# Collaborative Teaching and Learning online course

## Syllabus – 2nd Edition – 2017

## General information

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| **Stard date** | 25 September 2017 (Module 1 opens) |
| **End date** | 8 November 2017 (Peer review deadline) |
| **Duration** | 6.5 weeks |
| **Time** | 4-5 hours per module |
| **Level** | Introductory |
| **Language** | English |
| **Provider** | CO-LAB Project and European Schoolnet Academy |
| **URL** | www.europeanschoolnetacademy.eu/en/web/collaborative-teaching-and-learning_2nd-edition/course |

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| **Description** | This introductory course will help you to better understand:<br>• What is collaborative learning?<br>• How can I carry it out effectively in my classroom?<br>• What tools can I use to assess collaborative learning?<br>• How can I collaborate with fellow teachers to facilitate collaborative learning<br><br>**You will:**<br>• Receive advice from experts and peers, as well as concrete suggestions about how to carry out collaborative teaching and learning in your classroom;<br>• Have access to videos of inspiring practice and other support material;<br>• Find a community of like-minded professionals on the course who can support you in improving your classroom practices;<br>• Reflect, discuss and share about these topics;<br>• Use a variety of online tools and social media to communicate and engage in some peer review activities. |
| **Target audience** | The course is targeted at primary and secondary teachers, teachers in initial training and teacher trainers from Europe and beyond. Head of schools and other stakeholders, such as policy makers, may also benefit from the course as an introduction to Collaborative Learning and Teaching (Module 1) and to collaboration at school level (Module 4). |
| **Structure and activities** | The course lasts 6.5 weeks and is divided into 4 modules, one module per week with 2.5 extra weeks to complete the final learning activity (design lesson plan) and the peer review activity (review your peers' lesson plans).<br><br>We will be opening up a new module every Monday and all modules will remain open until the end of the course.<br><br>Each module consists of:<br>• a number of videos<br>• reflection and discussion activities<br>• a more formal learning activity<br>• a resources section |
| **Assessment and certification** | You will receive digital module badges for every completed module of the course as well as a course badge and a course certificate upon completion of the full course.<br><br>All badges can be exported to the Mozilla Badge Backpack.<br><br>Each module includes a learning activity, which you should do by the end of the week to gain the Module Badge.<br><br>The final learning activity will be to submit a lesson plan and to peer-review other participants' lesson plans. In order for you to receive the Course Badge and the final Digital Certificate, you need to submit the lesson plan and to peer-review other participants lesson plans. |

# Modules' description

## Module 1 - What is collaborative learning?

This introductory module looks at what exactly is meant by collaboration in an educational context. We hear from our Irish expert on the topic, Professor Deirdre Butler, followed by some concrete examples of what collaborative learning can look like in a flexible, interactive classroom as well as in project-based learning.

**The learning objectives for this module are:**
- Understand the full meaning of collaborative learning, and that it requires more than teachers simply putting students in groups
- Appreciate the key benefits collaborative learning can bring to students and the specific skills it helps develop
- Appreciate how collaborative learning can be facilitated by a flexible, interactive classroom, and also through project-based learning
- Create a personal Learning Diary to log learning activities, reflections and resources from the course.
- Reflect in your Learning Diary on two learning activities and whether they require a low or high level of collaboration from student

## Module 2 - How can you design collaborative learning in the classroom?

This module looks at how to effectively design and implement collaborative learning. Professor Deirdre Butler explains to teachers how to embed collaborative learning into lesson design, the 4 major questions teachers need to ask themselves when designing a collaborative learning activity as well as how to use the 21st Century Learning Design or 21 CLD Collaboration Rubric. The final part of this module explains the learning scenario template, which can also be used as a tool to help you reflect and design your own collaborative learning activities.

**The learning objectives for this module are:**
- Understand how to embed collaborative learning into lesson design
- Appreciate the four dimensions of collaborative learning concerning group work, shared responsibility, making substantive decisions, and interdependent work
- Understand how the 21st Century Learning Design Collaboration Rubric and Learning Scenarios can help you reflect and design collaborative learning activities
- Assess the two collaborative learning activities you described in Module 1, using the 21 CLD Rubric, and report in your Learning Diary

## Module 3 - How can you assess collaborative learning?

This module looks at how to effectively assess collaborative learning. The module starts with an introductory video on the principles of assessment for improving collaborative learning, and is later followed by a video focusing on how to assess collaborative learning using rubrics and checklists, also presenting the CO-LAB Guidelines for Assessing Collaborative Learning (developed by Doctor Luis Valente, from the University of Minho). We also hear from teachers in Greece, Portugal and Italy concerning their personal experiences of assessing students' collaborative work in relation to different aged student groups, subjects and contexts.

