COLOSSUS Steps

COllaborative Learning: Organising Student-led Small GroUp Seminars



Step 4 – Creation and application

Students begin to create their own examples and tasks to use during seminars on their allocated content topics. Ensure critical questioning continues and students use evidence to support their own opinions during discussion

Step 3 - Evaluation and Task Progression

Additional seminar tasks assigned to leading study pairs to review, present and lead on. Students develop note taking and listening further with summarising of what said.

Step 2 – Question Types and Discussion Management

Introduce question types to use to develop higher level thinking and reflection. Introduce discussion management including chairing and summarising. Students review whether intended learning objectives for the topic have been met.

Step 1 – Acclimatisation & Orientation

Ensure students know and understand how to access the content and how the course is organised. Includes initial expectations of participation etc. Look ahead to the next week and allocate content, roles and responsibilities. Model how to lead a seminar.

Teacher
modelling
and feedback
of
content &
skills.
Reflection of
skills
progression



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.



General tips (2)



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

Bishop, J.L. & Verleger, Matthew. (2013). The flipped classroom: A survey of the research. ASEE Annual Conference and Exposition, Conference Proceedings.

Laal, M. & Ghodsi, S.M. (2002). Benefits of collaborative learning. *Procedia Social and Behavioral Sciences, 31*, pp.486-490.

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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.

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