Collaborative learning environments

June 9th, 2015
Francesca Caena

Communications is human nature.
Knowledge sharing is human nurture.

- Alison Tucker, Buckman Laboratories

Collaborative learning environments

June 9th, 2015
Francesca Caena

Communications is human nature.
Knowledge sharing is human nurture.

- Alison Tucker, Buckman Laboratories

2013 Leerlab Onderwijs 2030

How do we turn 'school' into an attractive place to learn in 2030? What do we have to do in order to make it happen?

- school as cooperative organisation
- diversity as a resource for T & L

Learning as being connected to a community + reciprocal

Shared responsibility and interest

Shared engagement in teaching and learning

Flexibility of learning and teaching

LEARNING PARK

Teams of teachers, coaches, counsellors

Open to the outside world

Knowing and teaching to your context

Key points...

- why cooperative learning is 'sexy' AND a must-have
- what is cooperative learning really?
- how does cooperative learning link with innovation and meaningful professional development?
- how do we see the roles of teachers?
- Collaborative Learning Environments: professional learning communities, networks, partnerships...
- When and where: ITE, schools, CPD, VLEs..
- Enablers and challenges
- CLEs and boundary brokers as agents for change

MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their *own* development.

OVERWHELMED...

Number of times online every day

early days of the Internet **5** | today **27**

41 % of time workers spend on things that offer little personal satisfaction and do not help them get work done.

DISTRACTED...

Most learners won't watch videos longer than **4** minutes

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.

People unlock their smartphones up to **9** times every hour

2/3 of knowledge workers actually complain that they don't have time to do their jobs

IMPATIENT...

Online, designers now have between **5** and **10** seconds to grab someone's attention before they click away

Workers now get interrupted as frequently as every **5** minutes— ironically, often by work applications and collaboration tools

1% of a typical workweek is all that employees have to focus on training and development

Sources:
"The Overwhelmed Employee: Simplify the Work Environment" *Deloitte University Press*
"The Knowledge Worker's Day" *Gloor*
"Make Time for the Work that Matters" *Harvard Business Review*
"Collaboration & Social Tools Drain Business Productivity, Costing Millions in Work Interruptions" *harmon.ie*
"We're Creating a Culture of Distraction" *Joshua.com*
"Study Says We Unlock Our Phones a LOT Each Day" *TIME*
"Infobesity Causes Distraction and Stress at Work" *HR Magazine*
"IT Training Gets an Extreme Makeover" *Computerworld*
"Network Performance: Does It Really Matter To Users And By How Much?" *University of Massachusetts*
"Worldwide Mobile Worker Population 2011 – 2015" *IDC*
"Ambivalence Is Not a Strategy" *Deloitte Consulting Group*
"The Rise of the Extended Workforce" *Accenture*
"Engaging Disengaged Learners" *Towards Maturity*
"Just-in-time Information through Mobile Connections" *Pew Research*
"Here's a Google Perk Any Company Can Imitate:..."

Bersin by **Deloitte.**

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

37% of the global workforce is expected to be "mobile" by the end of 2015

30% of full-time employees do most of their work somewhere other than the employer's location

20% of workforce comprised of temps, contractors, and freelancers

ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

To learn what they need for their jobs, employees access: search engines **70%+** online courses **50-60%**

People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

~80% of workforce learning happens via on-the-job interactions with peers, teammates, and managers

Learners are: asking other people / sharing what they know

at Google, **55%** of training courses are delivered by an ecosystem of **2,000+** peer learners

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

2½ to 5 Half-life (in years) of many professional skills

38% of workers who say they have opportunities for learning and growth at their workplace

62% of IT professionals who report having paid for training out of their own pockets

IMPROVISATION
BETWEEN TECHNIQUE
AND SPONTANEITY

Good citizenship requires creativity.
Creativity is a fundamentally
collaborative process.
(Sawyer 2008)

GROUP PROJECT

n. 1. Time when you relax and watch
someone who cares do all the work.
2. Time when those who don't care
relax and watch you do all the work.

Grammarly Definition

facilitator

ucation

severance,

tion...

