**CURRICULUM CONTENT DOCUMENT**

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| **Course Name**: COLLABORATION IN TEACHING AND LEARNING (4.2.4) |
| **Associated core learning area**:General pedagogy (general pedagogical knowledge) and Specialised Subject Pedagogy (specialised pedagogical content knowledge) – included in the latter    How does it link to this learning area?  Educational Psychology for TVET: The philosophy we draw from is Vygotsky’s social constructivist theory, which sees learning as a social process, and holds that there is nothing like knowledge “out there” other than knowledge as constructed. Also *Vocational pedagogy* (3.1.1) and *Managing the vocational classroom* (4.2.3)  How does it link to other areas of the programme as a whole?  This relates to the whole programme as it addresses the importance of communication and the ability to work in groups, have shared understandings and develop communities of practice. |
| **Key questions** (that the course raises, or sets out to answer) / **Key messages**:   * Are the values of co-operation and competition in conflict? Can both be of value in education and training? Should they be viewed as ends in themselves? Have our views of these values changed? * What is the difference between collaborating, networking, team work? What is a community of practice, or a community of inquiry or learning? Why is it important to collaborate in these ways? * With whom, when, why and how should we collaborate in education and training? * Where does our discipline, and our pedagogy, draw knowledge from, and do they reflect narrowed perspectives, for instance forms or processes of colonisation? If so, how can our teaching be “decolonised” through collaboration? How can collaboration contribute to bringing African, female and other marginalised voices and perspectives into the picture? * What can be done to embrace the spirit of working together – especially with a view to collaboration in the workplace? |
| **Outcomes**:  In this course the student should develop:   * a **basic grasp of the value of collaboration** in teaching and learning, **and the value of co-operative learning** in particular * a knowledge of **the characteristics that contribute to, and are strengthened by, collaboration**, **such as** the ability to listen well, the ability to communicate effectively, the ability to embrace and resolve differences, the ability to build agreement that honours voices in a group, the ability to manage emotions, and **the ability to embrace multiple perspectives** * an ability to **organise a range of different co-operative learning activities for technical and vocational students** * an understanding of **the value of professional collaboration and communities of practice**, and a knowledge of avenues for pursuing these * an ability **to set up and/or contribute to discipline-specific communities of practice**, including online communities. |
| **Main topics**:   * Co-operation and competition in today’s world * Networking in education and training: communities of practice; communities of inquiry/learning; internal and external networks (e.g. in the classroom and across institutions); interdisciplinary collaboration; international collaboration * Collaboration in the classroom, in theory and in practice: different kinds of group work; innovative forms of co-operative learning * Digital networking and collaboration * Peer coaching, peer support and peer evaluation |
| **Sub-topics**:  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   * Co-operation and competition in today’s world: * Are these values in conflict, or can both co-operation and competition be adopted to achieve the ends of learning? Should they be seen as ends in themselves? * Cultural and ideological shift over time w.r.t. collaboration and competition – how are they valued in today’s workplace, and in different countries? * Circles of networking and communities of learning/practice in education and training: * Students on the same campus * Students in the same discipline on different campuses * Self-chosen online communities (not all necessarily registered students) * Professional (communities of practice; lecturer networks across campuses, colleges) * Industry/workplace (collaboration and networking in the actual work environment) * Networking with one’s local community * Out of our ‘little boxes’ – interdisciplinary collaboration * The global ‘village’ – international collaboration * Collaboration in the classroom: theory and practice: * Benefits and doubts about co-operative learning * Face-to-face group discussion do’s and don’ts * Innovative forms of co-operative learning in both classroom and workshop * Digital networking and collaboration: * The use of ICT, social media for chat groups, forums * Co-operative forms of online gamification * Making the most of one’s peers: * Peer coaching and peer support * Peer evaluation (of students, by students, for students – including online) |
| **Summative assessment:** [Practical requirements, detailed assessment grid, etc. will need to be signalled clearly to students at the outset of the course. They need to know that they will be totally unable to undertake the final assessment task if they have not put considerable effort into trying out – and following through with – one of the techniques or methods introduced in the course, with enough time to undertake, record and reflect on/write up all the aspects bulleted below.]  Hopefully this short course has opened up some new ways of thinking about learning and teaching, and a number of different techniques for teaching, by switching from focusing on students only as individuals, or as members of the classes they happen to be organised into, to using the leverage to be gained from organising them to co-operate in pairs and groups, face-to-face and online. You have also learnt how the trend today is for professionals to leverage the power of collaboration in small, self-organising communities, rather than simply to “go it alone”.  By now you will have experimented with at least one of the techniques that have been introduced in the course (co-operative learning methods in face-to-face classes; improved face-to-face group discussion; online techniques; peer coaching or evaluation; a community of practice, inquiry or learning, etc.). Select just one of these, and write a critically reflective report on it that should include:   * your aims * motivation * concerns and challenges * preparations * the implementation of the technique itself * how it was received/experienced by the participants * the results/outputs * your own overall reflections * how you would approach/attempt to improve the technique in future. |
| **Breadth and Depth**:  The topics indicated above should be dealt with primarily in practical terms, but a certain amount of theoretical foundation needs to be made clear and accessible to students so that they grasp the significance and rationale of collaboration (and competition when it is not an end in itself). |
| **Suggested weighting within a full programme** (Possible number of credits out of 120 – this is not fixed, and is irrelevant if the course is offered as a stand-alone short course)   * 5 credits (50 notional hours) |
| **Knowledge and practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  The student should:   * collaborate with others to support teaching, learning and their professional development; * have developed a basic grasp of the value of collaboration in teaching and learning, and the value of co-operative learning in particular; * know the characteristics that contribute to, and are strengthened by, collaboration: the ability to listen well, the ability to communicate effectively, the ability to embrace and resolve differences, the ability to build agreement that honours voices in a group, the ability to manage emotions, the ability to embrace multiple perspectives; * understand the value of professional collaboration and communities of practice; * have a knowledge of avenues for pursuing these, and be able to participate in professional development activities organised by their subject associations, professional learning communities and teacher unions; and * have the ability to organise a range of different co-operative learning activities in one’s classroom or workshop, suitable to TVET. |
| **Videos and/or animations:** Search for existing OER videos on the following (there should be many), and possibly re-shoot for South African, or TVET/CET contexts**:**   1. **Co-operation and competition in today’s world** 2. **Networking in education** 3. **Co-operative learning techniques and methods (Kagan, Slavin, Walters 2005)** 4. **Communities of learning; communities of practice** |
| **Other resources:**  Introductory reading can be adapted directly from “Co-operative Learning: An Introduction”  Reading: *How communities of inquiry drive teaching and learning in the digital age*, Terry Anderson, Contact North. 2018 https://teachonline.ca/tools-trends/insights-online-learning/2018-02-27/how-communities-inquiry-drive-teaching-and-learning-digital-age |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |