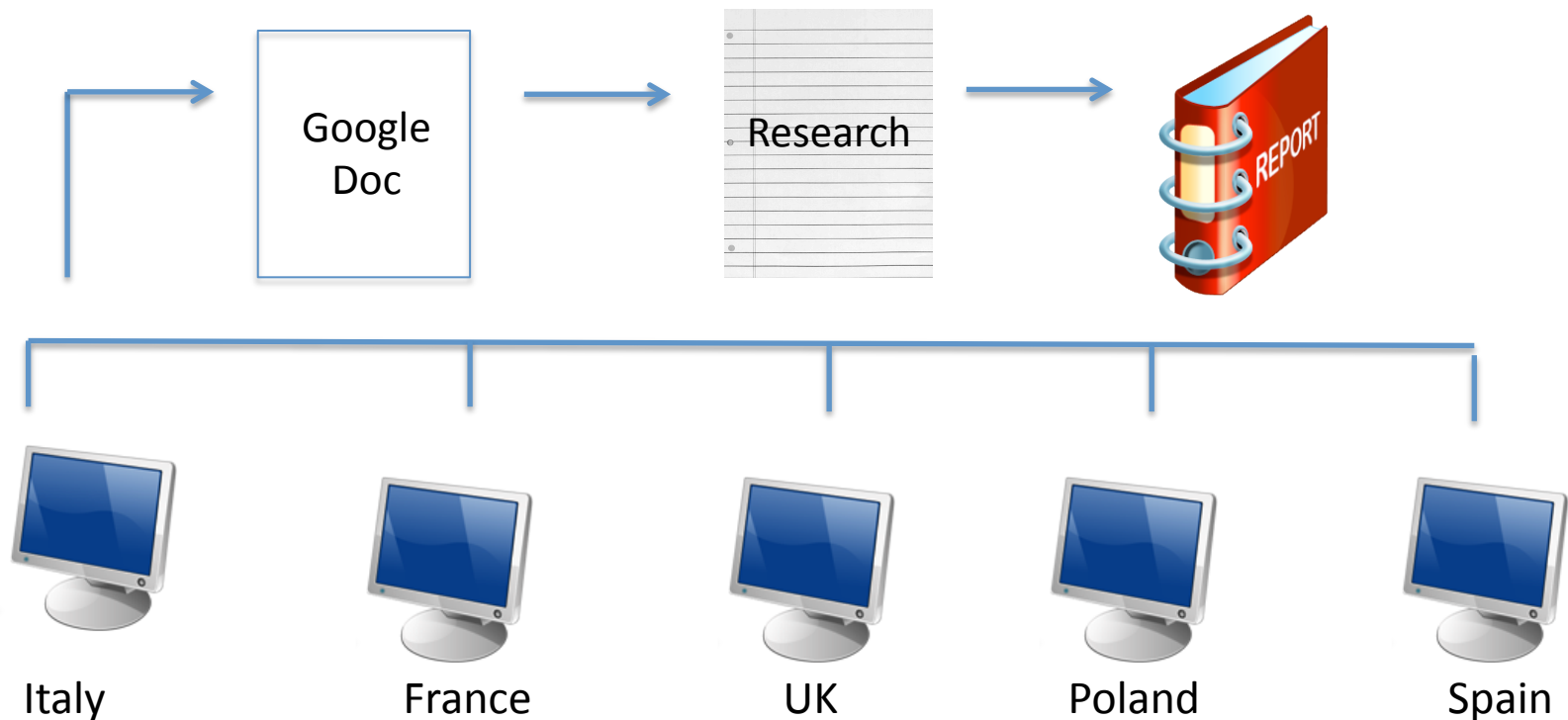
SEQUENTIAL STRATEGY

Each member in turn works on the same draft, adding changes and integrations:



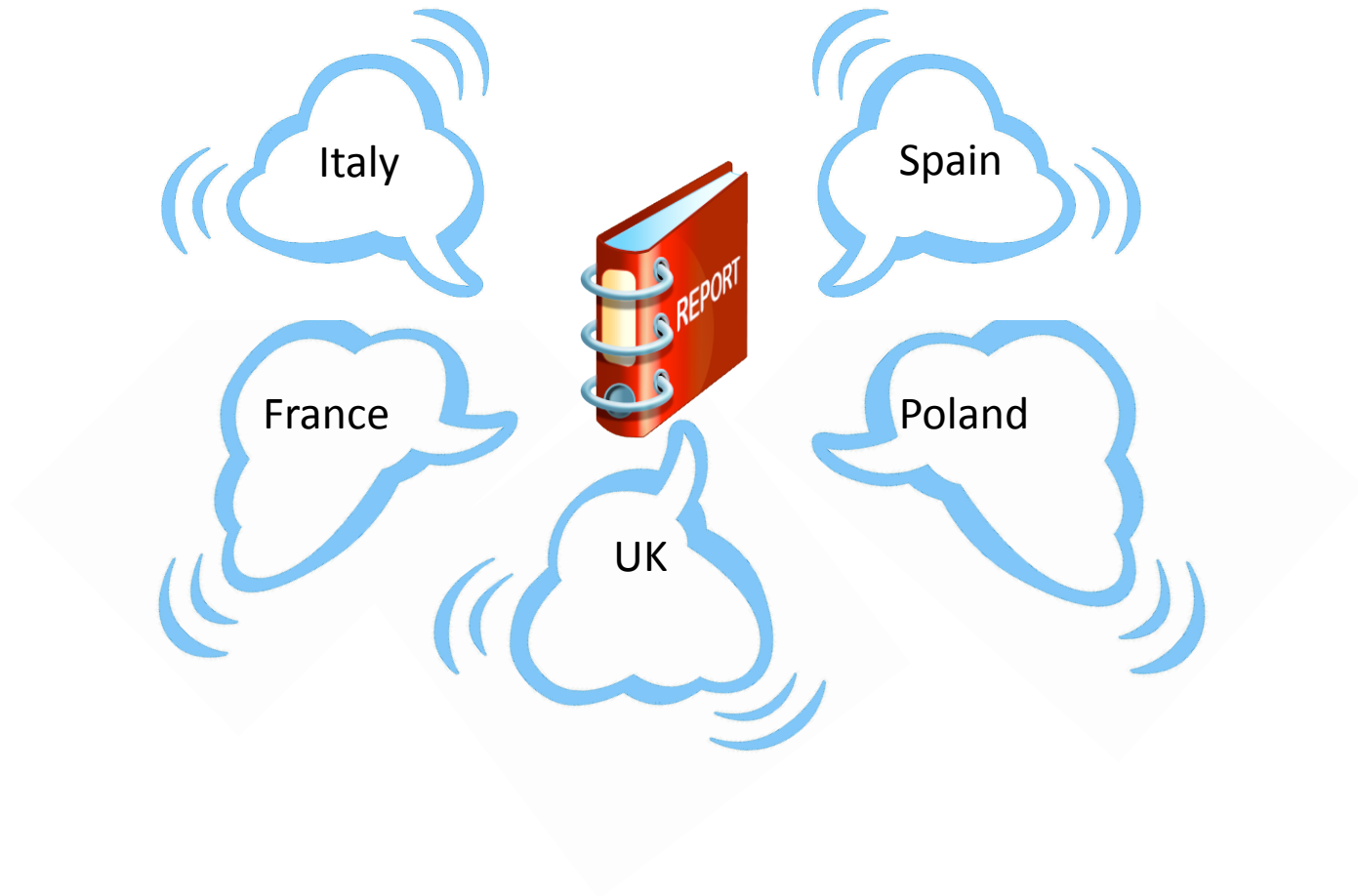
RECIPROCAL STRATEGY

All members work on the same draft, not in turns, each one can make changes and integrations:



Google Doc could be a valid tool for this strategy

All members create together the product or document:



ONLINE COLLABORATIVE LEARNING

- * The nature of Internet fosters the exchange among peers, in a learner-based approach; the tutor is a facilitator
- * Asynchronous learning allows all students to interact in a “web brainstorming” (many-to-many communication)
- * All interactions can be recorded in the system and can be analyzed
- * Time and paces are personalized, allowing a greater participation
- * There is the possibility to build a shared knowledge base



WE LEARN...

10% of what we **READ**

20% of what we **HEAR**

30% of what we **SEE**

50% of what we **SEE** and **HEAR**

70% of what is **DISCUSSED** with **OTHERS**

80% of what is **EXPERIENCED PERSONALLY**

95% of what we **TEACH TO SOMEONE ELSE**



Thank you for you attention

www.educommunity.it