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## UNIT 4

# Collaborative Learning

## 4.1 What is Collaborative Learning

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## Introduction

Ongoing training is an indispensable tool for any company for the staff body to acquire new knowledge and skills and to adapt to the latest advances of the sector. Not only does this improve the competencies of each staff member, it also attracts more highly qualified people and is a tool which helps to retain talent. Training motivates people and in turn, makes them more competent.

For the company, it presents an opportunity to be able to count on a highly qualified staff body, to improve productivity, to recycle and update knowledge and to keep up to date with digital transformation by optimising the use of relevant applications and/or programmes.

Collaborative learning is one of the most effective and innovative methods of training to be implemented in the workplace. By using this technique, staff members acquire knowledge through means of exchange and social interaction which goes beyond the student-teacher model. This enables staff members to learn from the team members and acquire a broader perspective, as well as understanding different points of view in situations or scenarios which they may be presented with.

## 4.1 The definition of collaborative learning and the reasons why collaborative learning activities are effective in companies.

### Learning Outcomes

#### Unit 4: Collaborative Learning

#### Subunit 4.1: What collaborative learning is and reasons why collaborative learning activities are effective in companies.

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> <li>• What is collaborative learning?</li> <li>• Differences between cooperative learning and collaborative learning.</li> <li>• Reasons why collaborative learning activities are effective in companies.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to differentiate between collaborative learning and cooperative learning and know when to use each one in the company.</li> </ul>	<ul style="list-style-type: none"> <li>• Deciding when collaborative learning is useful in our company.</li> </ul>
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) _____	
Duration	120 minutes		
Activity	<p>A short introduction to the Collaborative Learning with the help of a pdf and 3 short YouTube videos. At the end of the theoretical input you can do a brief self-assessment.</p> <ol style="list-style-type: none"> <li>1. Read the PDF about Collaborative Learning: “4.1.1 What is Collaborative Learning?”</li> <li>2. Watch the videos about Collaborative Learning.</li> <li>3. Complete the self-assessment “What is Collaborative Learning “.</li> </ol>		

<b>Assessment</b>	Multiple choice self-assessment
<b>Resources</b>	Handout: 4.1.1 What is Collaborative Learning.pdf Videos: Watch the videos in the reference sections at the end of each section Articles: Read the reference articles at the end of each section
<b>Further reading</b>	At the end of each section

### 4.1.1 What is Collaborative Learning?

Collaborative learning is a process whereby a group of people share knowledge and experiences in order to achieve a common goal. The group members are responsible for both their own individual and mutual learning, achieved by bringing their knowledge, competencies and experiences to the group. In turn, this builds on knowledge through social interaction.

It is for this reason that collaborative learning is enhanced by diversity since it accumulates more knowledge, experiences, visions and ideas. This diversity can be represented through different age ranges, genders, skills, lifestyles, educational backgrounds, etc.

As a result, the trainer who usually directs the learning of a group becomes more of a guide.

All collaborative learning requires planning and having clear educative goals in place.

Implicating unconventional or traditional learning strategies means focusing on a constructivist learning approach where the process no longer centres on the student, and therefore leads to a higher level of creativity.

The participants work in groups whilst developing roles which all relate, compliment and differentiate in order to achieve a common goal. To achieve collaboration, each task requires all participants to work together to produce something that they could not produce individually or that would take them longer to achieve individually.

### Collaborative learning and skills

Collaborative learning does not only pursue a goal and enhance knowledge, but it is based on the process and the acquisition of skills along the way. This methodology favours, amongst other things, the acquisition of transversal skills such as: leadership, teamwork, empathy, creativity, managing diversity, communication, socialising, negotiation, confidence, compromise, learning skills, etc.

## Advantages and disadvantages of collaborative learning

### Advantages:

- 1.- Increased motivation and interaction. Students collaborate and learn from one another whilst balancing out the work pace, all within an environment where self-improvement is at the heart.
- 2.- Students are motivated to do their best to contribute to others' success, or in this case, to the success of the group.
- 3.- Promotes self-study as students choose information and create their own content.
- 4.- Helps to improve empathy and assertiveness (if the tutor carries out the adequate guidance).
- 5.- Generates learning environments which promote interest and involvement.

