

Syllabus

Course Overview

Alone we can do so little; together, we can do so much.

— **Helen Keller**

In today's learning environments, teachers have learned to collaborate very frequently. If you walk into any learning organization, you are most likely to see teachers meeting weekly in professional learning communities, lesson study groups, or critical friends group. Teachers in many learning organizations also collaborate virtually.

This paradigm change in teachers' approaches to professional work has spilled over into classroom instruction. In fact, students often work together in collaborative or cooperative groups. With their growing proficiency in the use of digital tools, students are beginning to collaborate virtually, on both local and global levels.

In this course, you will learn about two types of collaboration: professional collaboration among teachers and learning environment collaboration among students. One special feature of this course is teacher teams. In the first unit, you will be placed in a teacher team, and you will work with that group in discussions throughout the course and in the final assignment in Unit 10. Please take the opportunity to apply what you are learning about collaboration in your interactions with your team members.

Adobe Connect Activities

This course requires learners to participate in synchronous online meetings or deliver asynchronous presentations using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please email DisabilityServices@capella.edu to request accommodations. Refer to [Adobe Connect Quick Start Tutorial](#) for more information on how to use Adobe Connect.

Kaltura Media

In this course, you will be required to record an introduction using Kaltura Media. Refer to [Using Kaltura](#) for more information about this courseroom tool. If you require the use of assistive technology or alternative communication methods to participate in these activities, please email DisabilityServices@capella.edu to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate Professional Learning Communities and adult collaboration models.
- 2 Evaluate models for student collaboration in the classroom.
- 3 Design systems for building, supporting, and sustaining collaborative learning for students and teachers.
- 4 Analyze theory and research that support adult and student collaborative learning.
- 5 Communicate effectively with educational stakeholders in a variety of ways appropriate to purpose and context.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. Please note that all hardware must be purchased separately.

- Headset with microphone
- External or built-in webcam

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Baron, D. (2008). [Consensus building: A key to school transformation](#). *Principal Leadership*, 8(6), 56–58.
- Boks, B. (2014). [Honing the skill of virtual collaboration](#). *Learning and Leading With Technology*, 41(6), 22–25.
- Caine, G., & Caine, R. N. (2010). [Strengthening and enriching your professional learning community: The art of learning together](#). Alexandria, VA: ASCD.
- Cicconi, M. (2014). [Vygotsky meets technology: A reinvention of collaboration in the early childhood mathematics classroom](#). *Early Childhood Education Journal*, 42(1), 57–65.

- Curlette, W. L., & Granville, H. G. (2014). The four crucial C's in critical friends groups. *Journal of Individual Psychology*, 70(1), 21–30.
- DuFour, R., & Reardon, C. (2015). *Professional Learning Communities at Work and virtual collaboration: On the tipping point of transformation*. Bloomington, IN: Solution Tree.
- Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Henschke, J. A. (2011). Considerations regarding the future of andragogy. *Adult Learning*, 22(1), 34–37.
- Jaeger, E. L. (2013). Teacher reflection: Supports, barriers, and results. *Issues in Teacher Education*, 22(1), 89–104.
- Johnston-Parsons, M. (2010). Dreaming of collaboration. *Language Arts*, 87(4), 287–295.
- Jones, S. A., & Green, L. S. (2012). Transforming collaboration. *Teacher Librarian*, 40(2), 26–31.
- Lippman, P. C. (2015). Designing collaborative spaces for schools. *Education Digest*, 80(5), 39–44.
- Loh, V. (2015). The power of collaborative dialogue. *Art Education*, 68(5), 14–19.
- McArdle, K., & Coutts, K. (2010). Taking teachers' continuous professional development (CPD) beyond reflection: Adding shared sense-making and collaborative engagement for professional renewal. *Studies in Continuing Education*, 32(3), 201–215.
- Mohr, N., & Dichter, A. (2001). Building a learning organization. *Phi Delta Kappan*, 82(10), 744–747.
- Poulos, J., Culberston, N., Piazza, P., & D'Entremont, C. (2014). Making space: The value of teacher collaboration. *The Education Digest*, 80(2), 28–31.
- Quinn, T. (2012–2013). G-R-O-U-P W-O-R-K doesn't spell collaboration. *Phi Delta Kappan*, 94(4), 46–48.
- Seaman, M. (2008). Birds of a feather? Communities of practice and knowledge communities. *Curriculum and Teaching Dialogue*, 10(1/2), 269–279.
- Terehoff, I. I. (2002). Elements of adult learning in teacher professional development. *NASSP Bulletin*, 86(632), 65–77.
- Trach, S. A. (2013). Safe digital citizenship. *Principal*, 93(2), 16–19.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bearden, S. (2013, September 23). 13 great Twitter chats every educator should check out [Blog post]. Retrieved from <http://thejournal.com/articles/2013/09/23/13-twitter-chats-for-educators.aspx>
- Clifford, M. (2014). Twenty collaborative learning tips and strategies. Retrieved from <http://www.teachthought.com/learning/20-collaborative-learning-tips-and-strategies/>
- Digital Citizenship Institute. (n.d.). Retrieved from <https://www.digitalcitizenship.net/>
- Educational Leader Resources. (n.d.). PLC meetings. Retrieved from <http://edleaders.weebly.com/plc-meetings.html>
- Edudemic. (n.d.). The teacher's guide to Twitter. Retrieved from <http://www.edudemic.com/guides/guide-to-twitter/>
- Farmer, P. (2015, August 5). Sustaining and maintaining: No one answer [Blog post]. Retrieved from <http://www.allthingsplc.info/blog/view/304/sustaining-and-maintaining-no-one-answer>
- Fulford, G. (n.d.). Quick guide to teacher team building. Retrieved from <http://www.teachhub.com/quick-guide-teacher-team-building>
- Heick, T. (2012). The complete guide to Twitter hashtags for education. Retrieved from <http://www.teachthought.com/twitter-hashtags-for-teacher/>
- Learning Forward. (n.d.). Standards for professional learning: Learning communities. Retrieved from <http://learningforward.org/standards/learning-communities#.VfX8eRFViko>
- Murphy, D. P. (2015). Backwards design lesson plan template [PDF]. Retrieved from http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Backward-Design/BACKWARD_Design_Template_BLANK_ODWebsite_jul2018.docx.aspx?lang=en-US
- Srinivas, H. (n.d.). Collaborative learning structures and techniques. Retrieved from <http://www.gdrc.org/kmgmt/c-learn/methods.html>
- TeacherVision. (n.d.). Cooperative learning teaching strategies. Retrieved from <https://www.teachervision.com/cooperativelearning/resource/48649.html>
- Twitter. (n.d.). Getting started with Twitter. Retrieved from <https://support.twitter.com/articles/215585#>
- YouTube. (n.d.). Collaboration (PLC) Hawthorne [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=bDWCJgZYVY>
- YouTube. (n.d.). Seven Hills Elementary School PLC meeting [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=r2UCLZDWdyA>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Facebook. (n.d.). [How do I create a Facebook group?](https://www.facebook.com/help/167970719931213/) Retrieved from <https://www.facebook.com/help/167970719931213/>
- Google. (n.d.). [Google Hangouts: Start a group conversation](https://support.google.com/hangouts/answer/3111943?co=GENIE.Platform%3DDesktop&hl=en13). Retrieved from <https://support.google.com/hangouts/answer/3111943?co=GENIE.Platform%3DDesktop&hl=en13>
- Microsoft. (2020). [Skype meetings help](https://support.office.com/en-us/article/Skype-Meetings-help-d348beae-4a2b-465e-a3d1-f1a3ef16f26a?ui=en-US&rs=en-US&ad=US). Retrieved from <https://support.office.com/en-us/article/Skype-Meetings-help-d348beae-4a2b-465e-a3d1-f1a3ef16f26a?ui=en-US&rs=en-US&ad=US>
- Twitter. (n.d.). [How to create a group Twitter account using group tweet](https://grouptweet.com/blog/how-to-create-a-group-twitter-account-using-grouptweet). Retrieved from <https://grouptweet.com/blog/how-to-create-a-group-twitter-account-using-grouptweet>

