

Computer Supported Collaborative Learning

David McConnell

Computer-Supported Collaborative Learning: Best Practices and Principles for Instructors Orvis, Kara L., Lassiter, Andrea L.R., 2008-01-31 Decades of research have shown that student collaboration in groups doesn't just happen; rather it needs to be a deliberate process facilitated by the instructor. Promoting collaboration in virtual learning environments presents a variety of challenges. *Computer-Supported Collaborative Learning: Best Practices & Principles for Instructors* answers the demand for a thorough resource on techniques to facilitate effective collaborative learning in virtual environments. This book provides must-have information on the role of the instructor in computer-supported collaborative learning, real-world perspectives on virtual learning group collaboration, and supporting learning group motivation.

How Can Computer Supported Collaborative Learning (CSCL) Methods be Used in Further Education? Patricia Gurini, 2013

Computer Supported Collaborative Learning Claire O'Malley, 2012-12-06 Although research in collaborative learning has a fairly long history, dating back at least to the early work of Piaget and Vygotsky, it is only recently that workers have begun to apply some of its findings to the design of computer based learning systems. The early generation of the systems focused on their potential for supporting individual learning: learning could be self paced; teaching could be adapted to individual learners' needs. This was certainly the promise of the later generation of intelligent tutoring systems. However, this promise has yet to be realised. Not only are there still some very difficult research problems to solve in providing adaptive learning systems, but there are also some very real practical constraints on the widespread take up of individualised computer based instruction. Researchers soon began to realise that the organisational, cultural and social contexts of the classroom have to be taken into account in designing systems to promote effective learning. Much of the work that goes on in classrooms is collaborative, whether by design or not. Teachers also need to be able to adapt the technology to their varying needs. Developments in technology, such as networking, have also contributed to changes in the way in which computers may be envisaged to support learning. In September 1989, a group of researchers met in Maratea, Italy, for a NATO-sponsored workshop on Computer supported collaborative learning. A total of 20 researchers from Europe (Belgium.

Computer Supported Collaborative Learning 2005 Timothy Koschmann, 2017-10-03 The Computer Supported Collaborative Learning (CSCL) conference has become an internationally-recognized forum for the exchange of research

findings related to learning in the context of collaborative activity and the exploration of how such learning might be augmented through technology. This text is the proceedings from CSCL 2005 held in Taipei, Taiwan. This conference marked the 10th anniversary of the first CSCL Conference held at Indiana University in 1995. Subsequent meetings have been held at the University of Toronto, Stanford University, University of Maastricht (Netherlands), University of Colorado at Boulder, and the University of Bergen (Norway). Just as the first CSCL conference was instrumental in shaping the trajectory of the field in its first decade, the conference in Taipei will play an important role in consolidating an increasingly international and interdisciplinary community and defining the direction of the field for the next 10 years. This volume, and the papers from which it is comprised, will be an important resource for those active in this area of research and for others interested in fostering learning in settings of collaboration.

Scripting Computer-Supported Collaborative Learning Frank Fischer, Ingo Kollar, Heinz Mandl, Jörg M. Haake, 2007-04-08
Research on Computer-Supported Collaborative Learning (CSCL) is a multidisciplinary field located at the intersection of cognitive psychology, computer science, and education. Yet, the different epistemological and theoretical backgrounds of these disciplines often make fruitful exchange between them difficult. CSCL urgently needs to develop and use boundary concepts that can bring these fields closer together to improve cumulative research and development of computer-supported learning environments. *Scripting Computer-Supported Collaborative Learning* focuses on one term with the potential to become a real boundary concept in CSCL—scripting. *Scripting Computer-Supported Collaborative Learning*, which has collected advanced script approaches, demonstrates the opportunities for using synergy to apply the script concept between perspectives and interdisciplinary CSCL approaches to scripting. This volume represents the state of the art of research on scripting computer-supported collaborative learning and provides a starting point for the development of a common understanding of scripting in CSCL. Research on collaboration scripts has an extraordinary potential for advancing the multidisciplinary endeavor of CSCL research and this book provides a rich basis for further exploring and realizing this potential. As such, it will be a valuable resource for research, development, and teaching.

