

To Enhance Students **Interaction** and **Collaboration** by Computer-supported Collaborative Learning Systems SECTION 2



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資訊素養 **Information Literacy**
教育遊戲 **Game-based Learning**
網誌教學 **Blog-based Learning**
移動學習 **Mobile Learning**

Objectives

SESSION 1

- Familiarize with the theories, strategies and applications of CSCL;
- Understand the learning opportunities, features, strengths and limitations of CSCL
- Using cloud-based platforms to facilitate peer interaction and collaboration;

Schedule

1. The Definition and Importance of Collaborative Learning (CL)
2. Overview of Computer-supported Collaborative Learning System (CSCL)
3. Adapting CSCL Mobile Apps/Platforms under Wi-Fi Supported Network Environment and Cloud-based Technology to Enhance Collaborative Learning
4. Advantages and Examples of Using CSCL Apps/ Platforms to Facilitate Collaborative Learning (Google for Education / Microsoft 365)
5. Discussion on Assignment

Objectives

SESSION 2

- To identify and make appropriate use of quality CSCL systems or tools to facilitate peer interaction and collaboration;
- Design CSCL activities to facilitate peer interaction and collaboration as well as to monitor and measure the learning outcome

Schedule

1. Feedback and discussion on Participants' Assignments
2. Introduction and hands-on practices on free **CSCS Apps/Platforms**
3. Case Studies for **Good Practice** Cases for CSCS in Different **KLAs**
4. Common CSCS **Pitfalls** - Their Causes, Phenomenon and the Ways to Fix Them
5. Introduction of the **Learning Villages** System as an Example CSCS
6. Conclusion



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1. Feedback and discussion on Participants' Assignments

- Share the ideas behind the assignment among participants;
- Instructor will give suggestions to perfect participants' CSCL lesson design and find solutions against common design pitfalls.

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2. Introduction and hands-on practices on free CSCL Apps/Platforms

- Introduction to the following free CSCL and illustration will be given to how to adopt them in carrying out classroom activities and collaborative learning.

CoeFFEE Learning Platform

- Learning language in a gamified environment;
- Word Explainer: explain and guess words with peers;
- Learn phrases created by other teachers from all over the world.

2. Introduction and hands-on practices on free CSCL Apps/Platforms

AnswerGarden

- Formative assessment: determine students' level of understanding in a subject;
- Conduct classroom polling;
- Classroom interaction examples (Math, Languages, Social studies, etc.)

Today'sMeet

- Demonstration of the features of real-time chat room.

2. Introduction and hands-on practices on free CSCL Apps/Platforms

Cacoo

- Interactive graph co-authoring;
- Introduction to tools for brainstorming: flow chart / wireframe / ER-diagram

Padlet

- Demonstration of the real-time “sticker” feature;
- Collaboration with multi-media resources (media files, web-links, etc.);
- How to initiate, process, organize and evaluate students’ co-authored materials.

2. Introduction and hands-on practices on free CSCL Apps/Platforms

Lino

- The ideas of Canvas and Labels;
- Layout pictures and videos;
- Share and organize ideas

Alternative ways to adopt the above Apps/Platforms and their pros/cons:

- On mobile devices;
- As Google Chrome's extensions.

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3. Common CSCL Pitfalls - Their Causes, Phenomenon and the Ways to Fix Them

- Collaborative learning has been criticized as having similar problems to those identified in problem-based learning and cased-based instruction (where learners work in groups)
 - The problem of lurkers (free passengers)
 - The complexity of modeling real situations
 - Reaching closure and scaling up
 - Process becomes more important than outcome
- Many of these issues have been addressed by improvements to CSCL and integration or alignment with related fields (CSCW, Instructional design, etc.)

3. Common CSCL Pitfalls - Their Causes, Phenomenon and the Ways to Fix Them

Seven Problems of Online Group Learning (and Their Solutions)

Tim S. Roberts and Joanne M. McInnerney

Problem #1: student antipathy towards group work

Problem #2: the selection of the groups

Problem #3: a lack of essential group-work skills

Problem #4: the free-rider

Problem #5: possible inequalities of student abilities

Problem #6: the withdrawal of group members, and

Problem #7: the assessment of individuals within the groups

3. Common CSCL Pitfalls - Their Causes, Phenomenon and the Ways to Fix Them

Factors Important to CL

- The nature of the collaborative task:
e.g. physics problem solving vs. editing a school newspaper
- The nature of collaborators (peer, teacher-student, student-computer, etc.)
- The unit of analysis (individual, activity, group, classroom)
- The number of collaborators
- The previous relationship between collaborators
- The motivation of collaborators
- The setting of collaboration: classroom, workplace, home
- The time period of collaboration: from minutes to years

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5. Introduction of the Learning Villages System as an Example CSCL



