



Why Collaborate?



Shared drive



Document



Video



Website

OBJECTIVES

The learner will display their ability to make **inferences** for the benefits of instructional collaboration by completing a concept map meeting the requirement of 6 out of 6 points from the provided checklist.



Activity 1

- View videos: <https://www.youtube.com/watch?v=leB13Cft8a8> and <https://www.youtube.com/watch?v=U0tMDxhLRaA> 
- Read: Three Types of Collaboration <https://productfour.wordpress.com/2010/03/20/its-not-the-same-thing-the-3-types-of-collaboration/> 
- Read: Why Teams Don't Collaborate <http://www.forbes.com/sites/ronashkenas/2012/03/21/why-teams-dont-collaborate/> 
- Read: Why Should We Collaborate Reproducible (Learning By Doing) 

Assessment

A checklist will be utilized to identify key components are included within the submitted concept map.

Checklist includes:

- Concept map includes (3) or more inferences
- Each inference includes cited supporting detail
- Each inference includes anecdotal prior knowledge supporting detail
- A describing linking word is associated with each inference
- One or more guiding questions are identified from provided list
- Relationships are identified between inferences through linking text

Activity 2

- Completion of the teacher needs survey (Google Form) 
- Review group survey results; identify common needs among the group
- Read: PLC'S Impact on Student Learning https://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v5n2a3.pdf 
- Read: What Does The Research Say by Anne Jolly (2008) <http://learningforward.org/docs/default-source/docs/teamtoteach-tools.pdf> (Jolly, 2008, Tool 1.7) 
- Complete Mastery quiz (Jolly, 2008, Tool 1.5)
- Choose (1) collaboration Focus Question
- Complete a concept map identifying 3 or more inferences made based upon research and prior knowledge



Assessment Tool



[Free Mind Mapping Tools](#)
[For Teachers Resources](#)

Tool Selection Rationale: Concept maps use David Ausubel's assimilation theory to identify relationships between prior knowledge and content to make connections to new concepts. (Young & Whitehead, 2008). They graphically synthesize information together to create a "macro" or whole picture.

Maps are most effective to assist the learner with understanding what they already know and linking that knowledge within new constructs in ways that makes sense to them, which encourages deeper learning. It is indicative of an authentic assessment as students are creating a new meaning through the process.

The objective of this activity is for the learner to make connections and infer, based upon prior knowledge and contextual content, the purpose of instructional collaboration for oneself, colleagues and students; the concept map activity support the connection and relationship building process so inferences can be generated and understood.

“By understanding the whole picture, how each concept is related and sub-related to each other which are illustrated in a framework, learners will find deep learning.”

Assessment Resource Center, 2014

Plagiarism Considerations

This activity requires source citing for contextual supporting details and anecdotal notes for personal prior knowledge. Integrating personal reflections drastically reduces misrepresented content.

The graphic representation of relationships between personal knowledge and content offer authentic presentation of thought processes and connections, also nearly eliminating plagiarism.

As concept maps are active, by nature, and the choices for the central guiding question are ample, variety and flexibility are embedded to further encourage creativity of expression and choice, increasing authenticity and reducing rote responses.

Benefits of Concept Mapping

Concept maps lends itself to identifying relationships between what we already know and new content to create understanding and include the following positive attributes:

- Process– and product-oriented for deeper learning

- Graphic representations are easier to understand and retain in memory

- Accessibility: a variety of free tools available for use

- Integrates multiple learning style preferences; visual-spatial, intrapersonal, linguistic, logical-mathematical.

- Gain insight into students view of concepts

- Integrates reflection by identifying prior knowledge

- Support contextually-embedded knowledge

- Prompts learners to recognize how their own ideas relate to content

- Flexible; relationships can be expanded or modified based upon level of understanding.

Challenges of Concept Maps

- Learners may not have familiarity with technology use to create map

- Exporting/saving completed map for submission; potential program limitations

- Clear guidelines and criteria is required

- Complete/incomplete grading score may frustrate some learners

- Adequate time must be provided for assignment completion

- Difficult to compare across students

Assessment Resource Center (2014). Find out more about different types of assessments. Center for the enhancement of teaching and learning. Retrieved 11/20/2015 from http://ar.cetl.hku.hk/am_cm.htm

Digital Image: iThoughts. Retrieved November 21, 2015 from <https://ipadnotebook.files.wordpress.com/2014/05/unknown2.jpeg?w=500>

Jolly, A. (2008). Team to Teach: A facilitators guide to Professional Learning Teams. Retrieved May 15, 2015 from <http://learningforward.org/docs/default-source/docs/teamtoteach-tools.pdf>

Young, R., & Whitehead, J. (2008, November 26). Ausubel's Assimilation Learning Theory: Theoretical Basis for Concept Maps and E-Maps. Retrieved November 20, 2015, from http://etec.ctlt.ubc.ca/510wiki/Ausubel's_Assimilation_Learning_Theory:_Theoretical_Basis_for_Concept_Maps_and_E-Maps