

# Collaborative Learning

## Recommendations and Strategies for Developing Collaborative Learning Activities in Your Classroom

### FACULTY PRESENTERS

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### FACILITATORS

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THE UNIVERSITY OF BRITISH COLUMBIA

Arts Instructional Support & Information Technology  
Faculty of Arts

# Agenda

- Collaborative Learning TLEF
- Course Overviews
- Discussion
- Question and Answer Period
- Helpful Resources
- Closing Remarks



# Collaborative Learning TLEF



- Arts ISIT and instructor applicants explored approaches and tools for facilitating collaborative learning.
- 2020 W2 to 2022 W2.
- 9 instructors participated.
- In year 1, special attention was given to the use of Microsoft Teams and supporting peer pedagogies using collaborative writing. In year 2, students were given choice regarding the technology they used.
- We conducted faculty interviews, student surveys, and focus groups. Then, we thematically analyzed the results.
- A summary report will be provided at the end of this panel.

| Term   | Course    | Title  | Instructor          |
|--------|-----------|--|---------------------|
| 2020W2 | WRDS 150A | Writing and Research in the Disciplines        | Michael Schandorf   |
| 2020W2 | WRDS 150B | Writing and Research in the Disciplines        | Laura Baumvol       |
| 2020W2 | SPAN 280  | Revolution!                                    | Brianne Orr Alvarez |
| 2020S  | CHIN 133  | Basic Chinese I: Part 2 (Non-Heritage)         | Qian Wang           |
| 2020S  | CHIN 134  | Intensive Basic Chinese I (Non-Heritage)       | Qian Wang           |
| 2020S  | CHIN 494  | Classical Chinese Literature I & II (Heritage) | Zhaokun Xin         |
| 2021W1 | WRDS 150A | Writing and Research in the Disciplines        | Michael Schandorf   |
| 2021W1 | WRDS 150B | Writing and Research in the Disciplines        | Laura Baumvol       |
| 2021W1 | SPAN 280  | Revolution!                                    | Brianne Orr Alvarez |
| 2021W1 | CHIN 131  | Basic Chinese I: Part 1 (Non-Heritage)         | Qian Wang           |
| 2021W1 | GEOG 121  | Geography, Environment and Globalization       | Siobhán McPhee      |
| 2022W1 | SOCI 102  | Sociology of Personal Life                     | Neil Armitage       |
| 2022W1 | WRDS 150B | Writing and Research in the Disciplines        | Laura Baumvol       |
| 2022W2 | SOCI 224  | Sociology of Personal Life                     | Neil Armitage       |
| 2022W2 | SOCI 290  | Global Pandemics                               | Katherine Lyon      |
| 2022W2 | WRDS 150B | Writing and Research in the Disciplines        | Laura Baumvol       |
| 2022W2 | ENG 243   | Speculative Fiction                            | Gisèle Baxter       |

# Sociology 290: Global Pandemics



Big idea: How do social inequalities shape groups' abilities to prepare for, cope with, and recover from pandemics?

Collaboration: [Community Partner Interview Synthesis](#)

- Teams interview organizations that support vulnerable communities in responding to pandemics
- Teams deliver a public-facing media artifact to their organization

Technology: Team decision

# Geography 121: Geography, Environment and Globalization

The big questions:

- How are my places connected across space and time?
- How can I appreciate geographical imagination and apply it to the world around me?
- What is the relationship between the economy and politics and how they shape different places?
- What are the factors (social characteristics and power) that influence how I move through the world?

Foundational motivation: Geography is about being IN the world, so it is about being an active learner, engaged and taking ownership

Technology: Allows for collaboration in large classes and facilitates active learning and responsibility for learning

Specifically: Microsoft Teams allowed for the group case study class to happen anywhere and anytime



# Spanish 280: Revolution!

**Context:** Literature course for non-majors and minors of Spanish that draws enrolments from students across Arts disciplines.

**Core question:** How does "revolution" evolve as a concept and practice throughout the 20th century and across Latin America? (case studies include Mexico, Cuba, Nicaragua, and Venezuela).

**Collaboration:** Design and facilitation of weekly Assemblies to personalize learning, promote intercultural competence, encourage active listening and other skills, and collaborative learning (in and outside of the online classroom)

**Technology used:** OneDrive for collaborative note-taking and reporting and Canvas Discussions



# Discussion

What is the role of collaboration in your course design and what do you see as the value of collaborative learning in your discipline?

# Discussion

Students reported using a wide range of tools for collaboration, often resorting to tools they were familiar with such as Instagram, Discord and Google Docs even when instructors tried to encourage the use of a UBC supported tool (Microsoft Teams).

How do you engage students with issues around digital literacy?



# Discussion

Students reported that grading fairness for group submissions and equitable distribution of work were significant challenges they faced.

What strategies do you use in your course to address these concerns?

# Any Questions?

# Resources

- [Collaborative Learning TLEF Resources and Evaluation Report](#)



# Thank You!

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