Cooperative Learning in Higher Education - Barbara J. Mills - 1998

A practical manual for faculty who use a collaborative approach to education at the post-secondary level. This book focuses on selected best practices for effective active learning in Higher Education. Contributors present the epistemology of active learning along with specific case studies from different discipline areas.


This book explains in detail the role of small, structured, heterogeneous groups as a strategy to motivate all students to learn. It provides strategies for teachers to involve all students in the learning process through aspects of group work, providing solid information on what to do, how to do it, and why it is important to use cooperative learning techniques. The book presents detailed procedures for thirty collaborative learning techniques (CoLTs) and offers practical suggestions on a wide range of topics, including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

Cooperative Learning in Physical Education - Ben Dyson - 2012-05-31

This book contains material on research-based teaching techniques for use in higher education. The focus is on small group learning procedures. None of this material has previously appeared in book form. Twenty of the articles first appeared in the Cooperative Learning and College Teaching newsletter that Jim Cooper and Pamela Robinson edited from 1990 to 1999. These articles address applications of small group learning within a variety of academic disciplines. Authors of the articles in this work include David and Roger Johnson, Karl Smith, Joe Cuseo, Susan Prescott Johnston, Spencer Kagan, Barbara Mills and Lisa Gray-Shelberry. Twelve chapters, never before published, were solicited for this volume. Some of these works focus on research in collaborative learning and small group work in teaching and learning in the college classroom. The chapters are more comprehensive than the newsletter articles and include contributions by David and Roger Johnson, Karl Smith, Spencer Kagan, Barbara Mills, Joe Cuseo, Susan Prescott Johnston, Cynthia Dertorff, Mark Maier, Philip Abraham and Donald Bigbl. Topics treated in the new chapters range from recent work in brain-based learning, critical thinking, student engagement, information technology, distance education, and learning communities. Readers of the 2003 book edited by Jim, Pamela and David Ball, Small Group Instruction in Higher Education: Lessons from the Past, Visions of the Future, will want to add this text to their libraries, since none of the material in the current volume appeared in the 2003 book or the 2009 second edition.

Online Collaborative Learning - Tim S. Roberts - 2004-01-01

Online Collaborative Learning: Theory and Practice provides a resource for researchers and practitioners in the area of online collaborative learning (also known as CSCL, computer-supported collaborative learning), particularly those working within the field of education. The book attempts to answer such important current questions as: how can we help groups with shared goals, and what are the benefits? In what ways does online group work differ from face-to-face group work? And what implications are there for both educators and students seeking to work in this area?

Cooperative Learning for Higher Education Faculty - Philip C. Cottrell - 1998

Cooperative Learning for Higher Education Faculty - Philip C. Cottrell - 1998

Encyclopedia of Distance Learning, Second Edition - Rogers, Patricia L. - 2009-01-31

Encyclopedia of Distance Learning, Second Edition - Rogers, Patricia L. - 2009-01-31

Cooperative Learning in Higher Education - Caryn Ann Roberts - 2000

Cooperative Learning in Higher Education - Caryn Ann Roberts - 2000

Cooperative Learning: Increasing College Faculty Instructional Productivity - David W. Johnson - 1991-05-12

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Cooperative Learning in Physical Education and Physical Activity - Ben Dynon - 2016-03-10

Cooperative Learning in Physical Education and Physical Activity at any age range. Cooperative Learning in Physical Education and Physical Activity will help teachers and students of physical education to master research-informed strategies for teaching. By using school-based and real-world examples, it allows teachers to quickly understand the educational benefits of Cooperative Learning. Divided into four parts, this book provides insights into: Key aspects of Cooperative Learning and a personal experience of using the practice of Cooperative Learning at Elementary School Level in first parts, Co-operative Learning and Cooperative Learning in middle parts, and Co-operative Learning in Higher Education in the last parts. This comprehensive guidebook is designed to help teachers, students, and trainee teachers of physical education and will also benefit coaches, outdoor educators and people who work with youth in the community.

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Peer Learning in Higher Education - Boyd, David - 2014-05-01

Peer learning in higher education is the study of the influence of the cooperative learning strategies on students' approaches to learning. This book focuses on the importance of peer learning and how it can be used to enhance student learning. It discusses different strategies for implementing peer learning and provides practical examples of how to use these strategies in the classroom. The book covers a wide range of topics, including the benefits of peer learning, effective peer learning strategies, and how to evaluate the impact of peer learning on student learning outcomes. It is written for educators and researchers who are interested in improving the effectiveness of teaching and learning in higher education.

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Collaborative Learning - 1992

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Co-operative Learning - Bulyon M. Gilles - 2003

This volume's coverage ranges across the educational spectrum, from pre-school years to university, and presents a comprehensive overview of the alternative educational trends. This approach provides an introduction to a wide range of topics, from the benefits of active learning to the importance of peer learning. It is designed to help researchers and educators interested in education and social policy.