### Disadvantages:

- 1.- Just like other training systems which also centre around group work, collaborative learning has a significant drawback in that it can include disagreements and debates. This can be from the initial stages, to the setting out of targets and the elaboration of the work scheme. In these cases, it cannot be forgotten that in this type of process, the skills which are being learnt are just as important as the end result (negotiation, communication, group work, etc).
- 2.- Contrary to belief, the practice shows that one teacher cannot respond promptly to different groups. This means that a great portion of work is done in absence of the teacher or trainer and as a result, patience must be developed since waiting for the teacher/trainer to become available to answer queries at any time is not an option.
- 3.- Groups present internal imbalance which they will need to learn how to manage by creating subgroups and a leader.
- 4.- It is easy to run out of time if goals are unclear and progress is not measured.
- 5.- Groups can tend to pigeonhole roles, therefore it is important for work systems like this to have a dynamic approach and to support change.

### The basic elements of collaborative learning are:

- **Responsibility:** Group members are responsible for their own learning and mutual learning of the group.
- **Collaboration:** Favours broadening knowledge, contributing with better interaction and teaches collaborative learning.
- **Communication:** Group members exchange ideas and/or opinions around a topic to help each other effectively.

- **Motivation:** Motivation is important for people to interact freely. Motivating and group to participate and reflect on the topic in hand is fundamental to achieve collaborative learning.
- **Teamwork:** The effectiveness of groupwork depends on the compromise between group members. When completing any activity, organisation and time management should be taken into account. Rules should be established prior to exchanging messages and/or opinions which are aimed at resolving doubts or problems on a specific topic from different perspectives which creates a virtual communicative and collaborative space.
- **Self-reflection:** Analysis and evaluation are fundamental factors which the group should take into account in order to see if the desired goal has been achieved and to identify the changes which must be made to improve future work. These can also be referred to as elements that must be present since they guarantee satisfactory results in the virtual group processes to the groupware applications which serve as technological resources that support virtual collaborative learning.

## References:

### Videos:

<https://www.youtube.com/watch?v=7gWS4mxM1Qc>

<https://www.youtube.com/watch?v=-WG1CoPgJfY&t=27s>

<https://www.youtube.com/watch?v=HoXtLupmcco>

<https://www.youtube.com/watch?v=WUw8bDI7NIQ&t=414s>

### Articles:

[http://files.estrategias2010.webnode.es/200000056-](http://files.estrategias2010.webnode.es/200000056-4b7374c6d9/Microsoft%20Word%20-%20Aprendizaje%20Colaborativo%202.pdf)

[4b7374c6d9/Microsoft%20Word%20-%20Aprendizaje%20Colaborativo%202.pdf](http://files.estrategias2010.webnode.es/200000056-4b7374c6d9/Microsoft%20Word%20-%20Aprendizaje%20Colaborativo%202.pdf)

[https://es.wikibooks.org/wiki/Aprendizaje\\_colaborativo/Introducci%C3%B3n](https://es.wikibooks.org/wiki/Aprendizaje_colaborativo/Introducci%C3%B3n)

<http://actividadaprendizajecolaborativo.blogspot.com/2014/07/elementos-basicos-del-aprendizaje.html>

[https://es.wikibooks.org/wiki/Aprendizaje\\_colaborativo/Elementos\\_b%C3%A1sicos](https://es.wikibooks.org/wiki/Aprendizaje_colaborativo/Elementos_b%C3%A1sicos)

Collaborative Learning Techniques: A Handbook for College Faculty by Elizabeth F. Barkley

<https://competenciasdelsiglo21.com/aprendizaje-cooperativo-ventajas-desventajas/>

#### 4.1.2 Differences between collaborative learning and cooperative learning

The essential differences between both of these learning processes is that with collaborative learning, students design their own interaction structure and maintain control over different decisions which impact their learning. Whereas with cooperative learning, it is the teacher who designs and maintains almost complete control of the structure of interactions and the results obtained (Panitz, 2001).

Cooperative and collaborative learning are some of the most renowned methodologies for group-based learning. According to Computer Supported Cooperative Work (Whiley, 1999), cooperative work is made up on intentional process that a group of students direct to be able to achieve a determined goal as well as the tools designed to facilitate this work. The most difficult hurdle of this approach to learning is assuring that students maintain a good level of participation and motivation.

In turn, according to Computer Supported Collaborative Learning (Sten, 2007), collaborative learning is intended to favour environments where the development of social and individual habits through student dialogue occurs whilst learning new concepts. As a result, students are as responsible for their own learning as they are for the remainder of the groups', thus leading to a positive interdependency, along with positive interaction, personal and group abilities.

Through cooperation, the teacher is responsible for creating activities which are focused on achieving a particular outcome. It is the teacher who designs the different interactions and sets out the results which they aim to achieve. Generally, it is the student who is responsible for their own learning and setting their own goals throughout the collaborative learning process.

