Collaborative Learning

STAFFORDSHIRE UNIVERSITY

Information Services

Student	Phase of Learning	Tutor
Is excited by…	Engagement Phase	…Inspires
Finds out about…	Exploration Phase	…Supports
Creates…	Transformation Phase	…Encourages
Presents…	Presentation Phase	…Applauds
Reviews…	Reflection Phase	…Reviews

CREATE THE DIFFERENCE

Reid, Forrestal, Cook

Engagement Phase

Students…

Are introduced to new topic/concept/idea and are challenged/stimulated by it. Linked to what they already know, organise groups for collaborative project

Tutors use…

Multimedia resources, images, sounds, video, quizzes

Tutor supports…

Evaluating skills

Exploration Phase

Students…

Explore new material, compare and contrast material, share ideas and resources

Tutors use…

Resources – multimedia, web pages, text, video, images, own experience, each other, in unstructured environment

Tutor supports…

Finding, comparing, contrasting and evaluating material

Transformation Phase

Students…

Create 'new' material by re-organising, clarifying, elaborating, practising or using information in purposeful and authentic way. Work as a collaborative team

Tutors use…

Variety of tools: web page creators, PowerPoint, templates, guidelines

Tutor supports…

Collaborative, group work skills, analysing material, monitoring progress

Presentation Phase

Students…

Present to an interested, critical and authentic audience that offers feedback

Tutors use…

Wide range of presentation opportunities – wikis, blogs, portals, web pages, movies, presentations, exhibitions, publications, displays, shows or performances. Make available for others to use/reuse

Tutor supports…

Technical and practical skills.

Reflection Phase

Students…

Reflect on both progress and process of learning

Tutors use…

Reflective tools – blogs, e-portfolio, personal development planners

Tutor supports…

With constructive feedback that helps students improve progress and process of learning