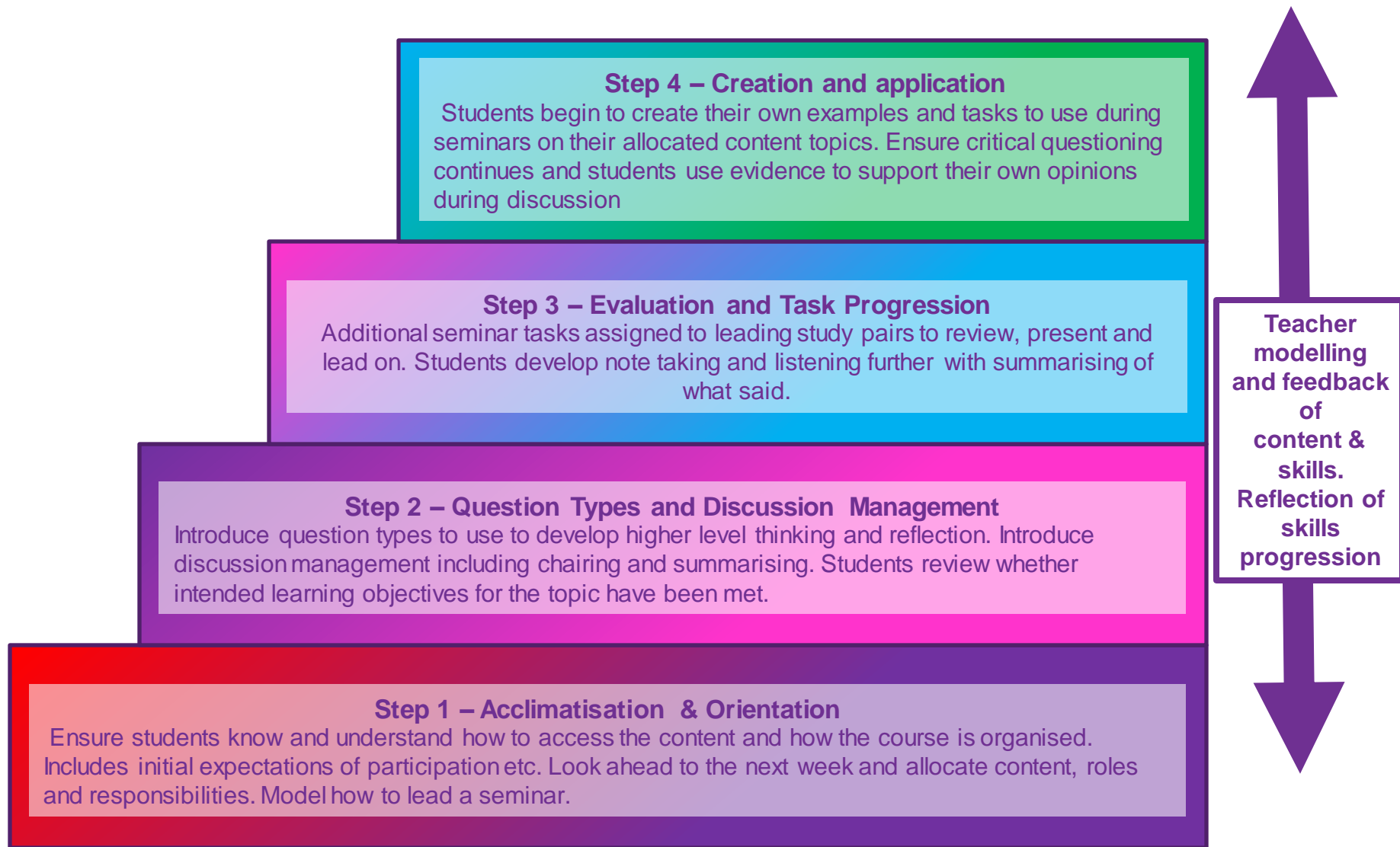


COLOSSUS Steps

COllaborative Learning: Organising
Student-led Small GroUp Seminars



Introduction

Why use this process/method?