Through collaborative learning, the teacher has the role as a facilitator whilst helping to encourage problem solving and critical thinking, encouraging students to become more independent and develop their learning-by-doing skills. It is the teacher who sets out the different activities in such a way that this planning will in turn develop the students' interdependence skills.



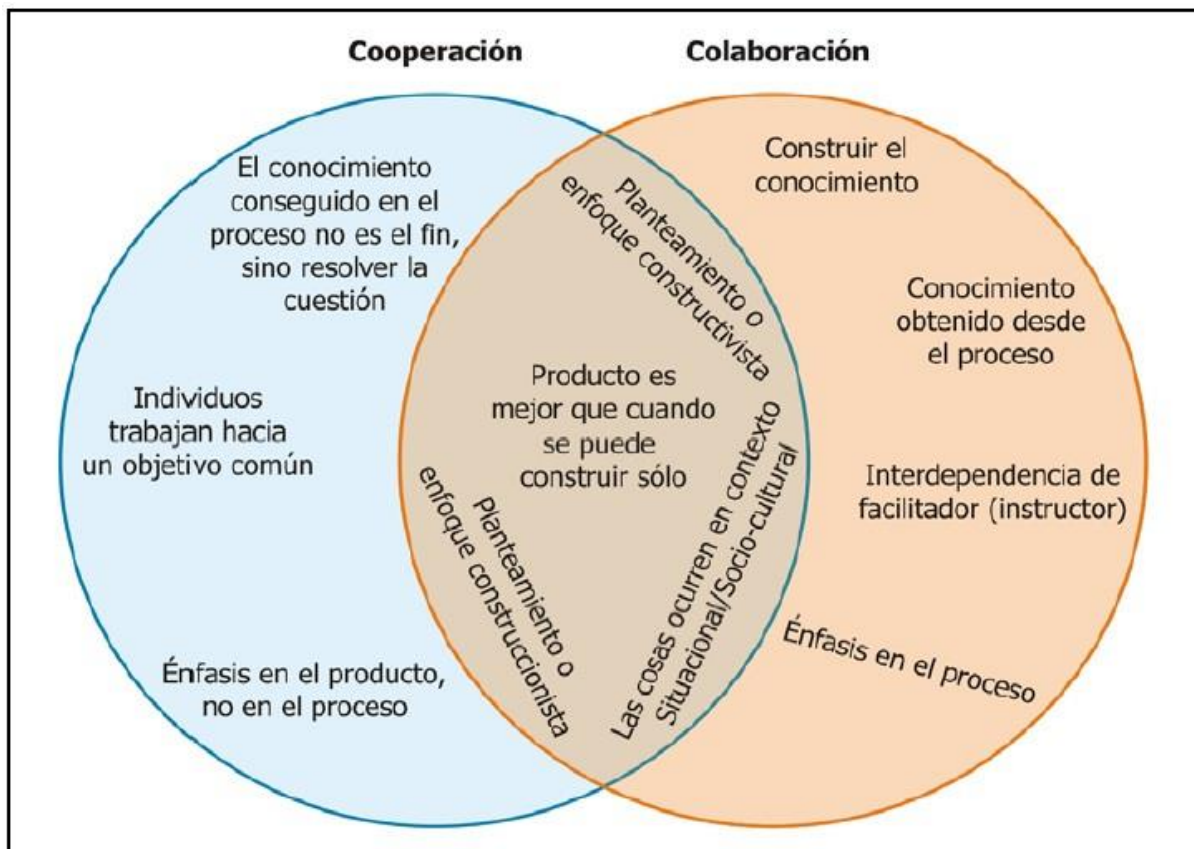
## APRENDIZAJE COLABORATIVO

VS

## APRENDIZAJE COOPERATIVO

COMPARAMOS DOS FORMAS DE APRENDIZAJE

 <p>Es el alumno quien establece sus propios objetivos, siendo el docente el facilitador de la obtención de estos.</p>	 <p>Es el docente quien se encarga de crear las actividades para que los alumnos consigan el resultado esperado</p>
 <p>El colaborador interviene en contar sus experiencias e intereses</p>	 <p>Predomina la división del trabajo</p>
 <p>La colaboración no es una metodología, sino una forma de trabajo</p>	 <p>La cooperación es una metodología en sí misma</p>



## References:

### Videos

<https://www.youtube.com/watch?v=bX9jKxpB9Uo&t=2s>

<https://www.youtube.com/watch?v=uwvtfYa169k>

### Articles:

<https://grupo-ae.com/cooperativo-vs-colaborativo/#>

[https://es.wikibooks.org/wiki/Aprendizaje\\_colaborativo/Aprendizaje\\_colaborativo\\_y\\_cooperativo](https://es.wikibooks.org/wiki/Aprendizaje_colaborativo/Aprendizaje_colaborativo_y_cooperativo)

### Presentations:

[https://es.slideshare.net/aidaivars/cooperacion-vs-colaboracion?from\\_action=save](https://es.slideshare.net/aidaivars/cooperacion-vs-colaboracion?from_action=save)

### 4.1.3 Challenge-based collaborative learning

Challenge-Based Learning is a pedagogical approach that involves the student in a realistic and meaningful problem-situation related to his/her environment, which comprises defining a challenge and implementing a solution for it.

