



## COURSE SYLLABUS

# Collaborative Learning, 1.5 credits

*Kollaborativt lärande, 1,5 högskolepoäng*

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<b>Course Code:</b> LKBR24	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Oct 3, 2023	<b>Disciplinary domain:</b> Education
<b>Valid From:</b> Spring 2024	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe basic aspects of the socio-cultural perspective on learning
- identify central aspects of group collaboration
- describe a selection of collaborative methods to support learning

Skills and abilities

- design collaborative learning activities using relevant methods
- apply their knowledge on collaborative learning to lead effective group formation and collaboration

Judgement and approach

- reflect on the importance of logistics and communicative skills in group collaboration
- problematise the relation between group collaboration and cultural diversity, sustainability and equity
- critically reflect on group collaboration from a socio-cultural perspective

### Contents

- Learning in interaction with others – a socio-cultural perspective
- Central aspects to attend to in group collaboration
- Methods to use for supporting group collaboration
- Diversity, equity and sustainability in group collaboration

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive

instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.  
Swedish may be used.

### **Prerequisites**

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through an individual assignment and a seminar.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual assignment and seminar	1.5 credits	U/G

### **Course evaluation**

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

**Course literature**

Dahlgren, Lars O. (2009). Interprofessional and problem-based learning: A marriage made in heaven? *Journal of Interprofessional Care*, 23(5), 448–454. 6pp.

<http://www.doi.org/10.1080/13561820903163579>

Hall, David, & Buzwell, Simone (2013). The problem of free-riding in group projects: Looking beyond social loafing as reason for non-contribution. *Active Learning in Higher Education*, 14(1), 37-49. 12 pp. <http://www.doi.org/10.1177/1469787412467123>

Laal, Marjan, & Laal, Mozghan (2012). Collaborative learning: what is it? *Procedia - Social and Behavioral Sciences*, 31, 491 – 495. 4 pp. <http://www.doi.org/10.1016/j.sbspro.2011.12.092>

Liang, Yuwei, & Schartner, Alina (2022). Culturally Mixed Group Work and the Development of Students' Intercultural Competence. *Journal of Studies in International Education*, 26(1), 44-60. 17 pp. <http://www.doi.org/10.1177/1028315320963507>

Malm, Joakim, Bryngfors, Leif, & Mörner, Lise-Lotte (2012). Benefits of Guiding Supplemental Instruction Sessions for SI Leaders: a Case Study for Engineering Education at a Swedish University, *Journal of Peer Learning*, 5 (1) 32 - 41. 9 pp.

<http://www.ro.uow.edu.au/ajpl/vol5/iss1/1/>

Popov, Vitaliy, Brinkman, Dine, Biemans, Harm J., Mulder, Martin, Kuznetsov, Andrei, & Noroozi, Omid (2012). Multicultural student group work in higher education: An explorative case study on challenges as perceived by students. *International Journal of Intercultural Relations*, 36(2), 302–317. 15 pp. <http://www.doi.org/10.1016/j.ijintrel.2011.09.004>

Reeves, Scott (2016). Why we need interprofessional education to improve the delivery of safe and effective care. *Interface - Comun. Saúde Educ.*, 20 (56), 185–196. 11 pp.

[www.doi.org/10.1590/1807-57622014.0092](http://www.doi.org/10.1590/1807-57622014.0092)

Reddy, Poovendhree (2022). Group Work in Undergraduate Research: Turning Bane into Boon. *African Journal of Inter-Multidisciplinary Studies (Online)*, 4(1), 129-141. 13 pp.

<http://www.doi.org/10.51415/ajims.v4i1.1013>

Ruder, Phil, Maier, Mark H., & Simkins, Scott P. (2021) Getting started with team-based learning (TBL): An introduction. *The Journal of economic education*, 52(3) 220–230. 10 pp [www.doi.org/10.1080/00220485.2021.1925187](http://www.doi.org/10.1080/00220485.2021.1925187)

Scager, Karin, Boonstra, Johannes, Peeters, Ton, Vulperhorst, Jonne, & Wiegant, Fred (2016). Collaborative Learning in Higher Education: Evoking Positive Interdependence. *CBE—Life Sciences Education*, 15(4), 15:ar69. 9 pp. DOI:10.1187/cbe.16-07-0219

Thistlethwaite, Jill E., Forman, Dawn, Matthews, Lynda R., Rogers, Gary D., Steketee, Carole, & Yassine, Tagrid (2014). Competencies and Frameworks in Interprofessional Education: A

Comparative Analysis. *Academic Medicine*, 89(6), 869-875. 6 pp.

<http://www.doi.org/10.1097/acm.000000000000249>

Yewa, Elaine H. J., & Gohb, Karen (2016). Problem-Based Learning: An Overview of its Process and Impact on Learning. *Health Professions Education* 2, 75-79. 4 pp.

<http://www.dx.doi.org/10.1016/j.hpe.2016.01.004>

### **Webb page**

Cornell University. (n.d.). *Collaborative Learning*. Center for Teaching Innovation.

<http://www.teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning>

Approximately 50 pages of scientific text, or equivalent materials and media, will be added.

### **Reference literature**

Barkley, E. F., Major, C. H., & Cross, K. P. (Kathryn P. (2014). *Collaborative learning techniques: a handbook for college faculty* (Second edition.). Jossey-Bass.

Christidis, Maria, & Christidis, Nikolaos (Red.) (2023). *Ämnesintegrerad undervisning inom professionsutbildningar*. Gleerups.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

### **Citing Sources – How to Create Literature References**

[www.ju.se/library/search--write/citing-sources---how-to-create-literature-references.html](http://www.ju.se/library/search--write/citing-sources---how-to-create-literature-references.html)

### **The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system