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Davidson, N., & Major, C. H. (2014). [Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning](#). *Journal on Excellence in College Teaching*, 25(3-4), 7–55.
- Seo, K., & Han, Y. (2013). [Online teacher collaboration: A case study of voluntary collaboration in a teacher-created online community](#). *KEDI Journal of Educational Policy*, 10(2), 221–242.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Blitz, C. L. (2013). [Can online learning communities achieve the goals of traditional professional learning communities? What the literature says \[PDF\]](#). *Regional Educational Laboratory Mid-Atlantic*. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2013013.pdf
- Dollard, M. W., & Mahoney, K. (2010). [How effective is the jigsaw method when used to introduce new science curricula in middle school science? \[PDF\]](#). *Ontario Action Researchers*, 10(3), 1–15. Retrieved from <http://oar.nipissingu.ca/PDFS/V1033.pdf>
- Sims, R. L., & Penny, G. R. (2015). [Examination of a failed professional learning community](#). *Journal of Education and Training Studies*, 3(1), 39–45. Retrieved from <http://redfame.com/journal/index.php/jets/article/view/558/535>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/family-educational-rights-and-privacy-act-ferpa). <https://www.ed.gov/family-educational-rights-and-privacy-act-ferpa>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/summary-of-the-hipaa-privacy-rule). <https://www.hhs.gov/summary-of-the-hipaa-privacy-rule>

Unit 1 >> Team Building

Introduction

Professional collaboration is not simply an "add-on" activity for teachers, meeting a couple of times a month to discuss initiatives and catch up with other professionals in their grade level or in their department. Collaboration is now an essential feature of the work of teachers, allowing them to reflect on and improve their instructional practices, examine evidence of student learning, and work with others to implement new initiatives.

A critical part of developing a collaborative culture in schools is for teachers to develop collaborative skills. In this unit, you will learn ways to build consensus, strategies for negotiating and resolving conflicts, and methods for creating agreements and following through with them. You will also be placed in a teacher team with some of your courseroom colleagues. Throughout the course, you will work with that small group of colleagues to accomplish tasks within discussions and as an assignment in Unit 10.

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Poulos, Culberston, Piazza, and D'Entremont's 2014 article, "[Making Space: The Value of Teacher Collaboration](#)," from *The Education Digest*, volume 80, issue 2, pages 28–31.
 - In this short article, the authors discuss principles that school leaders and teacher leaders should consider when trying to move a school toward a more collaborative culture.
- Read Mohr and Dichter's 2001 article, "[Building a Learning Organization](#)," from *Phi Delta Kappan*, volume 82, issue 10, pages 744–747.
 - The authors of this article describe the developmental stages that teacher groups go through as they collaborate to transition their school into a learning organization. The importance of conflict resolution, negotiation, and building consensus is addressed.
- Read Baron's 2008 article, "[Consensus Building: A Key to School Transformation](#)," from *Principal Leadership*, volume 8, issue 6, pages 56–58.
 - Strategies for building consensus, including creating agreements and encouraging follow-through, are discussed in this article. A protocol for consensus-building is provided.

Use the Internet to complete the following:

- Read Fulford's [Quick Guide to Teacher Team Building](#).
- Explore [PLC Meetings](#) on Educational Leader Resources.
 - This site contains a great deal of information on working together in collaborative groups or PLCs. There are templates, guides, and resources available; you might find these helpful as you do your work in this course and in your school.

u01s2 - Using Adobe Connect and Kaltura Media

In preparation for using Kaltura Media and Adobe Connect to conduct synchronous (live) or asynchronous (recorded) meetings in this course, complete the following:

- If you have not already done so, install your headset and webcam on your computer, using the installation instructions included in the package.
- Create and access your Adobe Connect meeting room at any time from the My Meetings link in the courseroom.
- Refer to instructions and tutorials available on the [Using Adobe Connect](#) and [Using Kaltura](#) support pages on Campus.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations. You will be using multiple online collaborative tools during this course.

u01s3 - Looking Ahead: Twitter

Look ahead at the course discussions and assignments. For many discussions, you will be working with a collaborative group, and you will form that group or select teammates during this unit. Consider potential roles that you could assume during your collaborative work with others.

Before Week 5 in the course, you must participate in at least one Twitter chat related to PLCs. They occur every Thursday from 8:00 to 9:00 p.m. central time on Twitter. Use #atplc to participate.

Use the Internet to complete the following:

- Read Bearden's 2013 blog post, "[13 Great Twitter Chats Every Educator Should Check Out](#)," from *The Journal*.
- Read Heick's 2012 article, "[The Complete Guide to Twitter Hashtags for Education](#)," from *TeachThought*.
- Read Edudemic's "[The Teacher's Guide to Twitter](#)."
- Read Twitter's own "[Getting Started With Twitter](#)."

Course Resources

[13 Great Twitter Chats Every Educator Should Check Out \[Blog post\]](#)

u01s4 - Your Online Portfolio

The Education Innovation and Technology master's program culminates in a capstone course. At that time, you will be required to show evidence of your learning throughout the program by referring to multiple assignments that you have created. You will tell a story about your learning throughout the program using artifacts collected during many of these courses.

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Teacher Team Introduction

Objectives

1. Use technology to communicate with your collaborative group.
2. Begin to develop a collaborative culture in a virtual setting.

Instructions

Introduce yourself to your group via a Kaltura video.

- Tell a bit about yourself—where you live, what you teach, and so forth.

- Select and show an inanimate object that best symbolizes some aspect of your personality. This allows your team members to get to know you in a unique way and creates a special connection among the group.

Refer to the Using Kaltura tutorial (linked in Resources) for directions on recording and uploading your introduction in the courseroom. If you choose to use VoiceThread, please be sure to set the video on "public" and post your link to the video to the discussion thread. If you require the use of assistive technology or alternative communication methods to participate in these activities, please email DisabilityServices@capella.edu to request accommodations.

