

Presenter: Associate Professor Thomas Cochrane

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CSHE Guide: [Designing authentic online collaboration](#)

Overlap with [Hybrid Teaching Strategies](#) (For distributed learning communities)

Why design online Collaboration or Group Work???

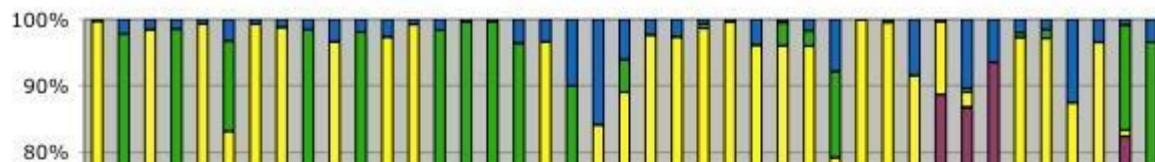
1. Core Graduate Capability for global citizenship
2. Enhance Online Engagement

Iggy Pop <https://youtu.be/CtL51VME4Qo>

#moco360 <https://youtu.be/uCKH59QhY30> Vyclone MEGAMIX featuring a Ukulele Shuffle audio track also completely produced on an iPad Mini. Video contributions from Colombia, Salford (UK), Massey (NZ), Strasbourg, and Unitec (NZ). Great global collaboration #moco360 Find out more at <http://moco360.wordpress.com>

“Capability is a holistic attribute and concerns the capacity to use one’s competence in novel situations rather than just the familiar, a justified level of self-efficacy for dealing with novel problems, having appropriate values, being able to work in teams, and knowing how to learn.” (Hase & Kenyon, 2007, p. 113)

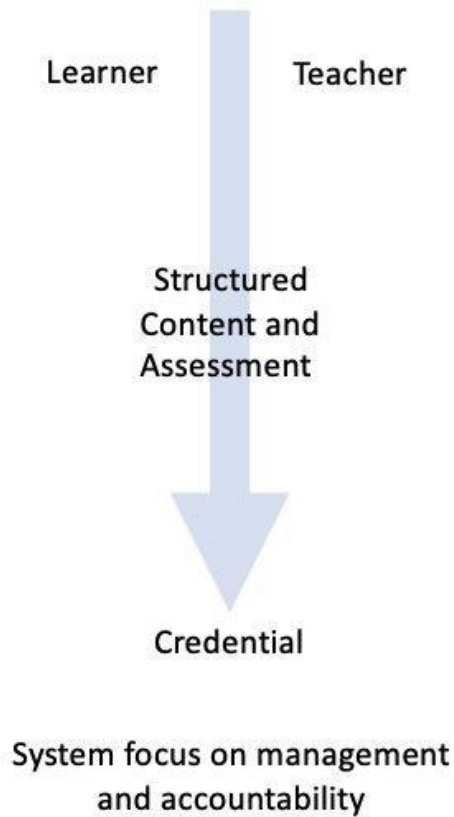
**Top 40 Unitec BB Courses**



### Reimagining Teaching and Learning

- Communities of Inquiry (Garrison & Arbaugh, 2007)
- Communities of Practice (Wenger, White & Smith, 2009)
- Project/Problem Based Learning (Brassler & Dettmers, 2017; Montessorri, 1948)
- Ontological Pedagogies (Bower & Vlachopoulos, 2018; Barnet, 2012; Dall'Alba & Barnacle, 2007; Danvers, 2003)
- Focus upon Creativity, Critical Thinking and Learner-Generated Content and Contexts (Brown, 2006; Kaufmann & Sternberg, 2007)
- Scaffold the Pedagogy-Andragogy-Heutagogy Continuum (Luckin et al., 2010; Hase & Kenyon, 2007)

