Transition Guide

Significant Changes to the Second Edition

- 44 new, easily identified boxed break-outs that focus on collaborative learning within the online environment.
- Three additional chapters:
  - Chapter 1: Coming to Terms with the Term: Explains the differences between other names for group learning, especially a clearer differentiation between collaborative and cooperative learning.
  - Chapter 8: Avoiding and Resolving Common Problems: Provides expanded, practical advice for dealing with problems in both the onsite and online environments.
  - Chapter 14: Techniques Using Games: Includes five additional techniques that take advantage of students’ predilection for gaming by applying game characteristics to collaborative educational activities.
- Reorganization of Part 2: Implementing Collaborative Learning to more clearly correlate with planning cycle, e.g., starting with designing the task.
- 30+ new, detailed examples of effective implementation of collaborative learning in traditional onsite, online, flipped, large lecture, and blended courses.
- Many new tables and exhibits, including:
  - Adapting CoLTs to Large Class Settings: Provides a quick reference for determining the level of ease or difficulty in implementing each of the techniques in large classes.
  - Primary Online Learning Environments: Provides description, typical tools, and sample current options for four types of online environments, including Learning Management Systems (LMS), Web Conferencing Systems, Immersive Worlds, and Open Environment.
  - Effort Needed to Implement CoLTs in the Four Primary Online Environments: Provides a quick reference assessment for all 35 techniques of the level of difficulty to implement in the LMS, Web Conferencing, Virtual World, and Open Environment.
- Two new appendices:
  - Useful Tools for Implementing Collaborative Learning in Online Courses: Provides description, purpose, and sample current technologies for 16 major technology tools such as Mind-Mapping and Pinboards.
  - Key to Classroom Environment in Colt Examples: A table that provides cross-referencing for the course examples that is referenced by CoLT Number, CoLT Name, Course Title, Discipline, and Classroom Environment.

Specific Chapter Changes in the Second Edition

Preface

The preface in the second edition is updated and also introduces a third purpose for the handbook: to meet the needs of a vastly changed teaching environment since the first edition. This includes the significant growth in online learning, the proliferation of very large lecture classes, and experimentation with new delivery methods such as blended and flipped classrooms.
Part 1: The Case for Collaborative Learning Today

- Chapter 1: Collaborative Learning: Coming to Terms with the Term
  - New boxed break-out that addresses what collaborative learning is in the online environment.
  - Expanded differentiation between collaborative learning and cooperative learning, including new practical tips for how to navigate the differences when implementing collaborative learning in one's courses.
  - Clearer explanation of the differences between the various names for group learning.

- Chapter 2: The Case for Collaborative Learning
  - Updated review of the research that has been conducted on collaborative learning over the 10 years since the first edition.
  - Expanded discussion on the theoretical, pedagogical rational for collaborative learning that includes frameworks beyond cognitivism.
  - New boxed break-out that provides the theoretical rationale for online collaborative learning.

Part 2: Implementing Collaborative Learning

- Chapter 3: Designing the Learning Task
  - Expanded guidance on designing tasks to fit within multiple pedagogical frameworks, including additional exhibits: Anderson and Krathwohl’s Cognitive Process Dimensions; Anderson and Krathwohl’s Grid for Developing Learning Objectives.
  - New boxed break-out that offers ten tips for designing collaborative learning tasks for online courses.

- Chapter 4: Orienting Students
  - New examples of icebreakers.
  - New boxed break-out that offers specific, practical tips for orienting students to collaborative learning in online courses.

- Chapter 5: Forming Groups
  - New strategies for forming groups.
  - New boxed break-out that offers detail guidance on forming groups in online classes, including Group Types, Group Size, Group Membership, and Group Roles.

- Chapter 6: Facilitating Student Collaboration
  - New boxed break-out that offers advice for facilitating collaborative learning online, including introducing the activity, observing and interacting with groups, and a table describing indicators and examples for different types of interaction online.

- Chapter 7: Grading and Evaluating Collaborative Learning
  - Two new exhibits providing a model grading rubric for 1) online discussion and 2) a collaborative digital project.
  - New advice on grading collaborative work under three models: individual grades, group grades, and combination individual/group grades.
- New boxed break-out that offers specific advice for grading in the online classroom.

- **Chapter 8: Avoiding and Resolving Common Problems**
  - Expanded guidance on dealing with a wide range of problems.
  - New boxed break-out on avoiding and resolving common problems related to collaborative learning in the online classroom.

**Part 3: Collaborative Learning Techniques**

- **Introduction**
  - Expanded to highlight changes in educational environments since the first edition, including addition of Flipped classes and the greatly expanded use of Large Lecture and Online classes.
  - Three new exhibits: *Adapting CoLTs to Large Class Settings*, *Primary Online Learning Environments*, and *Effort Needed to Implement CoLTs in the Four Primary Online Environments*.
  - New section on implementing CoLTs for Large Lecture Classes, including recommended techniques:
    - Top Techniques for Lecture Breakouts
    - Top Techniques for Study Partners/Groups
    - Top Techniques for Test Preparation
    - Top Techniques for Class Projects
  - A new, easily identified ‘break-out’ box in each of the 35 techniques that provides explicit instructions on how to implement the technique along with:
    - Suggestions for implementation within a synchronous and asynchronous environment.
    - Suggestions for appropriate tools such as texting, immersive environments, discussion boards, and so forth.
  - New implementation examples within each of the 35 techniques that offer ‘real world’ insight on how to implement the technique in large lecture classes, flipped classrooms, and blended classrooms in addition to traditional onsite and online.
  - New chapter on “Game Techniques” that provides general advice on incorporating game elements into instruction, including:
    - Choosing a Game
    - Developing the Game
    - Facilitating the Game
    - Closing the Game
    - Implementing Games Online
  - Five additional “Game” techniques that take advantage of students’ predilection for gaming by applying game characteristics to collaborative educational activities:
    - Colt 31: Team Scavenger Hunt
    - Colt 32: Quizo
    - Colt 33: Friendly Feud
    - Colt 34: Team Jeopardy
    - Colt 35: Team Games Tournament
Appendices

- New Appendix that provides a Table titled “Useful Tools for Implementing Collaborative Learning in Online Courses” that includes the description, purpose, and sample current technologies for 16 major technology tools such as Mind-Mapping and Pinboards.

- New Appendix that provides a key to classroom environment in Colt examples referenced by Colt Number, Colt Name, Course Title, Discipline, and Classroom Environment.