**The learning objectives for this module are:**
- Understand the principles of assessing collaborative learning
- Appreciate the various challenges teachers face in assessing collaborative learning and the tips, tools and solutions available
- Understand the value of using rubrics and checklists for assessing collaborative learning, and how to construct them
- Appreciate the importance of involving students in the definition of assessment tools used for collaborative learning
- Start creating one or more lesson plans integrating collaborative learning and assessment using the Learning Designer

## Module 4 - How can teacher collaboration facilitate collaborative learning?

In this module, we hear about teacher collaboration experiences from a variety of viewpoints – from Bulgarian, Turkish and Irish teachers as well as a teacher trainer and a researcher. The benefits and challenges of teacher collaboration are discussed, as well as the skills required and the school conditions needed for effective collaboration to take place. We also hear about how technology can facilitate teachers working together.

**The learning objectives for this module are:**
- Appreciate the benefits of teacher collaboration and how best to take advantage of them, as well as the challenges, and tips and tools for overcoming them
- Understand the required skills needed by teachers for effective collaboration, as well as the conditions needed at school level for teacher collaboration to flourish
- Understand how technology can facilitate teacher collaboration
- Finalize the development of one or more lesson plans integrating collaborative learning and assessment, as well as elements of teacher collaboration, using the Learning Designer.
- Peer review the collaborative learning lesson plans of two course participants.

## Course structure and activities

### Course introduction

**Start: 26 july 2017 - End: 8 November - Suggested deadline: 25 September 2017**

| Section title | Type | Description |
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| Course timeline | Activity | Navigate the course timeline and main deadlines |
| A. Getting started | Activity | Tell us about yourself filling in the course Pre-course survey and map location |
| B. Getting ready 1 - Preparing your Learning Diary | Activity and video | Learn about, prepare and share your Learning Diary for the course |
| C. Getting ready 2 - Set up your Learning Designer account | Activity and videos | Learn about, set up and share your Learning Designer, to create lesson plans |
| D. Getting ready 3 - How to do the peer review | Activity and video | Learn about peer review and how to submit your work for the final activity |
| E. Getting ready 4 - Read the Code of conduct | Reading | Learn about the guidelines to fairly interact and work during the course |
| F. Live events | Reading | Learn about the 2 course webinars and how to participate |
| G. Course Introduction Quiz | Activity | Check that you are ready to start the course |

### Module 1 - What is collaborative learning?

**Start: 25 September 2017 - End: 8 November - Suggested deadline: 1 October**

| Section title | Type | Description |
|---|---|---|
| Module 1 - Welcome | Reading, video, activity | Introduction to topics of Module 1 and learning objectives - Participants' introduction on the Course Selfie Padlet |
| 1.1 What is collaborative learning? | Video and activity | CL definition and key benefits - Participants' feedback Padlet |
| 1.2 Collaborative learning in a flexible classroom | Video and activity | Presentation of an experience of CL and flexible classroom - Participants' feedback Padlet |
| 1.3 Collaborative learning through project-based learning | Video and activity | Presentation of an experience of CL and Project Based Learning - Participants' feedback Padlet |
| 1.4 A foreign language teacher's experience of collaborative learning | Video and activity | Presentation of an experience of CL and teaching languages -Participants' feedback Padlet |
| 1.5 A History & Geography teacher's experience of collaborative learning | Video and activity | Presentation of an experience of CL and teaching history and geography - Participants' feedback Padlet |
| 1.6 Module 1 Learning Activity | Activity | Reflect on 2 learning activities carried out in the past and description of their collaborative aspects (300 words each max) and share in Activity Padlet |
| 1.7 Module 1 Resource Section | Reading and video | Video and documents on the topic, organised in Key resources (part of the module time estimation) and Additional resources (extra) |

### Module 2 - How can you design collaborative learning in the classroom?

**Start: 2 October 2017 - End: 8 November - Suggested deadline: 8 October**

| Section title | Type | Description |
|---|---|---|
| Module 2 - Welcome | Reading and video | Introduction to topics of Module 2 and learning objectives |
| 2.1 Embedding collaborative learning into lesson design | Video and activity | Irish context for CL and key aspects of CL implementation in schools - Participants' feedback Padlet |
| 2.2 The 4 Collaboration Questions | Video and activity | The 4 big ideas in collaboration: working together, shared responsibility, substantive decisions and interdependent work - Participants' feedback Padlet |
| 2.3 21 CLD Collaboration Rubric | Video and activity | How to assess the level of collaboration in learning activities based on the 4 collaboration aspects rubric - Participants' feedback Padlet |
| 2.4 Collaborative learning scenarios | Video and activity | Presentation of the collaborative learning scenarios - Participants' feedback Padlet |

| 2.5 Module 2 Learning Activity | Activity | Reflect again on the 2 learning activities described for Module 1 and assess their level of collaboration using the rubric - Participants' feedback Padlet |
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| 2.6 Module 2 Resource Section | Reading and video | Collaborative Learning Rubric and learning scenarios (template and 6 examples for different subjects) |