## 20<sup>th</sup> Century Learning Systems



## 21<sup>st</sup> Century Learning Systems

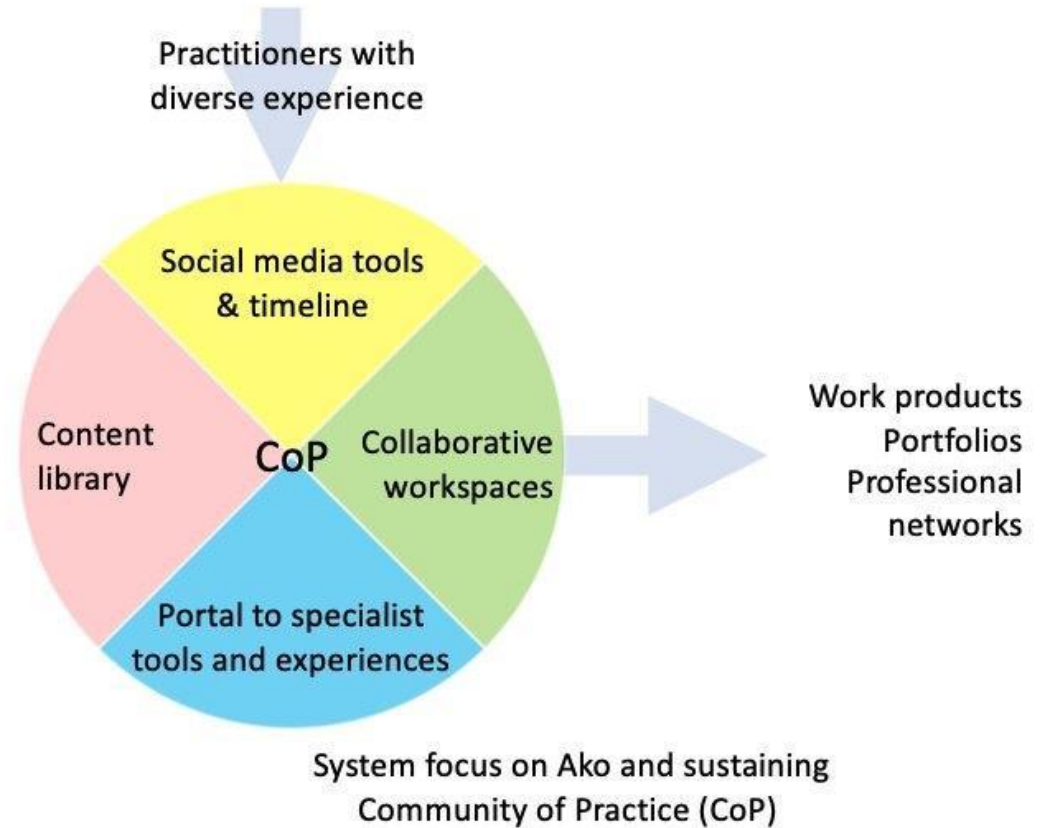


Image source (Stephen Marshall): [https://twitter.com/stephenm\\_nz/status/1292978924511608832?s=21](https://twitter.com/stephenm_nz/status/1292978924511608832?s=21)