Response Guidelines

Respond to all other members of your group. In your responses, note similarities and items of interest. Begin to develop a collaborative culture within your team.

Course Resources

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

u01d2 - Teacher Team: Setting Norms

Objectives

1. Discuss options for enhancing collaboration as a team.
2. Suggest strategies for consensus-building, negotiating, and resolving conflicts as a team.

Instructions

Begin a discussion of ways in which your group might collaborate throughout the units in this course. Specifically:

- How might you become a cohesive team? What strategies can you use to achieve that?
- How might team members take on roles needed to achieve the assigned tasks?
- What strategies might your group use to negotiate, build consensus, and resolve conflicts?

This discussion will allow you to create a team charter in the Unit 2 discussion.

Response Guidelines

Respond to two learners. In your responses, begin to build consensus by identifying similarities and differences in your strategies.

Course Resources

[Sample Group Charter \[DOCX\]](#)

u01s5 - Teacher Team: Creating Your Group

Using the information from the Unit 1 discussions, communicate with your fellow learners to determine who would be a good fit for a collaborative team. Teams should consist of 3–5 members.

Once you have determined who will be in your team, designate one person to e-mail the group roster to your instructor. The instructor will then assign your members to a group in the courseroom.

Unit 2 >> Theory and Research

Introduction

Many school personnel across the country have developed collaborative teams in their schools. Although teachers may approach collaboration enthusiastically, one very consistent challenge is the lack of adequate time for collaborative work. Teachers are consumed with the day-to-day tasks involved in teaching their students, and often find it difficult to find time to immerse themselves in working collaboratively with other teachers. However, the benefits of working with other professionals to solve problems, make decisions, and engage in learning may far outweigh the challenges.

In this unit, you will learn about the critical elements of developing as a professional, including engagement in robust learning communities. You will learn about theories that underlie professional learning, including *andragogy*, or adult learning theory. Finally, you will participate with your teacher team to develop a *charter*: a set of agreements that will guide your collaborative work in this course.

Learning Activities

u02s1 - Studies

Readings

Use your textbook, *Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together*, to complete the following:

- Read Chapter 1, "Foundations of Professional Development," pages 11–20.
 - In the initial chapter in this text, the authors discuss critical elements of professional development, which includes supportive learning communities. One task of learning communities is to engage in active processing of teaching practice.

Use the Capella library to complete the following:

- Read Johnston-Parsons's 2010 article, "[Dreaming of Collaboration](#)," from *Language Arts*, volume 87, issue 4, pages 287–295.
 - The author of this article discusses the concept of democracy as a foundation of collaboration. Views from Dewey and Wenger to support collaboration are discussed.
- Read Henschke's 2011 article, "[Considerations Regarding the Future of Andragogy](#)," from *Adult Learning*, volume 22, issue 1, pages 34–37.
 - In this short article, the author provides a description of *andragogy*: adult learning theory. The article includes a history of the development of the theory, critiques of andragogy and current research related to it.
- Read Terehoff's 2002 article, "[Elements of Adult Learning in Teacher Professional Development](#)," from *NASSP Bulletin*, volume 86, issue 632, pages 65–77.
 - In this article, the author describes how principles of andragogy support the idea of educators designing their own professional learning.

Multimedia

- View [Social Learning Theory and Collaborative Teaching and Learning](#).

u02s2 - Looking Ahead: Annotated Bibliography

Begin work on your annotated bibliography, which is due in Unit 3. Review the assignment requirements and start searching for literature. Refer to the [EDT5126 Library Resource Guide](#) for valuable tips.

u02d1 - Adult Learning Theories and Professional Collaboration

Objectives

1. Analyze benefits and challenges to collaboration.
2. Apply adult learning theory to professional learning and collaboration.

Instructions

Describe the collaboration that you have done with other adults in PLCs, grade-level or subject-specific groups, or other teams:

- What were the benefits of the work done by your group?
- What positive collaboration strategies did your group use?
- What were the challenges of the work?
- How were those challenges addressed? Were they addressed productively?
- How does the collaboration of your group align with adult learning theory?
- How might collaboration in virtual settings differ from collaboration in live settings?

Response Guidelines

Respond to at least two colleagues. In your responses, compare your experiences to those of your colleagues. What similarities did you see in the benefits? What similarities did you see in the challenges? What additional benefits do you foresee in the collaboration experience described by your colleagues? What additional suggests do you have for addressing the challenges described by your peers concerning their collaboration experiences?

u02d2 - Team Charter

Objectives

1. Create agreements about collaborative work in virtual settings.
2. Develop a foundation for consensus building, negotiating, resolving conflicts, and completing work goals.

Instructions

Access the Sample Group Charter (linked in Resources) and work with your team to create a team charter of your own. The team charter serves as a guide by which your team will work collaboratively in this course. Discuss:

- How you might collaborate to complete work goals in the course (roles and responsibilities that will need to be filled, strategies that your team will use for building consensus, negotiating, and resolving conflicts, and so on).
- Various roles in the group—for example, who will facilitate discussions? Who will submit its work?

As your final discussion post, create a formal charter—a post in which you outline the agreements that your group reached during the discussion.

Response Guidelines

Each group member should reply to the charter post, indicating his or her agreement with the provisions of the charter.

Course Resources

Sample Group Charter [DOCX]

Unit 3 >> Professional Collaboration: Models of Collaboration

Introduction

If you observe teachers collaborating in small groups, what you see may be vastly different from school to school. What constitutes collaboration in one setting may look very different in another setting. For example, teacher teams may take the form of a traditional PLC, a critical friends group, a

community of practice, a knowledge community, or a lesson study group. They may even engage in collaborative work virtually, using a model as a guide. As you can see, there are various models for collaborative work among teachers.

In this unit, you will learn about a variety of these models. You will evaluate your own school or organizational learning climate to determine the status of collaborative work in your setting. You will also discuss your experiences in doing collaborative work within at least one of the models. Your first assignment is due this week as well: an annotated bibliography on collaboration.

Learning Activities

u03s1 - Studies

Readings

Use your textbook, *Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together*, to complete the following:

- Read Chapter 2, "Effective Learning Communities," pages 21–32.
 - In this chapter, the authors describe different models of adult collaboration.

Use the Capella library to complete the following:

- Read Curlette and Granville's 2014 article, "The Four Crucial C's in Critical Friends Groups," from *Journal of Individual Psychology*, volume 70, issue 1, pages 21–30.
 - *Critical friends groups* are small groups of educators who gather to discuss and provide feedback on professional practice. In this article, the authors discuss particular dispositions and processes of critical friends groups.
- Read Seaman's 2008 article, "Birds of a Feather?: Communities of Practice and Knowledge Communities," from *Curriculum and Teaching Dialogue*, volume 10, issue 1/2, pages 269–279.
 - In this article, the author describes two collaborative models: communities of practice and knowledge communities.