WHAT

- positive interdependence
- individual & group accountability
- promotive interaction
- commitment to common good and success
- support, communication, trust & respect
- constructive conflict management
- openness to reciprocal influence

CLEs:
habits and habitats for meaningful learning

- domino effect
- individual, institutional, professional learning
- school culture: shared responsibility & values
- teacher self efficacy, motivation
- student motivation & learning

Deep learning:

beyond brain "flatlining"

- develop competencies and dispositions in **all** learners to be creative, connected, collaborative problem solvers
- prepare citizens who contribute to and **create** common good

Promoting deep learning

- **learning from each other**, with and from pupils and colleagues
- leveraging peer teaching
- ongoing monitoring and evaluation of learning
- fostering pupils' leading their learning

(Fullan and Langworthy, 2014)

Ubiquitous Technology

New Pedagogies

Discover and Master Content Together

Pedagogical Capacity ←→ Create and Use NEW Knowledge in the World

Deep Learning

Human r
are often
the circu
themselv

People
directly,
and expe

2004)

New pedagogies

- learning, creating dispositions needed to thrive
- create new knowledge and connect it to the world
- unleashing students' and teachers' energy and excitement
- new learning partnerships to find, activate and foster deep learning potential

Teachers: mento

Human resources - like natural resources - are often buried deep. You have to create the circumstances where they show themselves.

(Robinson, 2009)

People don't find their passion seeking it directly, but rather through skills development and experiences. *(Newport, 2012)*

energy and excitement
- new learning partnerships to find, activate and foster deep learning potential

Teachers: mentors, farmers, alchemists, scaffolders, welders...

- proactive role: sparking, structuring, driving learning process forward
- teacher as activator > teacher as facilitator
- design deep learning tasks
- cultivating key skills/character education (self-regulation, responsibility, perseverance, empathy), collaboration, imagination...

DISTRACTED...

Most learners won't watch videos longer than 4 minutes

People unlock their smartphones up to 9

IMPATIENT...

Online, designers now have between 5 and 10 seconds to grab someone's attention before they click away

Bersin by **Deloitte.**

W

- positive interdep
- individual & grou
- promotive intera
- commitment to
  success
- support, commu
- constructive cor
- openness to rec

Teacher learning in schools
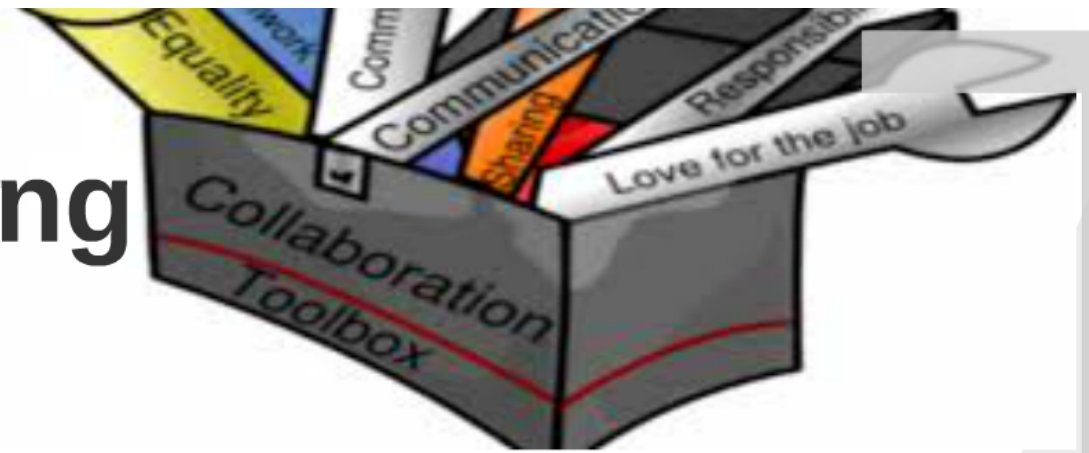
Vision
Motivation
Understanding
Practice
Reflection
Community
     (Shulman & Shulman, 2004)

Teacher CPD: what works

- **collaborative inquiry:** experimentation & professional dialogue on data
- **coaching and mentoring**
- **networks** between and within schools
- **structured dialogue and group work**: explore assumptions, try out new approaches, get feedback

(Cordingley & Bell 2012)

Professional communities: crossing boundaries

- **PLCs/CoPs** = student/teacher learning focus; reflective professional inquiry; flexibility, individualization; knowledge creation and sharing
- **partnerships and networks**
- **in schools**: workplace learning by discussion of ideas, observation of practice
- **in ITE**: collective reflection + inquiry bridging theory-practice
- **action research communities**: professional learning, teacher ownership & voice
- **Virtual Learning Environments**: transparency, immediate feedback, distributed leadership in cooperative endeavours

