

### Discussion CoLTs

<b>This CoLT</b>	<b>Is a Technique in Which Students</b>	<b>It Is Particularly Useful for:</b>
<b>1. Think-Pair-Share</b>	Think individually for a few minutes and then discuss and compare their responses with a partner before sharing with the entire class	Preparing student to participate more fully and effectively in whole class discussions
<b>2. Round Robin</b>	Generate ideas and speak in order moving from one student to the next	Structuring brainstorming sessions and ensuring that all students participate
<b>3. Buzz Groups</b>	Discuss course-related questions informally in small groups of peers	Generating lots of information and ideas in a short period of time to prepare for and improve whole-class discussion
<b>4. Talking Points</b>	Participate in a group discussion and surrender a token each time they speak	Ensuring equitable participation
<b>5. Three-Step Interview</b>	Interview each other and report what they learn to another pair	Helping students network and improve communication skills
<b>6. Critical Debates</b>	Assume and argue the side of an issue that is in opposition to their personal views	Developing critical thinking skills and encouraging students to challenge their existing assumptions

Source: Barkley, E.F.; Cross, K.P.; & Major, C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. p. 103

### Reciprocal Peer Teaching CoLTs

<b>This CoLT</b>	<b>Is a Technique in Which Students</b>	<b>It Is Particularly Useful for:</b>
<b>7. Note-Taking Pairs</b>	Pool information from their individual notes to create an improved, partner version	Helping student acquire missing information and correct inaccuracies in their notes and learn to become better not takers
<b>8. Learning Cell</b>	Quiz each other using questions they have developed individually about a reading assignment or other learning activity	Engaging student actively in thinking about content and encouraging them to challenge each other to pursue deeper levels of thought
<b>9. Fishbowl</b>	Form concentric circles with the smaller, inside group of students discussing and the larger, outside group listening and observing	Providing opportunities for students to model or observe group processes in a discussion setting
<b>10. Role Play</b>	Assume different identity and act out a scenario	Engaging students in a creative activity that helps them “learn by doing”
<b>11. Jigsaw</b>	Develop knowledge about a given topic and then teach it to others	Motivating students to learning and process information deeply enough to teach it to their peers
<b>12. Test-Taking Teams</b>	Prepare for a test in working groups, take the test individually, and then retake the test in groups	Helping students assess and improve their understanding of subject matter as they also teach each other test-taking strategies

Source: Barkley, E.F.; Cross, K.P.; & Major, C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. p. 134

### Problem-Solving CoLTs

This CoLT	Is a Technique in Which Students	It Is Particularly Useful for:
<b>13. Think-Aloud Pair Problem Solving (TAPPS)</b>	Solve problem aloud to try out their reasoning on a listening peer	Emphasizing the problem-solving process (rather than the product) and helping students identify logic or process errors
<b>14. Send-a-Problem</b>	Try to solve a problem as a group, and then pass the problem and solution to a nearby group who does the same; the final group evaluates the solution	Helping students practice together the thinking skills required for effective problem solving and for comparing and discriminating among multiple solutions
<b>15. Case Study</b>	Review a written study of a real-world scenario and develop a solution to the dilemma presented in the case	Presenting abstract principles and theories in ways that students find relevant
<b>16. Structured Problem Solving</b>	Follow a structured format to solve problems	Dividing problem-solving process into manageable steps so that students don't feel overwhelmed and so that they learn to identify, analyze, and solve problems in an organized manner
<b>17. Analytic Teams</b>	Assume roles and specific tasks to perform when critically reading an assignment, listening to a lecture, or watching a video	Helping student understand the different activities that constitute a critical analysis
<b>18. Group Investigation</b>	Plan, conduct, and report on in-depth research projects	Teaching students research procedures and helping them to gain in-depth knowledge about a specific area

Source: Barkley, E.F.; Cross, K.P.; & Major, C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. p. 171

### Graphic Organizing CoLTs

This CoLT	Is a Technique in Which Students	It Is Particularly Useful for:
<b>19. Affinity Groups</b>	Generate ideas, identify common, themes, and then sort and organize the ideas accordingly	Helping students “unpack” a complicated topic and identify and classify the constitute parts
<b>20. Group Grid</b>	Are given pieces of information and asked to place them in the blank cells of a grid according to category rubrics	Clarifying conceptual categories and developing sorting skills
<b>21. Team Matrix</b>	Discriminated between similar concepts by noticing and marking on a chart the presence or absence of important, defining features	Distinguish among closely related concepts
<b>22. Sequence Chain</b>	Analyze and depict graphically a series of events, actions, roles, or decisions	Understanding processes, causes and effect, and chronological series, and organizing information in an orderly, coherent progression
<b>23. Word Webs</b>	Generate a list of related ideas and then organize them in a graphic. Identifying relationships by drawing lines or arrows to represent the connections	Figuring out and representing relationships; like maps, they can show both the destination and the sites and sights along the way

Source: Barkley, E.F.; Cross, K.P.; & Major, C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. p. 206

### Writing CoLTs

<b>This CoLT</b>	<b>Is a Technique in Which Students</b>	<b>It Is Particularly Useful for:</b>
<b>24. Dialogue Journals</b>	Record their thoughts in a journal that they exchange with peers for comments and questions	Connecting course work to students' personal lives and interacting with each other in content-related and thoughtful ways
<b>25. Round Table</b>	Take turns responding to a prompt by writing one or two words, phrases, or sentences before passing the paper along to others who do the same	Practicing writing informally and creating a written record of ideas
<b>26. Dyadic Writing</b>	Write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer	Identifying the most important feature of a learning activity
<b>27. Peer Editing</b>	Critical review and provide editorial feedback on a peer's essay, report, argument, research paper, or other writing	Developing critical editing skills and giving each other constructive criticism to improve papers before they submit them for grading
<b>28. Collaborative Writing</b>	Write a formal paper together	Learning and performing the stages of writing more effectively
<b>29. Team Anthologies</b>	Develop a compilation of course-related reading with student reaction to the material	Experiencing the research process with writing a formal research paper
<b>30. Paper Seminar</b>	Write and then present an original paper, receive formal feedback from selected peers, and engage in a general discussion of the issues in the paper with the entire group	Engaging in deep discussion about their research and providing individual students with focused attention and feedback on the student's work

Source: Barkley, E.F.; Cross, K.P.; & Major, C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. p. 235