Multimedia

- Watch Professional Learning Communities and Collaboration.

u03s2 - Looking Ahead: Twitter

Social media has become a powerful way to collaborate with virtual colleagues. In Unit 5, you are asked to participate in a Twitter chat. This week, familiarize yourself with what you need to do to participate. Refer to the Twitter resources in Unit 1 and review them to build up your Twitter knowledge.

In the second Week 5 discussion, you will discuss your experience using Twitter for collaboration. Look at that discussion now so that you know what type of notes you should take during and after your chat to inform your discussion. Choose a chat topic that is interesting to you! You might investigate if there is a scheduled time for your chat or if it is ongoing throughout the week.

The PLC Twitter chat is every Thursday from 8:00 to 9:00 p.m. central time. Use #atplc.

u03a1 - Annotated Bibliography

As a teacher leader, you will be expected to lead initiatives and promote change and improvement in your learning organization. As a change agent, you will collaborate with others—teacher colleagues, parents, administrators, and students. One of the best ways to develop your knowledge base of collaboration and collaborative skills is to explore the literature related to this topic. For this assignment, you will read some of the literature on collaboration and develop an annotated bibliography.

Assignment Instructions

1. Using the Capella library, locate 5–7 articles on collaboration in learning organizations. Explore educational theories that support collaboration and collaborative strategies; consider collaboration among adults and collaboration among students. You should have a mix of empirical articles and other articles. The EDT5126 Library Research Guide is linked in Resources to assist you.
2. Write a short introduction to your bibliography—a paragraph is sufficient.
3. Annotate a minimum of 5 articles on your topic. First, type the APA-style reference of the article. Then summarize the articles and provide a critical review.
 - For empirical articles, discuss the study that was conducted: research questions, data collection, data analysis, and findings. For the critical review, identify any limitations or weaknesses in the study.
 - For other articles, identify the main ideas that the author or authors discussed. Identify weaknesses in their positions.
4. For the conclusion of your paper, synthesize what you learned from the literature and reflect on it:
 - On the whole, what were the main themes that you saw in the literature?
 - To what extent do your experiences with collaboration align with the literature?
 - What conclusions can you draw from what you learned?
 - Did you gain any food for thought from what you read?

Course Resources

[EDT5126 Library Research Guide](#)

u03d1 - Learning Climate

Objectives

1. Describe the status of collaborative work in the school setting.

Instructions

Complete the "Assessing the Learning Climate in the School Community" checklist shown in Figure 2.1 in the Caine and Caine text, then address the following:

- Summarize your completed checklist. What themes about the status of collaborative work in your learning organization do you notice?
- Does it appear that your learning environment is "downshifting"? How so, or why or why not?
- How could you use collaboration to counter any challenges that you identified?

Response Guidelines

Respond to at least two colleagues. In your responses, offer suggestions for challenges that were identified. Be sure to support your suggestions with information from the literature.

Course Resources

[*Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together*](#)

u03d2 - Collaboration Models

Objectives

1. Evaluate models of collaboration used in the school setting.
2. Compare and contrast models of adult learning.

Instructions

Describe experiences that you have had in the models of collaboration that you learned about in this unit:

- What were the strengths and weaknesses of each model?
- What were the roles, responsibilities, procedures, and protocols in each model?
- Which model do you think would be most useful in your own learning environment? Why do you think this?

Response Guidelines

Respond to at least two colleagues. In your responses, compare and contrast your experiences to those of your colleagues. What similarities and differences do you see? How do you account for those similarities and differences?

Unit 4 >> Collaboration Strategies for Educators

Introduction

As a teacher, you know that students learn more effectively when you have a variety of strategies in your "teaching toolbox." Likewise, when teachers have many different strategies in their "collaboration toolboxes," the work done among colleagues is more effective. DuFour and Reason (2015) indicate that collaborative teacher teams have the ability to "support shared learning, collective responsibility, action research, and continuous improvement" (p. 7). Strong, efficient teams that use a variety of strategies for collaborating in both live and virtual settings are those that accomplish these important professional development goals.

In this unit, you will investigate strategies for facilitating collaboration. You will do this both by reading about the topic and by interviewing colleagues who have participated in collaborative groups. You will also work with your teacher team in a discussion to begin strategic planning for collective success on the Unit 6 and Unit 9 assignments.

Reference

DuFour, R., & Reason, C. (2015). *Professional learning communities at work and virtual collaboration: On the tipping point of transformation*. Bloomington, IN: Solution Tree.

Learning Activities

u04s1 - Studies

Readings

Use your *Professional Learning Communities at Work and Virtual Collaboration: On the Tipping Point of Transformation* textbook by DuFour and Reason to read the following, which will provide a foundation for strategy development for collaborative teamwork in both face-to-face and virtual settings:

- Read the Introduction, pages 1–12.
- Read Chapter 1, pages 13–36.
- Read Chapter 2, pages 37–42.

Use the Internet to complete the following:

- Read Learning Forward's "[Standards for Professional Learning: Learning Communities](#)" about collective responsibility and accountability. This will help inform your teacher team discussion this week.
- Review the assignment instructions for the Unit 6 and Unit 9 assignments. Your teacher team will meet in the second discussion in this unit to devise the best ways to ensure the success of all members.

u04s2 - Interview Colleagues

Interview three school colleagues who serve on different PLCs, organizational teams, or some type of collaborative group. Ask them about their experiences and determine which collaborative strategies their group has used that were helpful, and which were not as effective. Also, ask your colleagues if they engage in virtual collaboration.

u04s3 - Looking Ahead: Twitter Chat

Complete your Twitter chat this week. Take notes during or after your chat so that you can discuss the collaborative process using social media.

u04d1 - Teacher Team: Collective Responsibility

Objectives

Engage in the collaborative strategies of collective responsibility and accountability to further group goals.

Instructions

In Chapter 2 of the *Professional Learning Communities at Work and Virtual Collaboration* textbook by DuFour and Reason, you learned that it is critical to focus on the right work to ensure the success of collaborative efforts. This week, you will work with your colleagues to support each other's work in the Unit 6 assignment (the collaborative guide) and the Unit 9 assignment (the collaborative skills instructional unit). Your goal is to help each other complete those assignments successfully using group accountability. This is an important job, as these assignments could be used as a model in schools. For this discussion:

- Share your goals and ideas for your Unit 6 and Unit 9 assignments.
- Identify potential roadblocks: pieces of these two assignments that you might find most challenging.
- Identify your particular skill strengths that will be helpful in completing the Unit 6 and Unit 9 assignments.

Response Guidelines

Respond to all members of your teacher team. In your responses, offer at least two suggestions for overcoming the roadblocks identified by each teammate. Then brainstorm ways in which their noted skills might help you complete the Unit 6 and Unit 9 assignments.

u04d2 - Interview Report

Objectives

1. Describe strategies for facilitating collaboration in live settings.
2. Describe strategies for facilitating virtual collaboration.
3. Identify collaborative strategies that are used effectively in the learner's school.