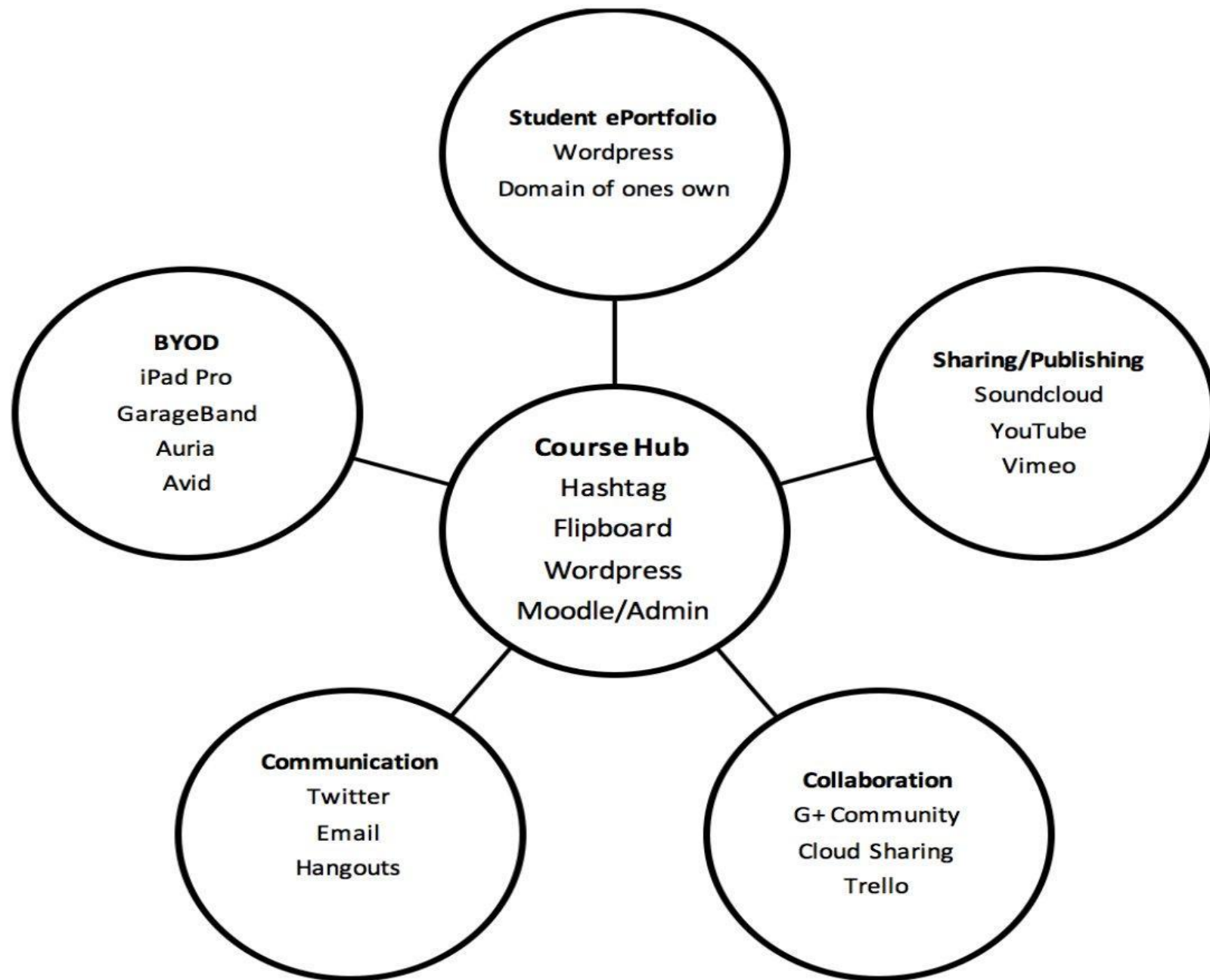


Figure 2: A social media ecology of resources for contemporary music production.

Ecologies of Resources (EoR) to support collaborative learning environments

- A Learner-Centric EOR (Luckin, 2008; Luckin et al., 2010)
- What are the core graduate capabilities? - focus upon what the LEARNER does
- What activities and tools/platforms enable these core capabilities?
- Teacher and technology as facilitators of learning communities
- Examples

(Stenhouse, Atkins & Cochrane, 2018)

Assessing Collaboration

- Build into the summative and formative assessment strategies for the course
- Be explicit about how collaboration will be assessed - e.g. provide marking Rubrics
- Build in student/participant negotiation
- Learning contracts and participation agreements
- ePortfolios - time-stamped evidence of contribution and design thinking/process

Example Online Learning Collaborations

- Cronin, C., Cochrane, T., & Gordon, A. (2016, 2016-03-01). Nurturing global collaboration and networked learning in higher education [Journal]. *Research in Learning Technology*, 24. <https://doi.org/10.3402/rlt.v24.26497>
- Collaborative Map
- Irish Map
- Cochrane, T., & Rhodes, D. (2013). iArchi[tech]ture: Developing a mobile social media framework for pedagogical transformation. *Australasian Journal of Educational Technology*, 29(3), 372-386. <http://ascilite.org.au/ajet/submission/index.php/AJET/article/view/191>
- <https://archifail.wordpress.com>
- <https://archichur.wordpress.com>
- Cochrane, T., & Keegan, H. (2012, October 2012). New Global Learning Cultures: Interdisciplinarity through networked technologies [mobile learning; communities of practice; social media;]. *Selected Papers Of Internet Research*, 2(October 2012), 1-31. <https://spir.aoir.org/ojs/index.php/spir/article/view/8224>
- Collaborative International Video

#EDUC90970 (2020, 2021)

- Course Map
- Ecology of resources & ResearchGate Project

Example Participant online course design presentations

- Post Grad Psychology (24) @drchelseahyde
- First year Psychology (1000+) @CaitlynGourlay
- 2nd year Software Design (180) @patanamon
- First year Architecture (550) @HelenStitt3
- PG Health Informatics Research Methods @dcapurro
- PG Music Psychology @Jnet\_Tamplin
- Biostatistics @LyleGurrin
- Teacher education, YouTube: <https://bit.ly/31zAuHH> @Paula\_Barba
- Ethical Engineering Jarrod Knibbe & Megan Sharp

Summary - How do we design for authentic online collaboration?

1. Design student team projects that explore real-world issues
2. Broker involvement in team projects from a range of relevant disciplines
3. Collaborate with:
  1. industry or professions to identify critical current issues
  2. local or relevant cultural groups as stakeholders in authentic projects
4. Negotiate learning objectives, assessment strategies and project milestone timelines with all stakeholders, including students
5. Set realistic timelines for the collaborative project milestones, realising that many students may be learning the skills and teamwork capabilities they need as they go for the first time
6. Utilise a range of online communication and collaboration technologies to facilitate global teams, and input from global experts (for example webinars, video-conferencing, project management tools, social networking tools, team eportfolios, online presentation tools such as Adobe Spark)
7. Enable the establishment a culture of individual student reflection spaces for peer and formative feedback throughout the length of the project – not just at the end of the project!
8. Facilitate the use of social online spaces for the student teams to get to know each other and any external stakeholders (for example discussion forums or asynchronous chat or welcoming introductory exercises)

9. Assign specific team roles to students, or allow students to negotiate what their role in the team may be from a list of suggested team roles
10. Set team project milestones and assign a percentage of assessment marks to each major project milestone
11. Build in student team presentations into the project, including the opportunity for formative feedback before the final project deadline, and involve all of the students as peer reviewers of the summative team project presentations
12. Create a marking schedule or rubric that clearly outlines the requirements expected for each critical project milestone that will be assessed
13. Negotiate with students how individual student and team marks will be allocated fairly

Resources:

- QR code Generator <https://zxing.appspot.com/generator>
- URL shortener <https://go.unimelb.edu.au/>
- Join the Melbourne CSHE SoTEL research network
- Melbourne CSHE SoTEL research [network Hub](#)
- Enrol in the [CMALT cMOOC](#)

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