Examples of CLEs: in schools

- **lesson study project**: team of teachers observing colleague teaching, analyzing student work, recommending changes in teaching
- **PLC in school**: teachers meet regularly to review students' work in the light of current research, best practices, objectives, sharing findings to integrate ideas in practice
- **collaborative reflective approach** to reviewing curricula and pedagogies, with voluntary peer evaluation and critical feedback *(California accomplished teachers)*

Virtual collaborative learning environments

- online discussion forums: support, moderate teacher dialogue and multimodal communication(Teacher Focus)
- online communities of practice (Tapped in): collaboration 600 US teachers posting reflections, artifacts
- reciprocal peer coaching (NING) through social digital technologies (induction, ITE support)

CLEs: bridge over troubled water…

- **Teachers' empowerment** : collaboration, decision making; shared values and quality standards; peer mentoring & support
- **Key leadership and organization**al factors
- **System, systematic view of change**: link structural, cultural, political dimensions school environment; careful, long-term planning and management (European Commission, 2011)

Where water meets the ice: challenges

- School as expert organization
- Professional bureaucracy
- Identification with subject
- Tricky quality control: complex services
- Central office seen as nuisance factor
- Flatarchy
- Autonomy-parity syndrome
- Key contribution target group/personal relations
- Slow reaction to outer world change
- Strategic development processes seen as threats (Mintzberg, 1991; Grossmann, 1997)

Enablers of CLEs

- leadership, organization, relationships
- experimentation, reflection & inquiry opportunities
- evaluation, peer review, feedback
- support structures, resources (time/funding)
- customized approaches

>>empower all actors in taking responsibility

>>regulations + incentives targeting key factors: *time, resources, leadership, roles,relationships*

Landmarks

- teacher CPD: **collaborative, intensive**, sustained, in school contexts; **experimentation, reflection, feedback**, support; ongoing **professional dialogue**
- partnerships: structure, effectiveness, **reciprocity** for knowledge development
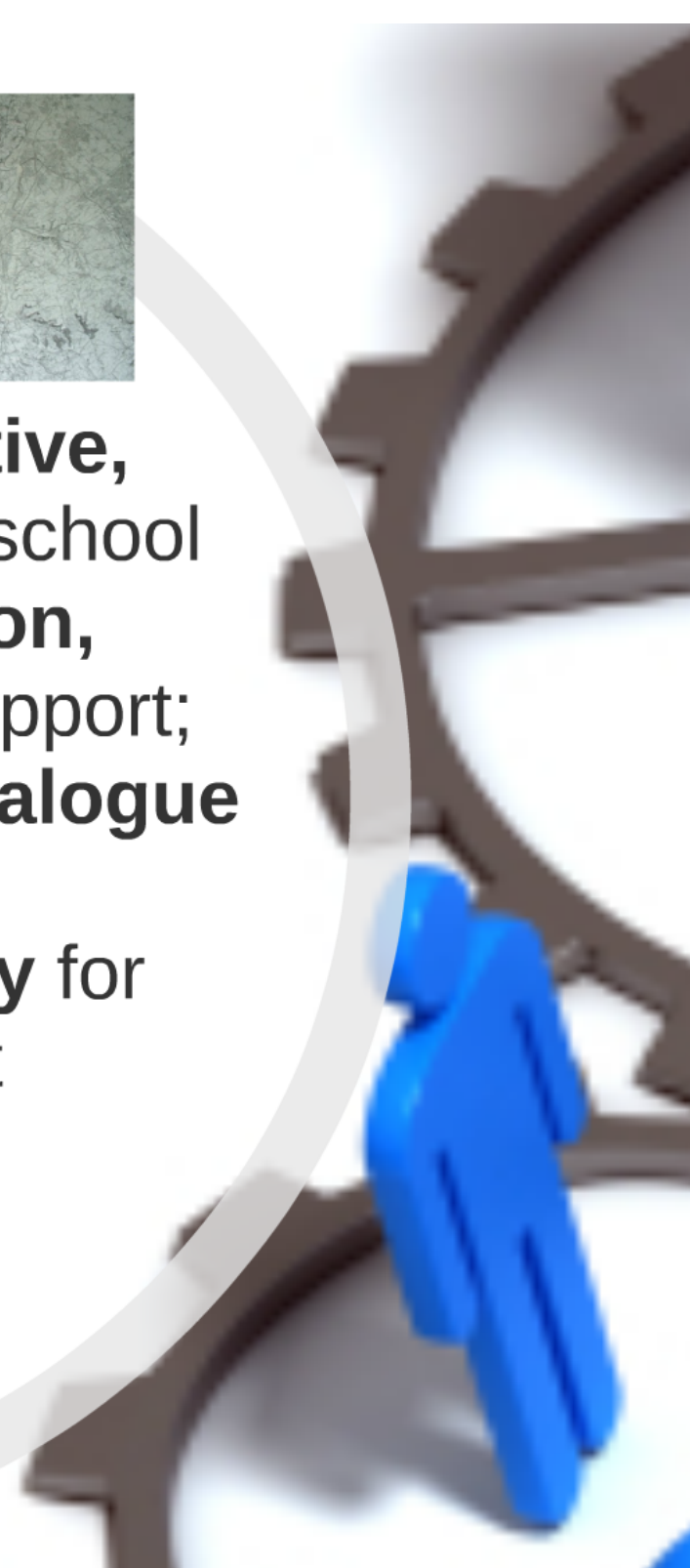
Bridging and crossing boundaries...