5. Introduction of the Learning Villages System as an Example CSCL

香港中文大學資訊科技教育促進中心一向致力於推動資訊科技在學校的應用。為協助學校更有效推行通識教育及透過專題研習提升學習效能，本中心於2006年開發了一套融合電腦協作學習討論平台(Computer-supported Collaborative Learning)與網上遊戲的教育系統——「學習村莊」。

系統旨在透過網上討論平台、虛擬學習社群、合作工具及遊戲任務，促進同學各學習領域知識及發展高層次思維、協作和溝通能力。

目前「學習村莊」的版本為第二代，能同時容納數千用戶，除畫面更新外，速度與社交功能上都大有提升。

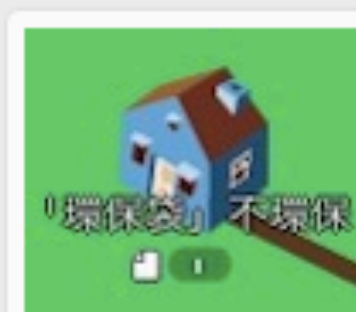


5. Introduction of the Learning Villages System as an Example CSCL

重點工作提示

3月4日
(星期一)

進入「討論村」開始第一週工作
看資源 建觀點屋
細心閱讀及觀看中央資源，和自己顏色的
資料



3月7日
(星期四)

開始第二階段工作
看其他持份者觀點 建炸彈屋
對每個其他顏色的持份者，建最少一間炸
彈屋，轟炸他們的觀點。

* 一般村莊會有12間炸彈屋



5. Introduction of the Learning Villages System as an Example CSCL

3月11日
(星期一)

開始第三階段作
回應別人炸彈屋 達致大和解
在別人的炸彈屋內，回應提問，重新審視
自己的觀點，提供適當證據與論說。

同時在自己所建的炸彈屋內，作出「大和
解」



3月14日
(星期四)