Computer-Supported Collaborative Learning at the Workplace Sean P. Goggins, Isa Jahnke, Volker Wulf, 2013-05-13
This book is an edited volume of case studies exploring the uptake and use of computer supported collaborative learning in work settings. This book fills a significant gap in the literature. A number of existing works provide empirical research on collaborative work practices (Lave & Wenger, 1987; Davenport, 2005), the sharing of information at work (Brown & Duguid, 2000), and the development of communities of practice in workplace settings (Wenger, 1998). Others examine the munificent variation of information and communication technology use in the work place, including studies of informal social networks, formal information distribution and other socio-technical combinations found in work settings (Gibson & Cohen, 2003). Another significant thread of prior work is focused on computer supported collaborative learning, much of it investigating the

application of computer support for learning in the context of traditional educational institutions, like public schools, private schools, colleges and tutoring organizations. Exciting new theories of how knowledge is constructed by groups (Stahl, 2006), how teachers contribute to collaborative learning (reference to another book in the series) and the application of socio-technical scripts for learning is explicated in book length works on CSCL. Book length empirical work on CSCW is widespread, and CSCL book length works are beginning to emerge with greater frequency. We distinguish CSCL at Work from prior books written under the aegis of training and development, or human resources more broadly. The book aims to fill a void between existing works in CSCW and CSCL, and will open with a chapter characterizing the emerging application of collaborative learning theories and practices to workplace learning. CSCL and CSCW research each make distinct and important contributions to the construction of collaborative workplace learning.

International Handbook of Computer-Supported Collaborative Learning Ulrike Cress, Carolyn Rosé, Alyssa Friend Wise, Jun Oshima, 2021-10-08 CSCL has in the past 15 years (and often in conjunction with Springer) grown into a thriving and active community. Yet, lacking is a comprehensive CSCL handbook that displays the range of research being done in this area. This handbook will provide an overview of the diverse aspects of the field, allowing newcomers to develop a sense of the entirety of CSCL research and for existing community members to become more deeply aware of work outside their direct area. The handbook will also serve as a ready reference for foundational concepts, methods, and approaches in the field. The chapters are written in such a way that each of them can be used in a stand-alone fashion while also serving as introductory readings in relevant study courses or in teacher education. While some CSCL-relevant topics are addressed in the International Handbook of the Learning Sciences and the International Handbook of Collaborative Learning, these books do not aim to present an integrated and comprehensive view of CSCL. The International Handbook of Computer-Supported Collaborative Learning covers all relevant topics in CSCL, particularly recent developments in the field, such as the rise of computational approaches and learning analytics.

Computer-supported collaborative learning, 2003

What We Know About CSCL Jan-Willem Strijbos, Paul A. Kirschner, Rob L. Martens, 2006-04-11 A Dutch policy scientist once said the information and knowledge in the twenty-first century has the shelf life of fresh fish, and learning in this age often means learning where and how to find something and how to relate it to a specific situation instead of knowing everything one needs to know. On top of this, the world has become so highly interconnected that we have come to realise that every decision that we make can have repercussions somewhere else. To touch as many bases as possible, we need to work with knowledgeable others from different fields (multiple agents) and take heed of their points of view (multiple representations). To do this, we make increasing use of computers and computer-mediated communication. If computer-supported collaborative learning (CSCL) is not simply a newly discovered hype in education, what is it and why are we

writing a book about it? Dissecting the phrase into its constituent parts, we see that first of all CSCL is about learning, and in the twenty-first century this usually means constructivist learning.

Computer Supported Collaborative Learning 2005 Timothy Koschmann, Daniel D. Suthers, Tak-Wai Chan, 2005 The Computer Supported Collaborative Learning (CSCL) conference has become an internationally-recognized forum for the exchange of research findings related to learning in the context of collaborative activity and the exploration of how such learning might be augmented through technology. This text is the proceedings from CSCL 2005 held in Taipei, Taiwan. This conference marked the 10th anniversary of the first CSCL Conference held at Indiana University in 1995. Subsequent meetings have been held at the University of Toronto, Stanford University, University of Maastricht (Netherlands), University of Colorado at Boulder, and the University of Bergen (Norway). Just as the first CSCL conference was instrumental in shaping the trajectory of the field in its first decade, the conference in Taipei will play an important role in consolidating an increasingly international and interdisciplinary community and defining the direction of the field for the next 10 years. This volume, and the papers from which it is comprised, will be an important resource for those active in this area of research and for others interested in fostering learning in settings of collaboration.

Implementing Computing Supported Cooperative Learning David McConnell, 2014-04-23 This revised edition looks at how computers facilitate learning among groups of individuals. Taking account of the impact of the Internet and web-based learning, the text is aimed at those in the open and distance learning, education and training fields.

