

Classroom Collaboration

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3/6/06

- How much collaboration do you feel is needed for students in a classroom in order for them to fully grasp a subject?

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not necessary in all cases
can deepen knowledge
group can feed off each other

- If you feel collaboration is necessary do you know of or use any tools that facilitate this?

struggle
market tools and custom tools
email
don't care for chat, email is async., face to face meetings
group memory for email, swiki
student would document in a memory
swiki, place to upload ideas
tools we want to use to collaborate about collaboration

- What aspects of your lectures would you like to enhance?
how do students learn the most, not easily defined
passive recipient vs. discussion, longer memory retention
never care that he shows all slides, less is more
amount of info vs. what sticks over longer period of time
different people prefer different learning techniques, custom to class
no control over student, chemistry for collaboration changes
- What are some positive aspects and negative aspects of your lectures, in your opinion?
see above
- How do you feel about students openly expressing ideas during class, although it may hinder the speed of your lecture?
struggle with
priority to discussion
limited in a conference
mixture not good/bad
prefer to talk to students, but then again less is more

disruption vs. profound comment

- Would you use a technologies device (such as a laptop, a clicker) in your classroom?

laptop

watched clickers/ what conditions are they good

not much value in clickers

large classes clickers gain value

nature of material/ physics/math instead of design problems

no unique answers

swiki, communities

SEEDING of wikis

videos for enrichment

guest lectures

EDC experiments/hands on/leaving the classroom

dynamic reconfiguration of classroom/allows better

collaboration/socialial techniqacal

access to web to access swiki/ but a little harder

- What do you feel are the ups and downs of Student Response Systems (clickers)?
- If you were to teach a large lecture hall (250+ students) would you want to allow your students to openly ask questions and express ideas?

aritmetics

models loke ours not work

too many students

questions in large classes are usually clarifying questions

- How do you feel about the use of the swiki? Positives, Negatives? What would you improve?

no huge training period

easy to pick up

small learning curve

reliable/fairly

create material in word but formatting get lost

inconstantly/ not captured in swiki professors comments

students can comment back

could be done is swikis/ problem between both instructor and swiki.

- If you have ever used WebCT or The Moodle system, what did you like and dislike?

- How do you feel about students collaborating with each other during a course?

- Do you have any ideas to better facilitate collaboration among students in large lecture halls?

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- Any other comments...
Incorporate technologies like the EDC and issues that can be perused, instead of visiting L3D labs. Enrich class by imaginative systems.
Good learning goes along with more time.
Create conditions for empowered users.
Challenge is to balance time/learning. middle ground.

Summary

Collaboration is not necessary in all cases but can deepen students understanding of a subject because they feed off of each others knowledge

Does not really like chat, would rather talk face to face

Email allows async. discussions

Wikis allow common memory space for a topic

would rather teach the amount that sticks over a longer period of time versus teaching a lot with very little being remembered

each class is different and have differing chemistries for what type of collaboration works for them.

disruption vs. though provoking comments

clickers gain value as class size increases

clickers do not facilitate discussion

Using EDC and hands-on for better collaboration

dynamic reconfigurable classrooms to change the environment

questions in large classes are normally clarifying questions

would like to have easier/better formatting in the swiki, as well as the ability to attach notes and allow the student to write notes back to the professor.

Incorporate technologies like the EDC and issues that can be perused, instead of visiting L3D labs. Enrich class by imaginative systems.

Good learning goes along with more time.

Create conditions for empowered users.

Challenge is to balance time/learning. middle ground.