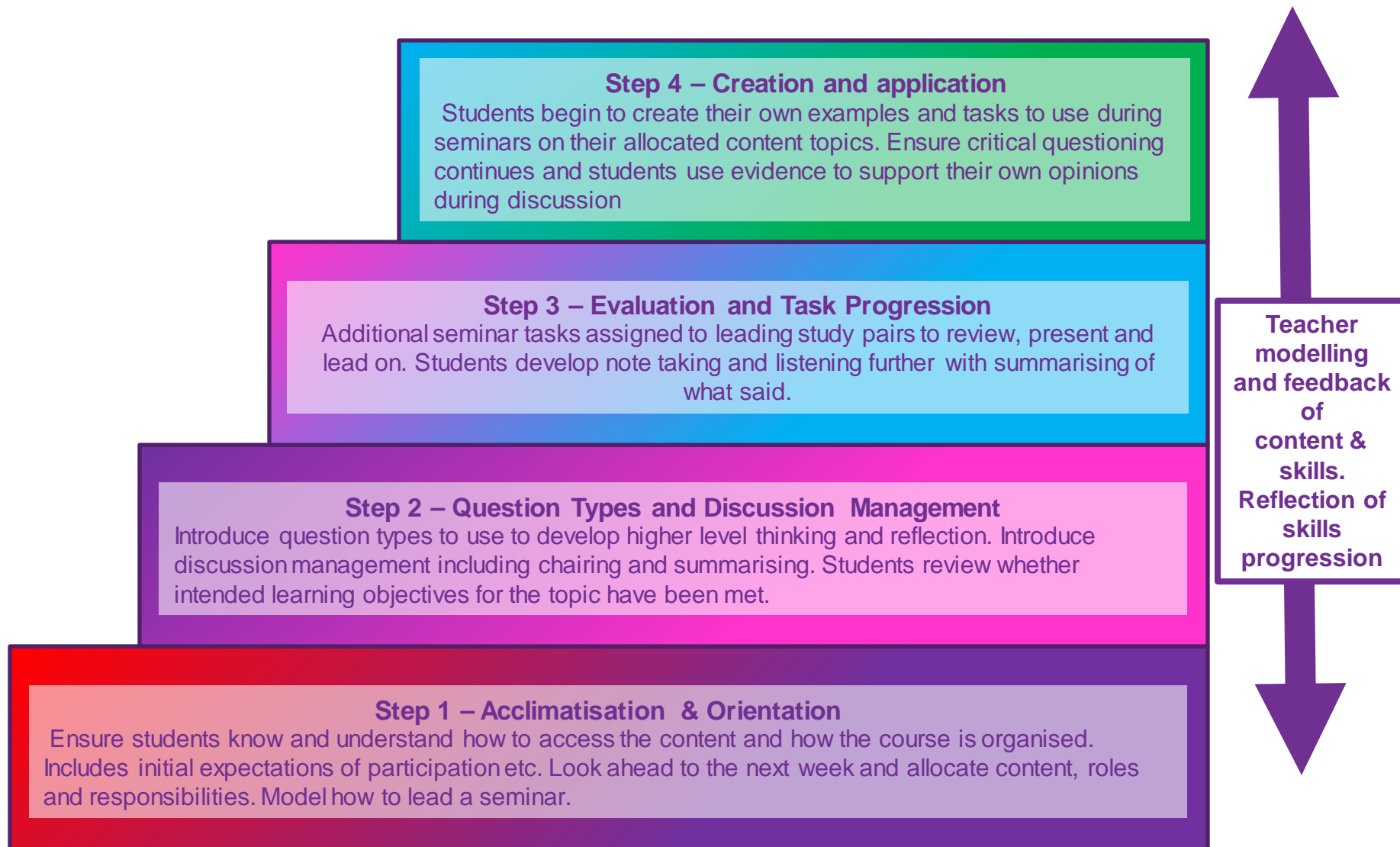


COLOSSUS Steps

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

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 [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.

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

Step 2: Question Types & Discussion Management

Suggested Activities

Explain the importance of developing question types and how

References

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- Zambrano, J., Kirschner, F., Sweller, J. & Kirschner, P.A. (2019). Effects of group experience and information distribution on collaborative learning. *Instructional Science, 47*, pp. 531-550.

Academic Language Support Service (ALSS)

Any questions, comments or suggestions please contact:

Gemma Towle (G.L.Towle@lboro.ac.uk)

Maria Bliss (M.Bliss2@lboro.ac.uk)

Nola Dennis (N.J.Dennis3@lboro.ac.uk)



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