Co-operative Learning - Bulyon M. Gilles - 2003

The rapidity of change in education has intensified in recent years. With the emergence of ‘co-operative schools’ and a new framework focusing heavily on co-operative learning, this book offers an essential guide to increasing the use of collaborative learning in higher education. This book is an essential resource for all students, teachers and trainee teachers of physical education and will also benefit coaches, outdoor educators and people who work with youth in the community.

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collaborative learning practitioners in higher education - 1995

Directory of Cooperative Learning Practitioners in Higher Education - 1995

The International Handbook of Collaborative Learning - Cindy E. Hmelo-Silver - 2013

Collaborative learning has become an increasingly important part of education, but the research supporting it is dispersed across a wide variety of disciplines. It includes studies in educational psychology, instructional design, the learning sciences, educational technology, socio-cultural studies, and computer-supported collaborative learning (CSCL) that have been conducted across diverse fields of study and, thereby, to forward our understanding of collaborative learning and its instructional applications. This book is structured around four parts: General Theories, Learning Theories, Methodologies 3) Instructional Approaches and Issues and 4) Technology. Key features include the following: Comprehensive and Global - This is the first book to provide a comprehensive review of the widely scattered collaborative learning research. It is intended for professionals who are interested in collaborative learning research and are looking for a place to find the research that is related to their chapter topic and identifies the strengths and weaknesses of the supporting evidence. Strong Methodological Coverage - Each chapter within this handbook is methodologically sound, with a particular emphasis on underlying assumptions, and provide examples of its application. This book is appropriate for researchers and graduate level instructors in educational psychology, learning sciences, educational technology, computer science, educational technology, teacher education and the academic libraries serving them. It is also appropriate as a graduate level textbook in collaborative learning, computer-supported collaborative learning, and instruction, educational psychology, learning sciences, and educational technology.

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Collaborative Learning in the Classroom - Wendy Jolliffe - 2007-01-01


Decades of research have shown that student collaboration in groups doesn't just happen; rather it needs to be a deliberate process facilitated by the instructor. Promoting collaboration in virtual learning environments presents a variety of challenges. Computer-Supported Collaborative Learning: Best Practices and Principles for Instructors answers the demand for a thorough resource on techniques to facilitate effective collaborative learning in virtual environments. This book provides must-have information on the role of the instructor in computer-supported collaborative learning, real-world perspectives on virtual learning group collaboration, and supporting learning group motivation.


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Collaborative Learning - Robyn M. Gillies - 2015

Collaborative learning is well recognized as a pedagogical practice that promotes socialisation and learning among students from kindergartens to the university level and beyond. Children, adolescents, and adults learn from each other in a vast array of formal and informal settings in schools and the wider community. This book brings together a diverse range of international scholars to profile new pedagogical developments in collaborative learning and to highlight how these practices have been implemented. The term collaborative learning is used very broadly in this volume and includes cooperative learning, peer learning, and peer collaboration. The proponents of these practices argue that by working together, students have many opportunities to learn and develop a greater understanding of others with diverse social, personal, and academic competencies. The emphasis in this volume is on chapters that have a strong evidence-base for the work that is presented. This includes chapters that present empirical studies, research reviews, case studies and theoretical reviews because there is much to be gained by sharing and learning about what happens and how different pedagogical practices have been implemented. These chapters include pedagogical practices in mathematics learning, classroom-based talk, literacy, learning processes, group work, pre-service teacher education, teacher professional development, web-based technologies, and affective education and development. This book will have appeal to pre-service and experienced teachers who are interested in how different collaborative pedagogies can be embedded in different curricula to promote student engagement with learning. It will also be valuable as a reference text in post-graduate courses that focus on research training in education.

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Scholarship Reconsidered - Ernest L. Boyer - 2015-10-06

Shifting faculty roles in a changing landscape Ernest L. Boyer's landmark book Scholarship Reconsidered: Priorities of the Professoriate challenged the publish-or-perish status quo that dominated the academic landscape for generations. His powerful and enduring argument for a new approach to faculty roles and rewards continues to play a significant part of the national conversation on scholarship in the academy. Though steeped in tradition, the role of faculty in the academic world has shifted significantly in recent decades. The rise of the non-tenure-track class of professors is well documented. If the historic rule of promotion and tenure is waning, what role can scholarship play in a fragmented, unbound academy? Boyer offers a still much-needed approach. He calls for a broadened view of scholarship, audaciously reframing its gaze from the tenure file and to a wider community. This expanded edition offers, in addition to the original text, a critical introduction that explores the impact of Boyer's views, a call to action for applying Boyer's message to the changing nature of faculty work, and a discussion guide to help readers start a new conversation about how Scholarship Reconsidered applies today.

Interactive Learning in the Higher Education Classroom - Harvey Charles Foyle - 1995

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