



Briefing Note

COLLABORATIVE AND INTERACTIVE TEACHING AND LEARNING STRATEGIES

Collaborative and interactive teaching and learning strategies

The following generic strategies are useful for encouraging collaboration and interaction in seminars with multi-cultural cohorts. The first few strategies are particularly appropriate for use at the beginning of the semester when cohorts may be less confident about participation. As the semester progresses, the more advanced strategies (in the latter sections below) might be introduced.

THINK PAIR SHARE

This strategy requires individual reflection on a question, context or viewpoint, then an exchange of opinions with others before presenting to the class.

Method:

- Students divided into pairs
- Lecturer asks the question
- Students given time for independent thinking
- Exchange opinions with partner
- Reach optimal answer/opinion/viewpoint
- Randomly invite a few pairs to present to class.

One of the variants of this activity is 'Think Pair Square', i.e. form a group by pulling two pairs together.

PLACEMAT

This strategy requires students to write down their opinions individually and then collectively reach an agreement through debate and discussion.

Method:

- Divide a large sheet of paper according to the number of group members, drawing a circle or a square in the centre of the paper.
- Each member writes down their opinions on their part of the paper.
- After considering everyone's opinions, students write down the common views in the centre circle/square.

ROUND ROBIN

This strategy encourages students to share their thoughts and opinions relevant to a topic.

Method:

- Students divided into groups of three.
- Students take turns in giving their opinion about a specific topic.
- Two students listen without interrupting while the third participant speaks.

A variant is to have students summarise their partners' opinions, either orally or in writing.

GALLERY TOUR

This strategy allows students to see their own work displayed alongside that of others (e.g. creative work, or summaries of group discussions). It allows discussion and/or presentation.

Method:

- Students hang their individual or group work on one or more walls.
- In groups, the class moves around the room, viewing and discussing the work on display.

A variant is to have a member of each group standing beside their display to present or discuss it with viewers.

JIGSAW

This strategy requires students to teach their part of a text to other group members. Using a jigsaw strategy is a great way of getting through a lot of information in a short period of time. It also engenders a collaborative sense of knowledge sharing and construction.

Method:

- Each group member has a different part of the text.
- Each member is responsible for teaching the contents of their text to other group members.

As a result of this process the group will develop a shared understanding of the whole text.

FORCE FIELD ANALYSIS

This strategy can be used for developing an understanding of a problem situation and identifying possible courses of action. It is designed to help achievement towards a goal.

Method:

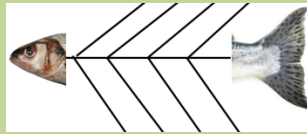
- The goal is articulated.
- The current state is identified as a line.
- Driving and restraining forces are then placed on either side of the line.
- By examining these forces, particularly how they counteract or balance opposite forces, it is possible to then identify where actions can be targeted for viable solutions.

FISHBONE

This strategy provides a visual display of information. It encourages logical thinking, analysis and evaluation at different levels. It can be used to summarise individual learning, or as a group activity in problem solving.

Method:

- Have students draw the outline of a fish with head, tail and connecting bones (see below diagram).
- In pairs or groups, students brainstorm a topic.
- On the fish diagram, they then write down:
 - the topic on the head of the fish
 - factors relevant to the topic on each fish bone
 - specific information under every factor
 - a summary on the tail of the fish.



- The length and amount of fish bones will be decided by the needs of the topic.
- Each of the bones connecting to the head can represent an opinion relating to the main topic.

Other strategies include:

- Concept Map
- PMI
- Discussion Web (T-chart)

(Note: these are easily accessible via an online search)



Australian Government



Office for
Learning & Teaching

Produced for the project 'Collaborating for Success: Enhancing the Transition of Chinese students into Australian postgraduate education'

Additional materials and resources are available from
<http://chinapostgraduates.murdoch.edu.au>

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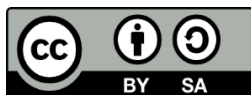
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Support for the production of this publication has been provided by the Australian Government Office for Learning and Teaching. The views in this publication do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



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2014