- It allows for a scaffolded approach with a direct link to learning content and encourages active learning.
- Student skills development (critical thinking, exchanging ideas, academic language development, confidence in speaking, presentation skills, groupwork, summarising).
- Student concept/topic understanding (understand a concept or topic more deeply, expand and clarify knowledge) (Zambrano et al., 2019).
- Encourages collaborative learning and support networks (Laal & Ghodsi, 2012).
- Allows the lecturer/teacher to build on existing understanding and to give feedback on both student understanding and skills development.
- Allows lecturer/teacher to move towards a more supportive facilitator role – student centred approach (McCabe & O'Connor, 2013)
- This could be used in larger seminar groups with students assigned into multiple smaller groups.

General tips (1)

- This process works best with materials and tasks that have been prepared and students can work on independently, then bring their learning/understanding/completed work to a seminar (flipped learning – (Bishop & Verleger 2013)). Please also see the case study resource from ALSS '*Our flipped learning approach*' for more information.
- Different groups will progress at different speeds according to ability of students and your abilities as you become more comfortable and confident. It is a good idea to take a small chunk of a topic for students to lead on initially, then with each step, give them more content.
- We recommend pairing students up (prior to each session) to present on these topics. These student pairings could be changed (a few times during the module) to allow students to work with others and also allow you to pair students with different strengths and weaknesses.

General tips (2)

- Be prepared, in the earlier stages especially, to still lead on topics after the students have presented what they think is important and as they develop.
- Make sure students are comfortable and confident before moving onto the next step. You might want to review every so often whether they are still maintaining/using the skills learned from previous steps.
- Explain importance of reflection in learning and how students can do this.
- Reflection on skills progression and understanding should be undertaken throughout, resources can be found on Learn: [English Language Support \(LUA010\)](#), [Study Skills \(LUA001\)](#). A [reading list](#) can also be found in Personal Best.

Step 1: Acclimatisation and Orientation

Suggested Activities

- Explain expectations you have and why leading in seminars is important (skills development, deeper understanding of materials).
- Ensure a syllabus (daily or weekly) is available for students to use and also to help allocate topic areas.
- Take the students through the resources on the VLE to ensure they understand where everything is and what you expect them to complete by when.
- Model how you would expect students to lead initially in seminars (e.g. present information, review task/answers, share work).
- Ask students to prepare a weekly plan/timetable of when they will undertake activities to share with others.
- Create a treasure-hunt style activity for students to undertake.

Step 2: Question Types & Discussion Management

Suggested Activities

- Explain the importance of developing question types and how they can be used to explore the topic further and also students' understanding through reflection. May want to show/explain Bloom's Taxonomy. Ask students to produce at least 5 questions to ask their peers when they lead on topics to check understanding and develop discussion.
- Talk about different discussion management roles such as a chair person and allocate roles. Explain the importance of summarising in discussions (normally undertaken by the chairperson) and demonstrate this in a discussion.
- Model how you would like the seminars to be led including the questioning and management roles.
- Ask students to check that the intended learning objectives for the topic have been met.
- Review presentation of topic and presentation skills (students should avoid copying).
- Use examples of good and bad discussion practice.

Step 3: Evaluation & Task Progression

Suggested Activities

- Assign additional tasks/activities to students that they can lead on within the seminars (not found within the independent learning materials).
- Provide information for independent study on note-taking skills (or direct student to study modules on Learn: English Language Support (LUA010), Study Skills (LUA001)). Can compare different ones students find helpful.
- Assign different student note-taking for the seminar and can review/compare notes in seminar or with a study partner outside of the seminar.
- Ask different students to verbally summarise different topics or section of topics. Ask other students to fill in any additional important information missed within a discussion.

Step 4: Creation & Application

Suggested Activities

- Students create their own examples, tasks and activities to complement the topic. Students could also be asked to summarise to other students an article or chapter based on the topic to other students.
- Model using evidence to support ideas and encourage this within student discussion and presentation of topic.
- Highlight importance of critical thinking and how this can be applied to the topic.

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