



Miranda de Hei MSc

Title

Collaborative learning in Teacher Education

When

Thursday June 5, from 12.15 to 13.15 (**Room 1305**)

Summary

Collaborative learning is a commonly used method and valuable teaching approach in Higher Education (Slotte, Palonen, & Salminen, 2004) as well as in Teacher Education (Lockhorst, Admiraal, & Pilot, 2010). Our study on higher education lecturers' beliefs about collaborative learning (De Hei, Strijbos, Sjoer, & Admiraal, 2014) revealed that – although lecturers have positive beliefs on collaborative learning and their justification to use collaborative learning as part of their teaching is student-oriented – their practices are not sufficiently aligned with their beliefs. In preparing novice student-teachers for collaborative work, there is a strong plea for interweaving collaborative learning in the curriculum of teacher education (Kluth & Straut, 2003). However, lecturers in teacher education express several difficulties in implementing collaborative learning, such as freeriding, ensuring equal contribution by all students, covering the growth of students' content knowledge, and composing effective groups. Furthermore, the design of collaborative learning requires complex decisions on – among other things – learning goals, appropriateness of the task, how students are supposed to collaborate or how they will be supported in doing so. Moreover, these design decisions are interlinked (Strijbos, Martens, & Jochems, 2004).

The research for my doctoral thesis focuses on the design of collaborative learning (or group learning activities) and is based on an extension of the model by Strijbos et al. (2004). The first part of my talk will present the findings from a literature review on the eight design components for design of collaborative learning (learning goals, interaction task-type, pre-structuring, group constellation, facilities, assessment, and supervision), as well as on their mutual alignment. The second part focuses on a study in teacher education where these design components and their mutual alignment were examined. Seven courses with collaborative learning assignments in six teacher training colleges in the Netherlands were evaluated at three different curriculum levels: the intended, implemented and experienced curriculum. Preliminary analyses indicate that, in general, students' perceived learning benefits decreased after working on a collaborative learning assignment; although there were differences between the six colleges. These perceived learning outcomes also seem to be related to the design of the courses.

Biography

Miranda de Hei obtained her Master of Science degree from Child and Education Studies at Leiden University. She is a teacher educator at the Department Teacher Education and researcher at the Research Group Sustainable Talent Development at The Hague University of Applied Sciences. She is working on her PhD research entitled "Collaborative learning in Teacher Education".