## asset

Designing Collaborative Learning Worksheet

## I. Identify the outcomes first.

1. Why are you asking students to do this? What do you want them to learn? Which of these outcomes do you expect to be enhanced by group learning?

2. What is the biggest task that the GROUP must accomplish? Circle one

Discuss. Organize information. Solve a problem.

Share facts. Share or evaluate skills. Write or evaluate writing.

## II. Structure the task.

1. Write the question or problem you want students to address. Aim for a question or problem that requires collaboration.

2. What is the performance students will need to do as the culmination of this project? E.g., is it a presentation to a client, a position paper for a legislator, a collaboratively written play or paper, a website?

3. What tasks will groups need to perform in order to succeed? Think about how you would do this assignment and identify the steps. Then identify the kinds of interactions needed for each step (student-student, student-instructor, student-content). Should some steps be individual-level work? How will you help students divide tasks in ways that make sense to the project?

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| --- | --- | --- | --- | --- | --- |
| Step | Task (what would an expert do, and in what order?) Add steps as needed. | Who does it? (individual, partners, small group, cross group, whole class, group with external others) | What’s the product? (how formal does it need to be?) | How it is evaluated and who gives feedback? | Are you going to monitor this step? If so, how? |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |

4. What problems do you anticipate? Where have students struggled in the past? What might you do to address those struggles? (e.g., do you need to add a step above, do you need to remind students of prior learning, do you need to teach some particular skill your students don’t already know?)

5. Using the work you have just done, write instructions for the project that structure the activities of groups (in a separate file). Copies of Barkley et al., Collaborative Learning Techniques, are available (in CATL, 160 Wing) if you'd like some design ideas; you can find many other examples online as well. While these resources include many interesting designs, be aware that not all designs will automatically construct group interdependence and individual accountability.

## III. Prepare students

1. What will students need to know or be able to do before they can successfully participate in this group task? How will you ensure that they know or can do this before the task begins? (do you need to revise your steps above?)

## IV. Form Groups

1. How will you form the groups (and why)? Look at the steps you've listed, the prior knowledge and skills you've identified, and the forms of interaction you need as you consider this.

## V. Monitor and facilitate

1. How will you monitor each groups' work, both in class and out of class? How will you monitor the development of each member of the group? Where and how will you be able to intervene? How will you know when a group is off-track?

2. How will you prevent individuals or whole groups from freeloading?

## VI. Evaluate

How will you know that students have achieved your goals? What is the product, and how will you evaluate it? How will you evaluate the contribution of each individual to the project? Use the outcomes you've identified to inform this.