Instructions

This week, you interviewed three people, all of whom participate in different organizational teaming or collaboration endeavors. For this discussion you will organize your thoughts in a chart or table format:

- Compare and contrast what you learned from your colleagues about their participation in organizational teaming or collaboration endeavors.
- Based on information from all three interviewees, determine which collaborative strategies and practices seem effective.
- Based on the same information, determine which collaborative strategies are less effective. Provide references to support your findings.
- Describe interviewees' use of virtual collaboration and note any virtual collaboration strategies that they reported.

Response Guidelines

Respond to at least two colleagues. In your responses, compare your own interview report to those of your colleagues. Based on that small meta-analysis, which collaborative learning strategies seem to be most and least popular among teachers right now?

Unit 5 >> Virtual Professional Collaboration

Introduction

The Internet has significantly enhanced the capability of remote to collaborate. Tools like Skype, GoToMeeting, and Adobe Connect allow for synchronous collaborations when a virtual meeting of the minds is needed. Other digital collaboration tools, such as Google Drive, enable collaborative group members to work asynchronously on the same document, spreadsheet, or presentation.

In this unit, you will investigate digital tools or apps that might be used by teachers to facilitate virtual collaboration. As part of that investigation, you will participate in a Twitter chat; social media can be a very powerful tool for professional learning. You will consider the benefits and challenges involved in developing a virtual collaborative team. With your own courseroom teacher team, you will implement the PLC practice of sharing expertise. This expertise will allow both you and your team members to create strong, successful assignments for Units 6 and 9.

Learning Activities

u05s1 - Studies

Readings

Use your *Professional Learning Communities at Work and Virtual Collaboration: On the Tipping Point of Transformation* textbook by DuFour and Reason to read the following:

- Read Chapters 3–7, pages 43–136.
 - Although this is a lengthy reading, this text is an invaluable resource from a significant pioneer in professional learning, Rick DuFour. The book focuses primarily on virtual collaboration, including how to organize virtual teams, strategies for collaboration, and how to mesh school-based and virtual teams.

Use the Internet to complete the following:

- Investigate digital tools or apps used to facilitate virtual professional collaboration, such as Google docs. You will describe some of these in one of the unit discussions.

Optional Readings

Use the Capella University Library and the Internet to complete the following:

- Read Seo and Han's 2013 article, "[Online Teacher Collaboration: A Case Study of Voluntary Collaboration in a Teacher-created Online Community](#)" from the *KEDI Journal of Educational Policy*, volume 10, issue 2, pages 221–242.
 - Researchers who investigated teacher collaboration in online environments discuss strategies that teachers used in virtual settings, including sharing materials, offering support to peers, online workshops, and others.
- Read Blitz's 2013 article, "[Can Online Learning Communities Achieve the Goals of Traditional Professional Learning Communities? What the literature says \[PDF\]](#)."
- Read Sims and Penny's 2015 article, "[Examination of a Failed Professional Learning Community](#)," from the *Journal of Education and Training Studies*, volume 3, issue 1, pages 39–45.
 - In this brief article, the authors describe a PLC that was unsuccessful in its mission to increase student achievement. The authors concluded that there were several reasons for this failure.

u05s2 - Looking Ahead: Collaborative Guide

Your next assignment, the Collaborative Guide, is due in Unit 6. Read the instructions for that assignment and do some preparatory work.

u05d1 - Professional Collaboration

Objectives

1. Describe best practices in virtual collaboration.
2. Describe benefits and challenges in developing virtual collaboration teams.
3. Identify digital tools that facilitate virtual collaboration.

Instructions

In the Unit 5 studies, you read a great deal about the benefits and challenges of collaborating virtually, investigating digital tools that could facilitate that. For this discussion:

- Develop a short list of best practices that you might use if you were tasked with developing a virtual collaboration team.
- Identify the benefits of developing a virtual collaboration team.
- Anticipate challenges that you might encounter.
- Describe two digital tools or apps that could be used to facilitate virtual collaboration (not including Twitter).
- Reflect on what you learned from your virtual collaboration in your Twitter chat. Tell which chat you participated in, then identify any takeaways.

Response Guidelines

Respond to at least one colleague. In your responses, identify three things that intrigued you, two things that were significantly different from your response, and one question that was raised for you.

Note that this week you are only required to respond to one other learner. Please check response guidelines each week to ensure that you are meeting the requirements for responding to your fellow learners.

u05d2 - Teacher Team: Sharing Expertise

Objectives

- Establish virtual professional connections by implementing the PLC practice of sharing expertise.

Instructions

For this discussion, you will be working with your teacher team to ask for the expertise of others and to share your own. Last week, you discussed your ideas for the Unit 6 and Unit 9 assignments, and received some ideas from your colleagues. You should be further along with your thought process for these assignments. Address the following:

- Summarize where you are on those assignments.
- Ask specific questions or for specific feedback from your teammates to help you progress in your work.

Response Guidelines

Respond to one teammate. In your responses, answer his or her questions, provide specific feedback, and offer resources that might be helpful.

Note that this week you are only required to respond to one other learner. Please check response guidelines each week to ensure that you are meeting the requirements for responding to your fellow learners.

Unit 6 >> Collaboration in the Learning Environment

Introduction

Imagine a classroom in which students work together seamlessly. The teacher moves from group to group, asking and answering questions. The students seem to manage themselves, intently focused on the work before them. Occasionally, the teacher meets with individual students and small groups.

Like professional collaboration, collaborative work among students requires that the participants develop group work skills—how to build consensus, how to negotiate, how to problem-solve, and how to resolve conflicts. In this unit, you will consider strategies for collaborative and cooperative work in the classroom. In the first half of the course, we focused on professional collaboration—shared work among teachers. Although there will still be some course content on professional collaboration, we are beginning to transition to the topic of student collaboration. In this unit, you will discuss your experiences with collaborative and cooperative learning with students, and you will complete your second assignment: the Collaborative Guide.

Learning Activities

u06s1 - Studies

Readings

Use your *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* textbook to complete the following:

- Read Chapter 1, "Learning, or Not Learning, in School," pages 1–18. In this chapter, the authors discuss the concept of structured teaching, and how many teachers are missing the student collaboration piece.

Use the Capella library to complete the following:

- Read Quinn's 2012–2013 article, "[G-R-O-U-P W-O-R-K Doesn't Spell Collaboration](#)," from *Phi Delta Kappan*, volume 94, issue 4, pages 46–48.
 - In this article, the author discusses the value and challenges in developing effective student collaboration. This article may provide ideas for you as you begin working on your Unit 9 assignment.