This focuses on addressing learning from a generic theme and includes a series of challenges related to said theme, in which, students must be successful.

These challenges imply the provision of concrete solutions from which, society or a portion of society can benefit. This inspired by finding solutions to major global challenges that originate in contexts beyond training. (Observatory for Educational Innovation 2015).

The roots to this approach are found in active learning models, such as Problem-Based Learning and Project-Based Learning, which both have the fundamental principle that students learn best when they actively participate in open learning experiences.

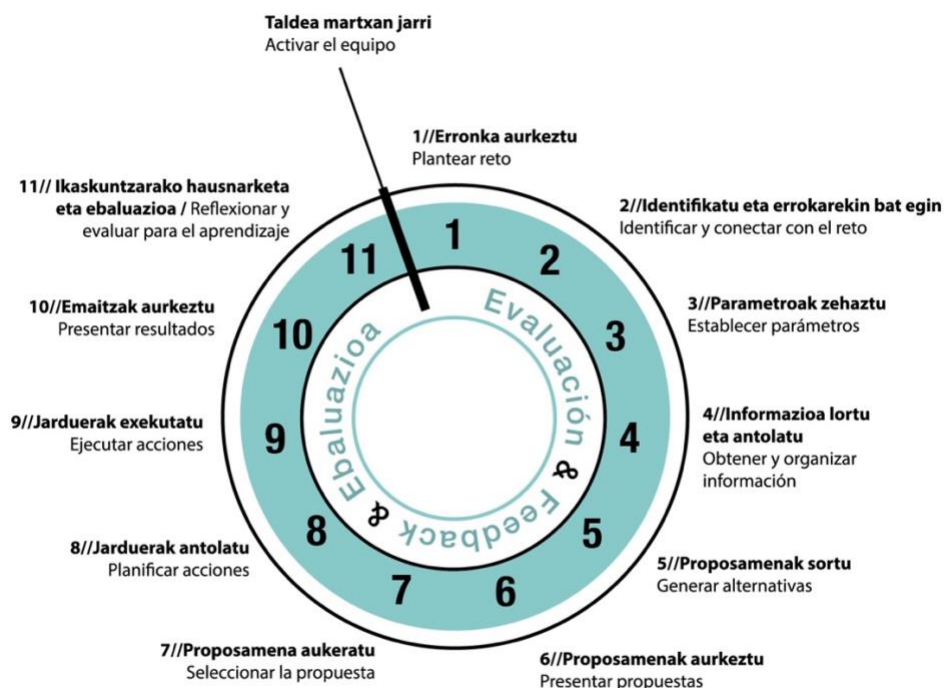
#### Good practice:

Ethazi: Challenge-based collaborative learning in Basque Vocational Training (*FP vasca*).

The Ethazi methodology applied in Basque Professional Training is a collaborative learning methodology based on challenges.

According to this methodology, the challenges are defined as problematic situations that the students are presented with in order for them to develop their learning. These situations should be as realistic as possible to their working reality and therefore, the surrounding companies are a key factor in the generation of these challenges. Their input is very interesting and helps to give the teams a more realistic experience not only in the problem-solving situations, but also in the results presentation carried out by each team.

The challenges must generate a particular dynamic of resolution in the classroom. They must ensure a "divergence-convergence" process that allows students to work from the perspective of multiple alternatives. This makes it necessary for students to work on basic skills such as interpreting, transmitting, synthesising, decision-making, etc.



## References:

### Videos

Aprendizaje colaborativo basado en retos [Challenge-based collaborative learning] (TKNIKA)  
<https://www.youtube.com/watch?v=oTRxLyQ-i1o>

### Articles:

<https://ethazi.tknika.eus/es/retos/>

### Blogs:

<http://revistaventanaabierta.es/aprendizaje-basado-en-retos-nuevas-metodologias-activas-de-aprendizaje-en-el-aula/>

#### 4.1.4 Reasons why collaborative learning activities are effective in companies

Continuous training is essential in a company and there are different strategies which can be followed in order to achieve this.

