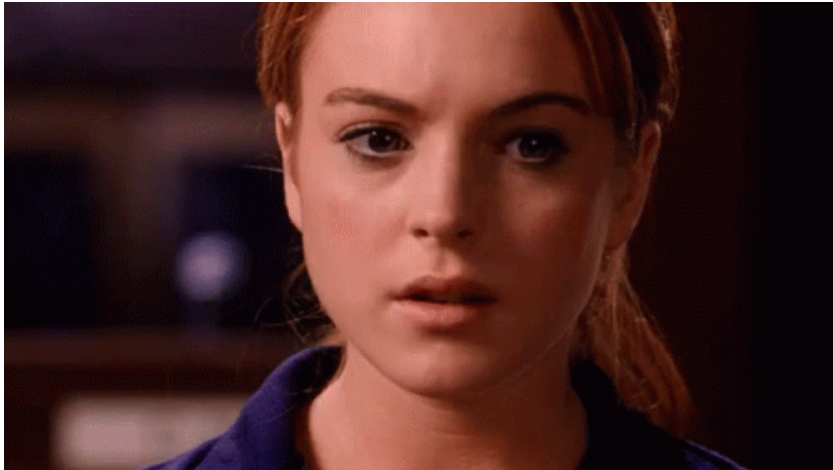


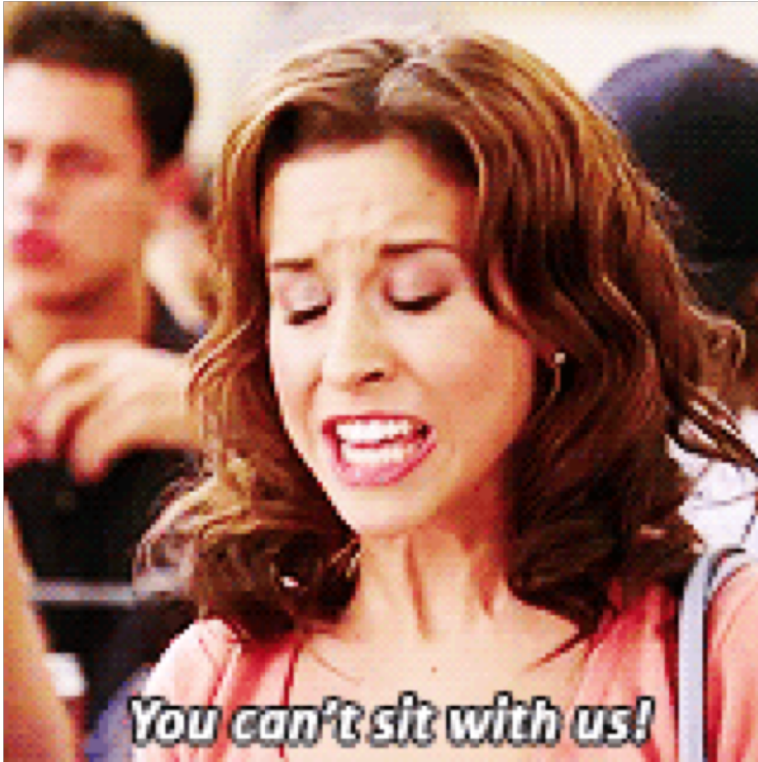
# Fostering a Collaborative Learning Environment: Building and Assessing Student Cooperation

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Project on Civil Discourse)

# What are the benefits of collaborative learning?



- **Fosters classroom conversation**
- **Improves student professionalism**
  - **Accountability**
  - **Time management**
  - **Communication**
  - **Problem-solving**
- **Universal design**
  - **Plays to individual strengths**
  - **Offers alternatives to large-group engagement**
- **Deepens understanding of material**
- **Cultivates respect for peers**
- **Develops the trust necessary for tough conversations**



# Challenges

- K-12 and college admissions emphasizes individual work
- Current political era
  - Mistrust of people with different views
  - Erosion of cooperation
  - False equivalency / all ideas welcome myths
- Technology
  - Texting is less like face-to-face than phone conversations
  - Public shaming and group think on social media
- Imposter syndrome and expert complex
- Bad experiences with collaborative work

# Building teamwork into courses



- Lay the groundwork- transparency about assessment, group work, shared values, community standards, and discourse.
- Small group problem-solving exercises (include in class participation).
- Work with students on Blackboard discussion forums.
- Peer critique and editing (assessed).
- Student participation in evaluation.
  - Provide clear rubrics
  - Incorporate appealing to / persuading peers into assignment.
- Offer collaborative options for assessed projects.
- Group projects
  - Assessments
  - Q&A
  - Debrief



# Assessments

## Self-assessment and suggested grade: What grade do you believe ...

Point

What grade do you believe you earned for class participation?

In answering this question, consider the following:

- Attendance and timeliness;
- Additional participation through blackboard, email, or office hours;
- Supporting a classmate's learning process by explaining material or continuing course discussions outside of class;
- Challenging yourself to read deeply;
- Arguing both sides of an issue;
- Preparing for class every day;
- Listening respectfully and engaging with classmates' ideas;
- Challenging yourself to meet your personal goals for speaking, listening, being open to new ideas, accepting criticism, or some other aspect of participating;
- Quality / quantity of work on supplemental exercises;
- Taking the initiative to learn more about a course concept that interests you;
- Anything else that you believe contributed to our learning community or improved your skills (specify).

