

FYE Workshop

Thursday, May 5, 8:30-12:30, Nursing Building 101

During the FYE Instructor Training Workshop, the CLC presented materials concerning the collaborative learning QEP initiative. The presentation was targeted to the roll out of the QEP efforts which begin with the FYE classes. After our discussion and brain storming, the following items were suggested for FYE instructors.

Sample syllabus statement

During the semester you will learn about the three principles of collaborative learning at UAH. Collaborative learning is:

- Egalitarian. Everyone in the collaboration is expected to contribute which emphasizes the value of different knowledge, perspectives, and skill sets.
- Discursive. The involvement of all the collaborators necessitates their interaction which opens their horizons to new ideas and necessitates communication.
- Inquiry driven. Collaborative learning encourages students to ask questions and to consider a variety of approaches to problems. :

At the end of the semester, the you will complete a survey containing 10 scenarios that vary in the extent to which they involve Collaborative Learning.

Sample generic collaborative activity for FYE classes.

Remember that a collaborative learning activity is, in general, to be added to some content item or activity that is being taught in the course. In this example, there is one sub-activity for each collaborative learning principle. Feel free to combine these or build new activities.

Select a content item or activity. The objective, for this activity, is not to answer a question or resolve an issue, but collaboratively build a process for working on the question or issue about the content item.

Egalitarian. Everyone in the collaboration is expected to contribute which emphasizes the value of different knowledge, perspectives, and skill sets.

Divide the class into 10 three student groups. Allow the students three minutes to discuss and write down several questions or issues about the topic. Have each student indicate the question they offered. Collect the papers and redistribute them to different groups. Allow the students

three minutes to discuss and write down what they believe one would need to know to answer the questions or resolve the issues. . Have each student indicate the item they offered. Collect the papers. Randomly select one. If possible project it on a screen or board. Otherwise write out the main items. Take a poll of the class to determine how many in the class offered question 1, how many question 2 and so on. Keep track of the number of responses. Do the same for what needs to be known. Ideally, if this works out, the further down the list of questions or knowledge sources you go, the fewer hands will go up. Collaboration helps us find those items that we might not generate for ourselves. This exercise should take no more than 15 minutes. Produce a report on the number of different items generated and a count of how many were replicated.

Discursive. The involvement of all the collaborators necessitates their interaction, which opens their horizons to new ideas and necessitates communication.

Use the results of the first exercise. Ask the students to order the questions in terms of a work schedule. That is which question should be worked first, which second and so on. Have them raise their hands so that you can get a count. When complete ask someone to explain why they think the selected item should be first. Continue through the list making sure that there is an explanation. This should take about 10 minutes. Add the results to the report. The aim is to show that by communicating explanations, better results or a consensus can be achieved.

Inquiry driven. Collaborative learning encourages students to ask questions and to consider a variety of approaches to problems.

Use the results from the first two exercises. Let the students raise any additional questions or suggest any other knowledge sources that they think would be helpful in responding to the issues. Keep a count of these. Let them also suggests any skills that might be needed to work on the issue. Keep a list of these. This should take about 10 minutes. Add the count of the new items and a list of the skills to the report. The aim is to show that working collaboratively one can generate new inquiry items and better understand the skills needed to answer the question or resolve the issue.

Review what has been done and explain the process in terms of collaborations that are egalitarian, discursive and inquiry driven. This should take no more than 10 minutes.

Ideally create a report after class and post it as a discussion forum. Ask the students to comment on what they together did and indicate whether they have a better understanding of the process by which they could work on a topic and how collaboration may help them to achieve the goals of a UAH education.