Optional Readings

Use the Capella library and the Internet to complete the following:

- Read pages 7–47 of Davidson and Major's 2014 article, "[Boundary Crossings: Cooperative Learning, Collaborative Learning, and Problem-Based Learning](#)," from the *Journal on Excellence in College Teaching*, volume 25, issue 3-4.
- Read Dollard and Mahoney's 2010 article, "[How Effective is the Jigsaw Method When Used to Introduce New Science Curricula in Middle School Science? \[PDF\]](#)," from the archived Ontario Action Researchers website.
- Visit the TeacherVision website's [Cooperative Learning Teaching Strategies](#) page and read the information contained in the following four articles. Please note that a subscription may be required to access all four items:
 - Cooperative Learning.
 - Jigsaw Groups for Cooperative Learning.
 - Numbered Heads Together Cooperative Learning Strategy.
 - Think-Pair-Share Cooperative Learning Strategy.

u06s2 - Looking Ahead: Observation

Next week, you will observe two PLCs or grade-level teaching groups. Complete the following:

- Read the instructions for Discussion 2 in Unit 7.
- Choose one of these three options:
 - Make arrangements with two groups of teachers to observe them.
 - Watch YouTube videos [Collaboration \(PLC\) Hawthorne | Transcript](#) and [Seven Hills Elementary School PLC Meeting | Transcript](#).
 - Find a PLC collaboration video of your own and observe their collaboration.

u06a1 - Teacher Team: Collaborative Guide

As your expertise in collaboration grows, you may be asked to lead collaborative groups: a grade-level group, a professional learning community, or a virtual learning group. For this assignment, you will develop a collaborative guide: a handbook that outlines the norms for both live and virtual collaboration.

Assignment Instructions

1. Collect information and ideas from course readings, outside resources, and interactions with courseroom and school colleagues or contacts that will help you develop a guide for collaboration. This handbook should be a stand-alone document that you could provide for new collaborative groups within your organization. You are encouraged to add support to your statements through scholarly (peer-reviewed) sources.
2. Your collaborative guide should include the following:
 - A description of models of adult collaboration. Compare and contrast these by indicating strengths and challenges of each.
 - An evaluation of virtual models, including a recommendation of the model that may be best in your particular learning organization.
 - A plan for establishing roles and responsibilities of group members.
 - Protocols for different styles of meetings.
 - Strategies for consensus building, negotiating, and conflict resolution.
 - Strategies for facilitating collaborative work in both live and virtual settings.
 - Strategies for facilitating professional learning in both live and virtual settings.

u06d1 - Group Learning in the Classroom

Objectives

1. Describe collaborative skills that K–12 students need to be successful in group learning.
2. Investigate cooperative learning strategies for the classroom.

Instructions

In this unit, you have read about moving from being the "sage on the stage" to a facilitator role in your learning environment as you move toward a more student-centered instructional approach with student collaboration. You also investigated collaborative skills that students need for success in group work and an array of cooperative learning strategies.

For this discussion:

- Describe a time when you implemented or participated in group learning that did not go well. Then describe a time when you implemented or participated in group learning and it did go well. To what do you attribute the differences?
- Note the necessary collaborative skills you found lacking in the students from the ineffective group. How will you go about teaching them in the future?
- Describe the cooperative learning strategies that you studied this week and have tried or experienced in the past.
- Tell which cooperative learning strategies you plan to try next. What results do you expect?

Response Guidelines

Respond to at least two colleagues. In your responses, offer suggestions for helping students gain collaborative skills and share your expertise on the cooperative learning strategy that each colleague intends to try next.

Unit 7 >> Virtual Collaboration in K–12 settings

Introduction

This week we will focus on two things: virtual collaboration with K–12 students and completing the last of our work on professional collaboration by observing two collaborative groups in your learning organization.

Previously you learned about virtual collaboration among adults. Did you know that in many learning environments, students are also learning to use digital tools to communicate with peers nationally and globally? Think about your own learning environment. How might you encourage virtual collaboration among your students and between your students and those in other locations?

In this unit, you will learn about the benefits and challenges of implementing virtual collaboration in the classroom. One important challenge is ensuring student safety online, so you will investigate resources to aid you in this. You will read about ways that teachers implement virtual collaboration in their learning environments and consider how Vygotsky's concept of a *more knowledgeable other* may be fulfilled by technology. Finally, you will engage in an interactive media piece related to teacher collaboration and you will observe two collaborative group meetings.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Read Bokszy's 2014 article, "[Honing the Skill of Virtual Collaboration](#)," from *Learning and Leading with Technology*, volume 41, issue 6, pages 22–25.
 - In this article, the author traces the implementation of virtual collaboration between middle-school students at two different schools. She discusses the development, the lessons that were learned by the teachers, and how the ISTE Standards for Students were met during this work.
- Read Cicconi's 2014 article, "[Vygotsky Meets Technology: A Reinvention of Collaboration in the Early Childhood Mathematics Classroom](#)," from *Early Childhood Education Journal*, volume 42, issue 1, pages 57–65.
 - Vygotsky's idea of an MKO—a "more knowledgeable other"—is updated in this article. The authors suggest that the more knowledgeable other comes in the form of the virtual collaborator (as another person or as a digital tool). They discuss some digital tools that students can use in the elementary classroom to collaborate with others.
- Read Jones and Green's 2012 article, "[Transforming Collaboration](#)," from *Teacher Librarian*, volume 40, issue 2, pages 26–31.
 - In this article, the authors recommend ways for classroom teachers to collaborate with librarians in designing and delivering technology-enhanced instruction.
- Read Trach's 2013 article, "[Safe Digital Citizenship](#)," from *Principal*, volume 93, issue 2, pages 16–19.
 - In this article, the author discusses online safety as a critical part of virtual collaboration. A list of do's and don'ts for students, teachers, and parents is provided. The authors discuss district policies related to online access as well as school-based strategies to ensure student safety.
- Visit the [Digital Citizenship Institute](#) website.
 - First, read the nine elements of digital citizenship and think about how those might affect virtual collaboration among your students and others.
 - Explore the Resources and Publications links to learn more about digital citizenship and technology issues in the classroom.

Multimedia

- Complete [Teacher Collaboration](#), a scenario-based, branching interactive media piece exploring students' virtual collaboration.

u07d1 - Virtual Collaboration

Objectives

1. Identify benefits and challenges of virtual collaboration in the classroom.
2. Create a plan for implementing virtual collaboration.
3. Identify three digital tools that would facilitate virtual collaborative work by students.

Instructions

In the studies this week, you have learned a great deal about virtual collaboration. Based on what you know:

- What benefits do you see in implementing virtual collaboration in a learning environment?
- What challenges do you see in that implementation?

- What would be the initial steps that you would take in planning to implement virtual collaboration within a learning environment?
- How would you briefly describe three digital tools that you and your students might use to facilitate the virtual collaborative work by students?
- Suppose you met with your PLC to share your ideas about virtual collaboration, and you learned that, like the principal in the media piece, your group has been asked to implement it. What do you expect the reaction of your PLC would be? How could you go about leading the process?

Response Guidelines

Respond to at least two colleagues. In your response, offer suggestions for enhancing your colleagues' initial steps for planning for virtual collaboration. Then add one more digital tool that they might consider using.

u07d2 - Observation Report

Objectives

1. Describe collaborative skills observed in school PLCs.
2. Recommend virtual collaboration strategies for PLCs.

Instructions

This week, observe two PLC meetings in your learning environment or watch one of the YouTube videos linked in Resources.