開始第四階段作
建成品超市
綜合前三階段各人的資料與論證，建立自
己的觀點與論說。



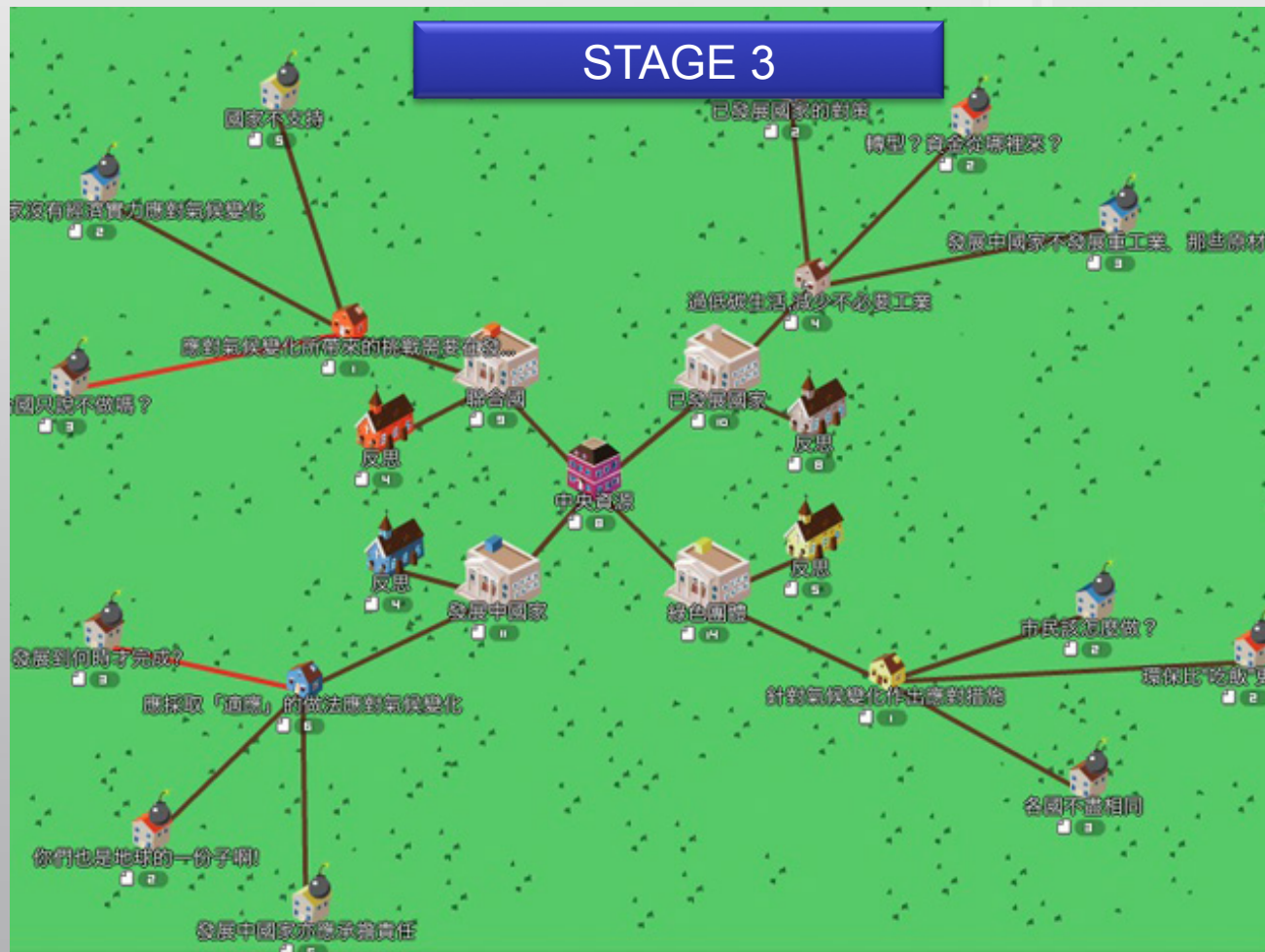
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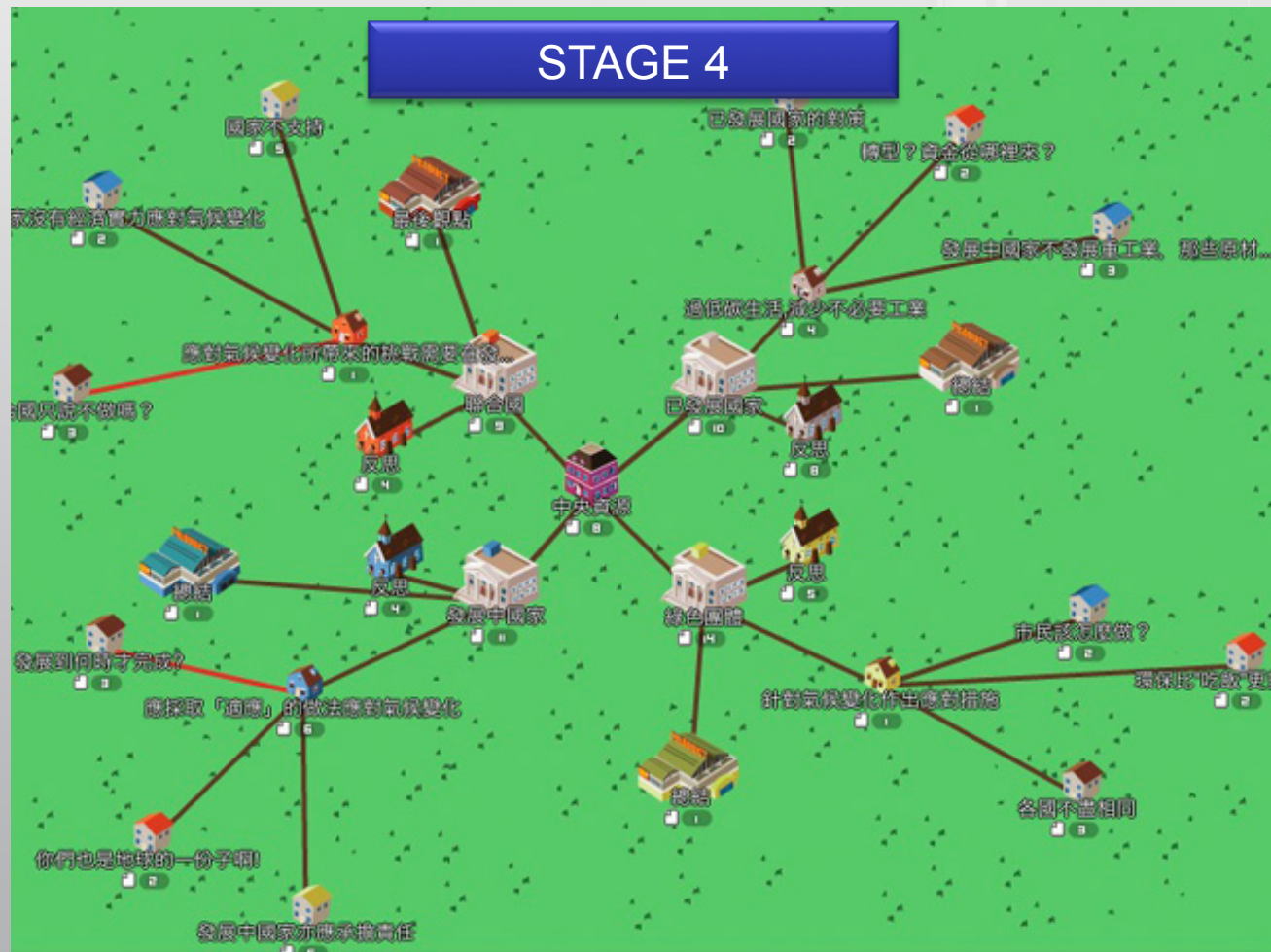
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