Training and professional development are often considered to be the individual responsibility of each member of staff who acquires it in their free time and designs it according to their own motivations, resources and interests.

In other instances, the company outlines the training for staff in a more traditional manner, imposing and imputing it department by department. In these cases, the training is usually inefficient and unvalued by the participants.

Collaborative learning is an option that provides great value to companies and to their staff because:

- **It is a more effective type of learning** and the objectives are pursued by cooperating with various people.
- **It helps knowledge to be shared** throughout the whole company instead of a few individuals. It encourages people to learn from each other by sharing their knowledge and skills.
- **Facilitates the integration of new people** in the company and helps them to get up to speed quicker.
- **Improves individual motivation** since they are an active part in setting out their own learning process. They choose the skills they want to acquire and the way in which they wish to acquire them and in turn, they see progress.
- **Improves involvement** both in the learning process and in the company as they are part of the learning process from start to finish.
- This combination of ideas and perspectives allows the human capital to obtain a **broader** vision of how the rest of the departments and the company work.
- **Helps to manage and value diversity** since this didactic methodology is enriched by diversity of lifestyles, experiences and knowledge. As a result, it is enhanced by grouping people from different backgrounds together (in terms of position, age, gender, vision, experiences, etc.) instead of creating groups of “equals”.
- **Improves self-esteem and job satisfaction** since each person sees the value that they bring to the group, which encourages proactivity and innovation. This improvement in individual skills through group learning boosts self-esteem and confidence.
- It **strengthens interpersonal relationships**, positively affecting the organisation’s work climate and generating a strong sense of belonging amongst workers.
- It represents an opportunity for the company to **analyse and determine the strengths and weaknesses of each participant** and take advantage of this talent map to seek the excellence of the organisation.

- Since collaborative learning in companies is developed in groups, this technique helps to **optimise communication and teamwork skills** for workers.
- **It increases the efficiency of projects and enriches the results** since collaborative learning in companies represents the result of the different skills, proposals and perspective of each professional.

**References:**

**Articles:**

<https://blog.grupo-pya.com/12-motivos-implantar-aprendizaje-colaborativo-las-empresas/>

# Self-assessment

1. Collaborative learning does not only aim to achieve knowledge but also the skills acquired during the process
  - a. True
  - b. False
2. Mark which skills can be achieved through collaborative learning
  - a. Communication
  - b. Time management
  - c. Compromise
  - d. Negotiation
3. Collaborative learning and cooperative learning are the same thing
  - a. True
  - b. False
4. Connect correct answers.

Collaborative learning		The teacher is responsible for the learning
Cooperative learning		The goal is not only learning but the process of it
		The teacher is just a facilitator
		It is dominated by the division of the workload

5. Highlight the reasons that collaborative learning is useful in a company:
  - a. It's cheaper
  - b. Improves involvement
  - c. It strengthens interpersonal relationships
6. Evaluate if collaborative learning could be useful in your company and give reasoning

## Answers

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- a. True
- b. False

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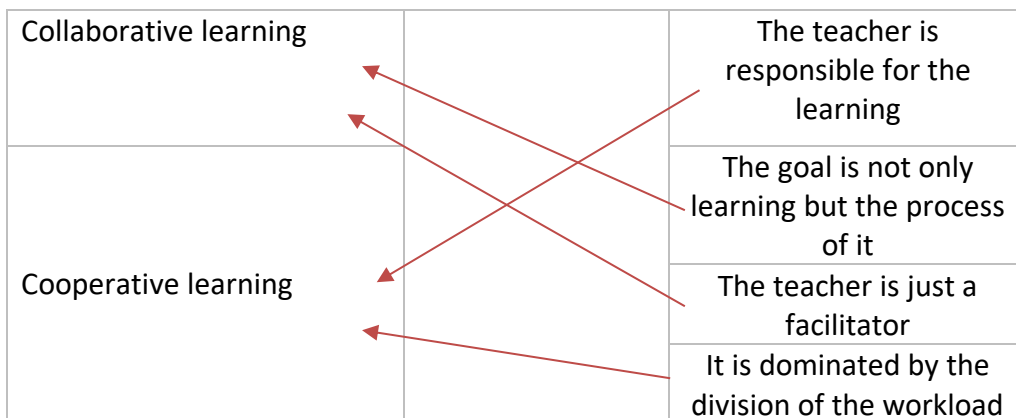
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<https://www.youtube.com/watch?v=bX9jKxpB9Uo&t=2s>

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