After completing the observations, address the following:

- What went well? What were the strengths and best practices of the groups that you observed?
- What did not go well? What were the weaknesses? Which best practices were lacking?
- What virtual collaboration strategies might help the groups that you observed?
- If you were to debrief the groups, what recommendations would you make?
- Based on what you have observed and experienced in regard to adult collaboration, what similarities and differences do you expect to see when you observe student collaboration next week?

Response Guidelines

Respond to at least two colleagues. In your responses, compare the strengths and weaknesses they observed to the strengths and weaknesses you observed. To what do you attribute the strengths and weaknesses? Then answer the "so what" question: So what? Why is this important? What does it mean for instructional improvement and student achievement?

Course Resources

[Collaboration \(PLC\) Hawthorne \[Video\]](#) | [Transcript](#)

[Seven Hills Elementary School PLC Meeting \[Video\]](#) | [Transcript](#)

Unit 8 >> Implementing and Managing Collaborative Work

Introduction

Earlier in the course, you were asked to envision a classroom in which the students worked collaboratively with ease and managed themselves with little teacher intervention. Part of that involves actively teaching students "working together" skills: how to manage conflicts, how to determine and take on a variety of roles and responsibilities in the group, and how to manage assigned tasks. This scenario may sound as if students have a great deal of responsibility for learning—they do! However, it is the responsibility of the teacher to set up the students for success. With respect to collaborative work, this can be done by designing particular spaces in the classroom for collaboration, engaging in dialogue with the student groups, and forming groups in a purposeful way.

In this unit, you will learn about strategies for facilitating collaborative learning in the classroom—both live collaboration and virtual. You will continue to work with your teacher team in offering peer support in completing the Unit 9 assignment, the collaborative skills instructional unit. Begin to work with your colleagues in establishing a time for virtual collaboration, as that is part of the final assignment in Unit 10.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Read Loh's 2015 article, "[The Power of Collaborative Dialogue](#)," from *Art Education*, volume 68, issue 5, pages 14–19.
 - In this article, Loh discusses how collaborative dialogue students and between student and teacher can impact the way that students learn.
- Read Lippman's 2015 article, "[Designing Collaborative Spaces for Schools](#)," from *Education Digest*, volume 80, issue 5, pages 39–44.
 - In this article, the author suggests that thoughtfully designed classrooms in schools can facilitate learning for students and help the teacher manage learning more easily. Specifically, the author identifies the attributes of collaborative spaces, and focuses on "breakout spaces" for a variety of learning activities.
- Read Clifford's 2014 article, "[Twenty Collaborative Learning Tips and Strategies](#)," from the TeachThought website.
- Read Srinivas's [Collaborative Learning Structures and Techniques](#) page.

Multimedia

- View the interactive media piece [Teacher Collaboration](#).
- View the video [Technology to Support Collaborative Teaching and Learning](#).

u08s2 - Looking Ahead: Teacher Team Meeting

Start work on scheduling an asynchronous or synchronous group meeting for the Unit 10 group reflection assignment. There are many options you can use, with directions on how to use each, including the following:

- Facebook: [How Do I Create a Facebook Group?](#)
- Twitter: [How To Create a Group Twitter Account Using Group Tweet](#).
- Google Hangouts: [Start a Group Conversation](#).
- Adobe Connect: [Adobe Connect Quick Start Tutorial](#).
- Skype: [Skype Meetings Help](#).

u08d1 - Facilitating Collaboration Among Students

Objectives

1. Discuss strategies for facilitating collaboration among students.
2. Discuss potential management challenges when implementing collaborative work by students.
3. Offer solutions for management challenges that occur in collaborative work.

Instructions

In the media piece, you learned that two teachers, Marcus and Julia, are planning a virtual collaboration project with Amelia, a teacher in Hawaii. Suppose that you were doing a similar project with your students, and respond to the following:

- What would be most challenging for you to plan and teach to your students? For example, are you finding it challenging to determine how to use certain digital tools? How to interact within a group and virtually? How to establish group goals and norms?

- Why do you view that as a particular challenge?
- What would you expect to be the biggest management challenge in the project? How might you address it?

Response Guidelines

Respond to at least two colleagues. Teachers are always looking for effective management strategies, so offer some strategies for managing live collaboration and virtual collaboration based on the management challenges identified by your colleagues.

u08s3 - Teacher Team: Offering Peer Support

In Unit 9 you will submit your collaborative skills instructional unit. In your teaching team discussion area (not the main discussion board), post the rough draft of your instructional unit required in the Unit 9 assignment. Ensure that you have adequately discussed:

- Strategies for facilitating collaboration among students.
- Potential management challenges when implementing collaborative work by students.
- Solutions for management challenges that occur during collaborative work.

You should be able to present a clear plan for how students will collaborate (face-to-face, virtually, blended).

For information on how to attach documents in a discussion post, see pages 3–5 of the tutorial [Join a Discussion \[PDF\]](#).

Unit 9 >> Sustaining a Collaborative Culture

Introduction

When implementing collaboration—whether it is professional work among adults or cooperative work among students—one should begin with the end in mind. After wading through the challenges of beginning collaborative work, it is time to think about how to sustain it and develop a culture that supports it. In the Unit 9 readings, you will learn about strategies for sustaining collaborative group work when the work is going smoothly as well as when it is not going as planned.

You will submit your instructional unit on collaborative skills this week. Remember, the unit involves the teaching of the skills necessary for students to collaborate effectively—not particular content in an academic area. You should also work with your courseroom teacher team to arrange a time to meet synchronously next week to complete the Unit 10 assignment.

Learning Activities

u09s1 - Studies

Readings

Use your textbooks to read the following:

- In *Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together*, read Chapter 13, "Group Dynamics," pages 139–150.
 - In this chapter, the authors discuss their perceptions of the four stages of collaborative work: forming, norming, storming, and reforming. They also suggest two strategies for sustaining the collaborative group when things are not going well: process checks and assumption checks.
- In *Professional Learning Communities at Work and Virtual Collaboration: On the Tipping Point of Transformation*, read Chapter 8, "Leading School-Based and Virtual Teams," pages 137–152.
 - In this chapter, the authors focus on six strategies for leading teacher teams so that they are sustained, whether they are face-to-face teams or virtual ones.

Use the Internet to complete the following:

- Read Farmer's 2015 article, "[Sustaining and Maintaining: No One Answer](#)," from AllThingsPLC. In this blog post, the author recommends strategies for sustaining professional collaborative work by teachers.

u09s2 - Teacher Team: Meeting Preparation

Sometime before Thursday in Unit 10, you should either set up an asynchronous group meeting space (via a social networking platform such as a private forum in Twitter, Facebook, or Google Hangouts), or determine a date and time for the teacher team to meet, which you can schedule in Adobe Connect, Skype, or elsewhere.

If you choose the asynchronous option, you should determine the length of time that your discussion will remain open. The recommendation is three days.

You will use this meeting to guide your Unit 10 assignment. If necessary, refer to the linked tutorials and tips to help you get started.

