Education Elements

Learners of today. Ready for tomorrow.

FRAMEWORK FOR COLLABORATIVE LEARNING

CULTURE OF COLLABORATIVE LEARNING

PRODUCTIVE STRUGGLE We learn when we are asked to tackle a difficult question that doesn't have one solution. We can learn to work through ambiguity in order to reach a worthwhile goal.

JOY OF LEARNING We are curious and deserve to be challenged. We enjoy the adventure of learning.

MEANINGFUL CONTRIBUTIONS We gain satisfaction when we know we have done good work. Our individual contributions are a piece of a whole that has the potential to solve real problems.

SENSE OF COMMUNITY We belong. We know that every person brings different strengths, perspectives, and ideas; and that we are in this together.

PROCESS FOR COLLABORATIVE LEARNING

1 DEFINE + PLAN
- Set activity goals
- Determine roles and tasks
- Plan a timeline with checkpoints

2 EXCHANGE + CREATE
- Gather information
- Visualize outcomes and create a first draft
- Update a timeline

3 REFLECT + REFINE
- Revise a draft
- Provide and receive feedback from peers
- Revisit plan and adjust as needed

4 PUBLISH + PRESENT
- Create a final product
- Celebrate the product
- Reflect on the process and product

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Where Am I Today?

	Emerging	Developing	Advancing	Sustaining
Define + Plan	Students receive the roles, tasks and timeline to complete an assignment.	Students receive the choice between 1-3 options in roles, tasks, and timeline to complete an assignment.	Students identify the roles, tasks and timelines necessary to complete an assignment with teacher support.	Students identify the roles, tasks, and timelines necessary to complete an activity independent of teacher support.
Exchange + Create	Students are assigned how and where to access information.	Students are given 1-3 options of how they access information provided by the teacher.	Students are given either the choice of the resources they use or how they will access the information.	Students are given the criteria for how to select strong resources and do so independently.
Exchange + Create	Students are assigned when and with whom to collaborate	Students are provided a choice of when or with whom to collaborate.	Students make an informed selection of peers with whom to collaborate based on their needs as identified by their teacher.	Students work with peers whom they choose to complement their working style or skills as identified through self-reflection and conversations with teachers.
Reflect + Refine	Students self-reflect given a teacher created template.	Students self-reflect given a teacher created template and share reflection with a peer.	Students self-reflect and seek feedback given a choice of teacher-created templates.	Students self-reflect and seek feedback formally and informally.
Reflect + Refine	Students receive feedback from teacher and apply suggested changes.	Students receive feedback from teacher and assigned peer, applying suggested changes.	Students seek general feedback from teacher and peers, applying suggested changes.	Students seek feedback from teacher and peers that align with areas of growth, applying suggested changes.
Publish + Present	Students complete work on the same teacher-generated activity.	Students have a teacher-generated menu of choices for the product given a teacher-selected topic.	Students have a teacher-generated menu of choices for the product and topic.	Students generate their own topics/problems to explore. Student selects the medium by which they will present their work.
Publish + Present	Students work together primarily to recall or understand facts. (e.g. worksheet, recall of information, single right answer).	Students work together primarily to apply and analyze a topic. (e.g. All students create a powerpoint).	Students work together primarily to evaluate or critique a topic of their choice. (e.g. student debate).	Students work together primarily to create and design a product on a topic of their choice (e.g student creates a proposal or solution to a real world problem).

Steps and Questions to Consider

Define + Plan	• **Set assignment goals**-What is our end product? What elements should our end product include? • **Determine roles and tasks**: Who will own each element? What needs to get done? Will my team build together or will my team only react to my draft? • **Plan a timeline with checkpoints** - When must we finish our product? What are the various elements? How will we know we are on track?
Exchange + Create	• **Gather Information:** What are my gaps in knowledge? What are my areas of expertise? What are areas of expertise of my teammates? • **Visualize outcomes and first draft:** What learnings do I want to share? How do I want to share my learnings? What tools can I use? • **Update your timeline:** When, during the creation process, do I need feedback?
Reflect + Refine	• **Adjust your draft:** GIven what I have learned, how can I revise my assignment? • **Provide and receive feedback from peers:** Am I receiving what I need from my team? How can I improve my work? How can I support others in improving their work? • **Revisit plan and adjust as needed:** Are we on track to complete this assignment? How can we be more efficient? What needs more attention? Who else could we consult?
Publish + Present	• **Create a final product:** How can I effectively convey my message? What do I want my audience to know? • **Celebrate the product:** How can I communicate the most important messages? • **Reflect on process and product:** What did I learn from my teammates throughout this process? What am I most proud of? What did I learn about myself? Where did I struggle and how does this inform what I need to feel successful? Was this product my best work? How could it be better in the future?