# Assessing collaborative work

1. Multiple Choice: Meetings with partner: My partner and I met

Question	My partner and I met
Answer	<div><div>✔ Three or more times.</div><div>Twice</div><div>Once.</div><div>We did not meet.</div></div>

2. Essay: How you helped your partner: How did you help your partn...

Question	How did you help your partner? Did you provide any of the followin
	<ul style="list-style-type: none"><li>• Ideas for research</li><li>• Help with research</li><li>• Support in developing an argument</li><li>• Feedback on a draft opening statement</li><li>• Practice question and answer</li><li>• Practice with opening statements</li><li>• Help with understanding the record or the legal standards</li><li>• Other</li></ul>
	Explain.

3. Essay: How did your partner help you?: What did your partner ...

Question	What did your partner do that was useful to you?
Answer	

4. Essay: Your partner's progress-- before oral arguments: Provide observations about ...

Question	Provide observations about how your partner's opening statement, theories, and knowledge of the case developed from when you started work until oral arguments.
Answer	

5. Essay: Feedback on oral arguments: What did your partner do...

Question	<ul style="list-style-type: none"><li>• What did your partner do particularly well?</li><li>• Which parts of her/his performance were the weak points?</li><li>• Did your partner meet a personal goal (such as speaking more slowly or using the legal test more effectively) in oral argument?</li></ul> <p>Explain.</p>
Answer	

6. Essay: Other thoughts: Use this question to provide any...

Question	Use this question to provide any information you think is important, such as: <ul style="list-style-type: none"><li>• Something about which you're particularly proud</li><li>• An idea you wish you'd articulated in oral arguments</li><li>• How the final moot court compared to midterm moot court</li><li>• Anything else that you'd like to say</li></ul>
Answer	

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# Group project assessment

## 1. Multiple Choice: Group meetings: When my group met, I attend...

Question	When my group met, I attended.
Answer	<input checked="" type="checkbox"/> Every time.
	<input type="checkbox"/> I missed a meeting but let people know in advance and found out what task
	<input type="checkbox"/> I missed a meeting without notice.
	<input type="checkbox"/> I missed more than one meeting.

## 2. Multiple Choice: Contributions: My contributions toward the...

Question	My contributions toward the group's final project
Answer	<input checked="" type="checkbox"/> I volunteered for some tasks and completed everything on time.
	<input type="checkbox"/> I did what the group asked me to do, and completed it on time.
	<input type="checkbox"/> I either did not complete all I was supposed to or worked behind schedule.
	<input type="checkbox"/> Someone else had to complete my work / my work was significantly late.

## 3. Multiple Choice: Group's assessment of me: My group members would

Question	My group members would
Answer	<input checked="" type="checkbox"/> Definitely want to work with me again.
	<input type="checkbox"/> Probably want to work with me again, assuming I communicated better or m
	<input type="checkbox"/> ...

## 4. Essay: Explain group's assessment of working with you: Explain why your group...

Question	Explain why your group would or would not want to work with you again. Be specific.
Answer	

## 5. Multiple Choice: My group: Would you want to work ...

Question	Would you want to work with your group again?
Answer	<input checked="" type="checkbox"/> I would definitely want to work with my group again.
	<input type="checkbox"/> I would want to work with some group members but not others.
	<input type="checkbox"/> I would not want to work with anyone in my group again.

## 6. Essay: Explain assessment of group: Explain why you would or&nb...

Question	Explain why you would or would not want to work with this group or any of its members. Be specific.
Answer	

## 7. Essay: Group project grade: If you wish, explain someth...

Question	If you wish, explain something you think I should know about your project.
Answer	

Select: All None | Select by Type: - Question Type - ▼

Delete

Points

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# Rubric

Rubric Detail – 280289 - Google Chrome

https://blackboard.american.edu/webapps/rubric/do/course/gradeRubric?mode=grid&isPopup=true&rubricCount=1&prefix=\_10526062\_1&course\_id=\_172321\_1&maxValue=25.00000&rubricId=\_20756\_1&view...

## Rubric Detail

Select Grid View or List View to change the rubric's layout. [More Help](#)

Name: **Group project**

Description: **This will be how your group project is scored.**

Exit

Grid ViewList View

	Novice	Competent	Proficient	Good	Very good	Excellent	Superior
Organization and presentation	2.625 (10.50%)	2.8125 (11.25%)	3 (12.00%)	3.1875 (12.75%)	3.375 (13.50%)	3.5625 (14.25%)	3.75 (15.00%)
Supports solution with evidence it will work	5.25 (21.00%)	5.625 (22.50%)	6 (24.00%)	6.375 (25.50%)	6.75 (27.00%)	7.125 (28.50%)	7.5 (30.00%)
Higher-order thinking	6.125 (24.50%)	6.5625 (26.25%)	7 (28.00%)	7.4375 (29.75%)	7.875 (31.50%)	8.3125 (33.25%)	8.75 (35.00%)
Colleague rating	3.5 (14.00%)	3.75 (15.00%)	4 (16.00%)	4.25 (17.00%)	4.5 (18.00%)	4.75 (19.00%)	5 (20.00%)

Name: **Group project**

Description: **This will be how your group project is scored.**

Exit

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# Questions?