- Facebook: [How Do I Create a Facebook Group?](#)
- Twitter: [How To Create a Group Twitter Account Using Group Tweet.](#)
- Google Hangouts: [Start a Group Conversation.](#)
- Adobe Connect: [Adobe Connect Quick Start Tutorial.](#)
- Skype: Microsoft [Skype Meetings Help.](#)

u09a1 - Teacher Team: Collaborative Skills Instructional Unit

Just as collaborative work skills are not intuitive for adults, K–12 students need instruction and practice to become proficient at working together. For this assignment, you will develop a five-lesson unit, the topic of which will be collaborative skills. These will not be content lessons that involve collaborative work, but lessons in which you would teach the students the procedures and skills that they need for successful classroom collaboration. Note: You will not be expected to actually teach the lessons—just design and submit them.

Assignment Instructions

1. Develop a narrative introduction to your unit:
 - Describe grade-appropriate interpersonal skills that students should develop for successful collaboration.
 - Describe live and virtual cooperative learning strategies you will teach and models you will use in your unit. Discuss the advantages and disadvantages of each.
2. Using the lesson plan format that you typically use in your learning organization or the Backwards Design Lesson Plan Template (linked in Resources), create five lessons on collaborative learning skills:
 - Lessons should address the interpersonal skills you identified in the introduction.
 - Lessons should incorporate cooperative learning strategies you described in the introduction.
 - At least two lessons should involve skills related to virtual collaboration.
3. Create a plan for assessing the effectiveness of the lessons, such as taking observational notes or soliciting student feedback.

Course Resources

[Backwards Design Lesson Plan Template \[PDF\]](#)

u09d1 - Sustaining Professional Collaboration

In this unit, you have learned about the challenges involved with sustaining collaborative work. You have also investigated strategies for doing just that. For this discussion, write a brief letter to your principal (use a pseudonym, please), in which you:

- Identify the challenges in sustaining professional collaboration in your own learning organization.
- Recommend strategies to your leader for ways that collaborative work in your learning organization might be maintained, expanded, and sustained. Include strategies for virtual and live collaboration.

Response Guidelines

Respond to at least two colleagues. In your response, assume the role of your colleagues' leader and respond to the letter accordingly. Play devil's advocate or ask probing questions.

Unit 10 >> Reflecting on Collaborative Learning

Introduction

As you know, reflection is a powerful way for teachers to process what occurred during instruction— which strategies were effective, and which students did or did not meet the goals of the lesson. If solitary reflection is a significant form of professional learning, collaborative reflection is even more so. Conversing about teaching and learning, and making sense of it together, can open up avenues of reflection and discussion that were previously inaccessible when reflecting alone.

In this unit, you will do a good deal of reflection. In the discussion, you will reflect on your learning in the course. You will also conduct a synchronous meeting with your courseroom teacher team and, for the unit assignment, report on that group reflection session.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to complete the following:

- Read McArdle and Coutts's 2010 article, "[Taking Teachers' Continuous Professional Development \(CPD\) Beyond Reflection: Adding Shared Sensemaking and Collaborative Engagement for Professional Renewal](#)," from *Studies in Continuing Education*, volume 32, issue 3, pages 201–215.
- Read Jaeger's 2013 article, "[Teacher Reflection: Supports, Barriers, and Results](#)," from *Issues in Teacher Education*, volume 22, issue 1, pages 89–104.

Multimedia

View the [Reflective Practices for Teachers](#) video.

u10s2 - Assignment Work

Be sure to conduct your teacher team meeting. Ensure that you are able to complete this no later than Thursday of this week to give group members adequate time to complete the reflection in the assignment for this unit.

u10a1 - Teacher Team: Reflection

As you learned from the McArdle and Coutts (2010) article, while critical to instructional improvement, solitary teacher reflection can be isolating. However, the authors indicate, collaborative reflection is even more powerful than individual reflection. In this assignment, you will have the opportunity to reflect collaboratively with your group in real time.

Assignment Instructions

Part 1: Meeting Setup

1. Work together with your group to set up a synchronous or asynchronous group meeting. Your meeting should be completed by Thursday of Week 10. Designate a presenter to set up the team meeting.
2. The presenter will open the room [in the case of Adobe Connect or Skype] or create the discussion forum [if using a private forum in Facebook, Twitter, or Google Hangouts] and send the meeting URL to the group members by posting it in the Unit 10 discussion.
3. If the meeting is synchronous, the presenter will record it.

Part 2: During the Meeting

Be sure to reflect upon each of the following points:

- The course competencies and how you addressed them.
- The course assignments. What was most beneficial? What was least beneficial?
- Skills you developed or enhanced as a result of collaboration in the course.
- Models of adult collaboration and which you think may be best in your setting.
- Plans for using live and virtual collaboration with students in your classroom, and which models are best in your setting.
- Challenges to collaboration that you encountered.
- Strategies that you believe will be most effective in building and sustaining collaborative learning in your school.
- Any other topics you would like to address.

Part 3: After the Meeting

1. If the meeting is asynchronous, the presenter will take a screenshot at the end of the meeting.
2. The presenter will upload a link to the recorded meeting or a screenshot of the transcripts to the assignment dropbox.
3. Using any notes you took at the meeting and the transcript or recording, write a 3–5 page summary reflecting on the topics discussed during the meeting.

Course Resources

[Google Hangouts: Start a Group Conversation](#)

[How Do I Create a Facebook Group?](#)

[Skype Meetings Help](#)

[Using Adobe Connect](#)

[How to Create a Group Twitter Account Using Group Tweet](#)

u10d1 - Reflection on Collaboration

For this 3-2-1 discussion, reflect on what you learned about professional and student collaboration in both live and virtual settings:

- Describe *three* "big ideas" that you are taking away from the course. Explain their significance to you and how they may affect your practice in the future.
- Describe *two* new collaborative strategies that you would like to try—one related to professional collaboration and one related to student collaboration. Why did you select those?
- Indicate *one* question or issue that this class has raised for you. Is there a topic that is still a bit muddly for you? Is there something about which you want to learn more?

Response Guidelines

Respond to at least two colleagues. In your responses, discuss the similarities and differences you see in your reflection and theirs.

u10d2 - Portfolio Reflection

Please ensure that all of your course work is titled appropriately and present in your ePortfolio and provide the link in this discussion. Then, reflect on the following questions:

- Which assignment or assignment component had the most impact on your teaching? How?
- Which of the technology tools that you discovered during this course are you most excited to bring back to your classroom?
- How might you use them?
- Which assignment from this course would you choose to showcase in your capstone project? Provide a rationale for your choice.

Response Guidelines

Respond to at least one colleague. Follow the link to his or online portfolio. Comment on its organization and the file names based on the Online Portfolio Guidelines (linked in Resources). Compare your takeaways from this course to those in your colleague's post. Provide recommendations or suggestions as appropriate.

Note that for this discussion post, you are only required to respond to one other learner.

Course Resources

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)