

Session Information

A Comparative Assessment of Collaborative vs. Individual Learning

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Title: A Comparative Assessment of Collaborative vs. Individual Learning

Session Type: Interactive Paper Dialogue

Abstract:

The social interdependence theory that suggests group collaboration, as a positive practice of learning from cognitive and social perspectives, forms the basis of this research study. Our hypothesis tests the impact of group vs. individual learning in students' academic success. The purpose of this experimental research is to investigate the effectiveness of collaborative problem-solving method using random assignment of groups in a Historically Black College/University (HBCU). A longitudinal research study initiated in Fall 2014, this study involves the first component of the longer study as a pilot project. Two identical sections of a course consisting of 35 students each as control and experimental groups are to determine the impact of collaborative/group learning on student success.

AUDIENCE

This session will be valuable for any instructor considering adding collaborative group work to their course, and in particular those who may just be starting out as they add group facilitation skills to their teaching repertoire.

THEME CONNECTION

Collaborative learning using in-class teams can be a very inclusive activity when team structure and tasks naturally encourage the participation of every student. Further, the opportunity for group members to self and peer-assess fosters self-growth.

OUTCOMES

The proposed two key outcomes of this interactive session are:

1. The use of assessment as a reflective practice to advance research and performance; and
2. The use of a professional learning community to support growth in research and practice.

SESSION PLAN

1. Welcome and Introduction - participants will share some ideas about what they might like to investigate about group work in their own classrooms.
2. Creation of reading log - a guided group activity will be conducted such that groups will complete a reading log where they respond to a variety of critical thinking questions about the paper.
3. Sharing - groups will report out the results from their collaborative activity.
4. Planning - groups will create 1 or 2 potential SoTL research project designs for specific group member which build on techniques illustrated in the paper
5. Closure and Feedback - Large group discussion about how PE principles and practices were used throughout the session, followed by an individual SII of the session.