Computer-Supported Collaborative Learning at the Workplace Sean P. Goggins, Isa Jahnke, Volker Wulf, 2013-05-10 This book is an edited volume of case studies exploring the uptake and use of computer supported collaborative learning in work settings. This book fills a significant gap in the literature. A number of existing works provide empirical research on collaborative work practices (Lave & Wenger, 1987; Davenport, 2005), the sharing of information at work (Brown & Duguid, 2000), and the development of communities of practice in workplace settings (Wenger, 1998). Others examine the munificent variation of information and communication technology use in the work place, including studies of informal social networks, formal information distribution and other socio-technical combinations found in work settings (Gibson & Cohen, 2003). Another significant thread of prior work is focused on computer supported collaborative learning, much of it investigating the application of computer support for learning in the context of traditional educational institutions, like public schools, private schools, colleges and tutoring organizations. Exciting new theories of how knowledge is constructed by groups (Stahl, 2006), how teachers contribute to collaborative learning (reference to another book in the series) and the application of socio-technical scripts for learning is explicated in book length works on CSCL. Book length empirical work on CSCW is widespread, and CSCL book length works are beginning to emerge with greater frequency. We distinguish CSCL at Work from prior books written under the aegis of training and development, or human resources more broadly. The book aims to

fill a void between existing works in CSCW and CSCL, and will open with a chapter characterizing the emerging application of collaborative learning theories and practices to workplace learning. CSCL and CSCW research each make distinct and important contributions to the construction of collaborative workplace learning.

Computer-supported Collaborative Learning Lasse Lipponen,2001

Computer Supported Collaborative Learning 2005 National Central University. Research Center for Science and Technology of Learning,2005*

Data-Driven Design for Computer-Supported Collaborative Learning Lanqin Zheng,2021-08-11 This book highlights the importance of design in computer-supported collaborative learning (CSCL) by proposing data-driven design and assessment. It addresses data-driven design, which focuses on the processing of data and on improving design quality based on analysis results, in three main sections. The first section explains how to design collaborative learning activities based on data-driven design approaches, while the second shares illustrative examples of computer-supported collaborative learning activities. In turn, the third and last section demonstrates how to evaluate design quality and the fidelity of enactment based on design-centered research. The book features several examples of innovative data-driven design approaches to optimizing collaborative learning activities; highlights innovative CSCL activities in authentic learning environments; demonstrates how learning analytics can be used to optimize CSCL design; and discusses the design-centered research approach to evaluating the alignment between design and enactment in CSCL. Given its scope, it will be of interest to a broad readership including researchers, educators, practitioners, and students in the field of collaborative learning, as well as the rapidly growing community of people who are interested in optimizing learning performance with CSCL.

Arguing to Learn Jerry Andriessen,Michael Baker,Dan D. Suthers,2013-04-17 *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning Environments* focuses on how new pedagogical scenarios, task environments and communication tools within Computer-Supported Collaborative Learning (CSCL) environments can favour collaborative and productive confrontations of ideas, evidence, arguments and explanations, or arguing to learn. This book is the first that has assembled the work of internationally renowned scholars on argumentation-related CSCL research. All chapters present in-depth analyses of the processes by which the interactive confrontation of cognitions can lead to collaborative learning, on the basis of a wide variety of theoretical models, empirical data and Internet-based tools.

The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 1 ISLS,2014-04-23 *The Computer Supported Collaborative Learning (CSCL) Conference 2013 proceedings, Volume 1*

Implementing Computer Supported Cooperative Learning David McConnell,2000 A BOOK THAT TELLS HOW TO THE COMPUTER, AND THE INTERNET TO ENHANCE GROUP LEARNING.

Computer-Supported Collaborative Learning in Higher Education Roberts, Tim S.,2004-09-30 This book addresses

computer-supported collaborative learning (also known as CSCL) particularly within a tertiary education environment. It includes articles on theory and practice in this area including topics such as: how can groups with shared goals work collaboratively using the new technologies? What problems can be expected, and what are the benefits? In what ways does online group work differ from face-to-face group work? And what implications are there for both educators and students seeking to work in this area?

Computer Support for Collaborative Learning Gerry Stahl, 2002 Proceedings of: CSCL 2002 meeting in Boulder, Colorado, January 7-11, 2002.

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