## Module 3 - How can you assess collaborative learning?
**Start: 9 October 2017 - End: 8 November - Suggested deadline: 15 October**

| Section title | Type | Description |
|---|---|---|
| Module 3 - Welcome | Reading and video | Introduction to topics of Module 3 and learning objectives |
| 3.1 Assessment for improving collaborative learning | Video and activity | Introduction to the principles of assessment for improving collaborative learning - Participants' feedback Padlet |
| 3.2 A sports teacher's experience of assessing collaborative learning | Video and activity | Presentation of an experience of assessing CL for physical education - Participants' feedback Padlet |
| 3.3 An ICT teacher's experience of assessing collaborative learning | Video and activity | Presentation of an experience of assessing CL for Project Based Learning activities - Participants' feedback Padlet |
| 3.4 Collaborative learning and student peer reviews | Video and activity | Presentation of an experience of assessing CL for ICT subjects - Participants' feedback Padlet |
| 3.5 Collaborative learning - What to assess and how? | Video and activity | How to assess Collaborative learning and presentation of CO-LAB Assessment guidelines and tools -Participants' feedback Padlet |
| 3.6 Answers to teachers' questions on assessing collaborative learning | Video and activity | Dr. Luis Valente answers to the questions posed in the teacher videos, by category: diagnostic assessment, peer assessment, differentiating individual participation, discreet assessment, and the use of Mind Maps, Concept Maps and Infographics. |
| 3.7 Module 3 Learning Activity | Activity | Understanding key criterias for creating a Collaborative learning activity and first outline of the Final Learning activity (lesson plan draft) - NB: no submission is required at this stage |
| 3.8 Module 3 Resource Section | Reading and video | CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom |

## Live event 1 - Questions and answers
## Collection of questions - Start: 9 October 2017 - Deadline: 15 October
**Online webinar: Week 16-22 October**

| Questions and Answer webinar on Collaborative Learning Assessment | Activity and webinar | You will be able to share with us your questions on the topic in advance and, during the webinar, the expert will answer the questions we collected. |
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## Module 4 - How can teacher collaboration facilitate collaborative learning?
**Start: 16 October 2017 - End: 8 November - Suggested deadline: 22 October**

| Section title | Type | Description |
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| Module 4 - Welcome | Reading and video | Introduction to topics of Module 4 and learning objectives |
| 4.2 A primary school teacher's experience of teacher collaboration | Video and activity | Presentation of an experience of primary school teachers collaboration within eTwinning and Erasmus+ projects - Participants' feedback Padlet |
| 4.3 A secondary teacher's experience of teacher collaboration | Video and activity | Presentation of an experience of a secondary school language teacher's collaboration, the role of digital technologies and collaboration with teachers and experts beyond the school - Participants' feedback Padlet |
| 4.4 The benefits and challenges of teacher collaboration | Video and activity | Key benefits of teacher collaboration (peer reviews, collaborating in a safe environment, building an effective community of practice) and main challenges involved - Participants' feedback Padlet |
| 4.5 Skills and conditions needed for teacher collaboration | Video and activity | Key skills required working collaboratively and conditions needed for teacher collaboration in the school environment, also related to leadership and resistance. - Participants' feedback Padlet |

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| **4.6 How technology can facilitate teacher collaboration** | Video and activity | The role of technology for teacher collaboration, useful tools and platforms and processes (processing, analyzing and sharing) - Participants' feedback Padlet |
| **4.7 Irish teachers' reflections on teacher collaboration** | Video and activity | Reflection on collaborating with teachers from different schools across Ireland (benefits, advantages and facilitators). - Participants' feedback Padlet |
| **4.8 Module 4 Resource Section** | Reading and video | European reports on teaching professions, which include the aspects of collaboration |

**Live event 2 - TeachMeet**

**Application to present - Start: 16 October 2017 - Deadline: 27 October**

**Online webinar: Week 30 October - 3 November**

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| **TeachMeet on good practices from the course's participants** | Activity and webinar | A TeachMeet is an informal way of sharing ideas amongst teachers and you can apply to present and share your practice during the webinar (up to 10 presenters) |

**Final learning activity - Lesson plan and peer review**

**Lesson plan submission - Open: 16 October - Hard deadline: 30 October**

**Peer review - Open: after lesson plan submission - Hard deadline: 8 November**

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| **Lesson plan** | Activity | Final version of the lesson plan, integrating collaborative learning and assessment - NB: to be submitted to finish the course |
| **Peer review** | Activity | Revision of 3 lesson plans from other participants following the Peer review rubric provided - NB: to be submitted to finish the course |