Basic Collaborative Learning Techniques: An Overview
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INTRODUCTION
Collaborative learning is an educational method where two or more students work together to learn something. Unlike individual learning, people engaged in collaborative learning capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.) It’s based on the general premise that groups of students can learn more from each other through sharing and social interaction than they would if they learned on their own. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning. This type of learning has been called by various names: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. Cooperative learning techniques, which will be the primary focus of this poster, is a specific kind of collaborative. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team. This paper focuses the various techniques involved in collaborative learning method.

METHODS OF COLLABORATIVE LEARNING

Group Discussion

Group Discussion is a general unstructured discussion of an issue or topic by the group. Individual members are free to contribute or not contribute.

Assigned Discussion Leader

One person in the group is asked to present on a topic or review material for the group and then lead the discussion of the group. This person should not be the regular group leader.

Clusters

In clusters, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic, the cluster may report their findings to the last group.

Buzz Groups

A variation of clusters, buzz groups are set up to brainstorm ideas as quick as possible. Ideas are always shared with the large group.

Group Survey

Each group member is surveyed to discover their position on an issue, problem or topic. This process ensures that each member of the group is allowed to offer or state their point of view.

Turn to your Partner and... (TTYP)

Group members work with a partner on an assignment or discussion topic.

Think/Pair/Share

Group members think about a question/topic individually, then share their thoughts with a partner.

Jigsaw

In Jigsaw, group members are broken into smaller groups. Each small group works on some aspect of the same problem, question, or issue. They then share their part of the puzzle with the large group.

Round Robin

Generate ideas by speaking in order, moving from one student to the next. Use to structure brainstorming sessions and ensuring that all students participate.

Learning Cell

Students develop questions individually, then quiz each other based on these questions. A facilitator can compile all questions for future use as practice quizzes/exams.

Critical Debates

Students take the side of an issue that is in opposition to their personal views, then argue that side of the issue. This method helps students develop critical thinking skills and challenges assumptions.

Three Step Interview

Students, in partners, interview each other, then report what they learn to another pair. This method helps students network with each other and develop communication skills.

Fish Bowl

Form two concentric circles. The smaller, interior group discusses a topic, while the larger outside group observes.

CONCLUSIONS
In order to create an environment in which collaborative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students work together on must be clearly defined. The Collaborative learning techniques presented here should help make this possible for teachers.

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