- cooperation, collaboration
- reflection
- research
- value dimension in teaching
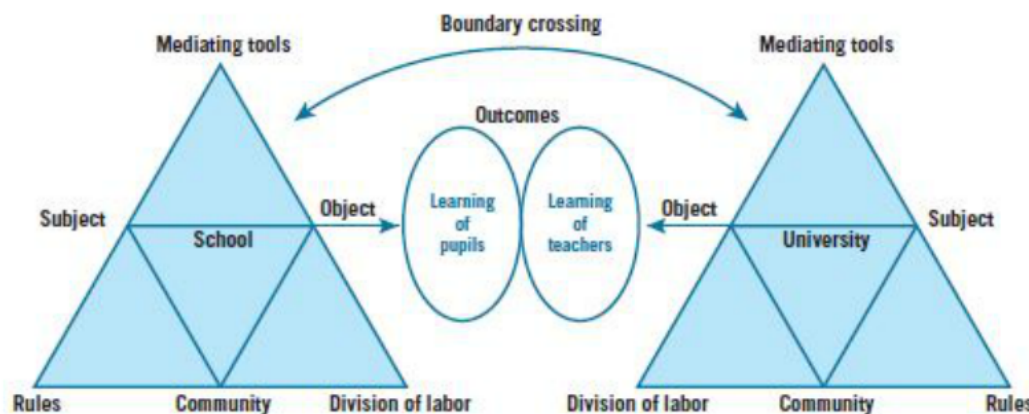
- lead
- exp
  opp
- eva
- sup
- cus
>>em
>>reg
   fa

er

school
ge

Boundary brokering

- …by **leaders** (policymakers, principals, coordinators, teacher educators) = **transfer innovation & connect**
- cooperation in crossing boundaries ITE - school systems, for **boundary learning & change**

Professional communities: crossing boundaries
- PLCs/CoPs = student/teacher learning focus; reflective professional inquiry; flexibility, individualization; knowledge creation and sharing
- partnerships and networks
- in schools: workplace learning by discussion of ideas, observation of practice
- in ITE: collective reflection + inquiry bridging theory-practice
- action research communities: professional learning, teacher ownership & voice
- Virtual Learning Environments: transparency, immediate feedback, distributed leadership in cooperative endeavours

PROFESSIONAL COLLABORATION WITH IMPACT

THE MAIN POINT OF COLLABORATION IS 'TO CONNECT TO LEARN' BUT OFTEN LITTLE THOUGHT IS GIVEN TO THE ESTABLISHMENT OF THOSE CONNECTIONS AND SCANT ATTENTION IS PAID TO THE FACT THAT TO BE MOST PRODUCTIVE AND EFFECTIVE, SOME PROFESSIONALS NEED TO 'LEARN TO CONNECT'.

HARRIS & JONES, 2012

- **collaboration** and **reflective practice** need to be embedded in the *schedule* and *culture* of education institutions and professionals: time to **discuss** and **share**

Managers do not take risks. Leaders do. They model the behaviors of learning, collaboration, effective teaching, and risk-taking that they expect of their teachers.

Tony Wagner 'What Does It Mean to be a Change Leader in Education'

- **collaboratio**n and **reflective practice** need to be embedded in the *schedule* and *culture* of education institutions and professionals: time to **discuss** and **share**

Great teaching is not embodied by the lone hero - rather by the collective work of professional communities of teachers, with shared concern of all members of a community and distributed responsibility for developing high quality throughout.

(National board Resource Center, Stanford University 2010)

Collaborative learning environments

June 9th, 2015
Francesca Caena

Communications is human nature.
Knowledge sharing is human nurture.

- Alison Tucker, Buckman Laboratories