TEACHING WITH TECHNOLOGY: PROJECT- BASED COLLABORATIVE LEARNING

by:
Sarah A. de Padua
Master Teacher I, Mariveles National High School - Cabcaben

Project-based collaborative learning is a lively, problem-centered approach to teaching and learning. Because the name implies, it's a fusion of two related approaches—project-based learning and collaborative learning—which are often discussed separately within the literature.

Project-based learning requires the scholar to interact in design, problem-solving, decision-making, and investigative activities, often leading to an artifact or product (“Project-based learning,” 2008).

Collaborative learning involves joint intellectual effort by groups of scholars who are mutually checking out meanings, understanding, or solutions (Smith and MacGregor, 1992). Both approaches require a central question or problem that serves to arrange and drive activities, and encourage application, analysis, and synthesis in fact material.

The fusion of those two approaches is often characterized simply as people working together to make something, and to satisfy certain learning objectives throughout the method. This context yields a perfect yet complex territory for support with technology tools. Tools are currently available that can:

• facilitate and simplify real-time and asynchronous text, voice messages, and video communication

• provide assistance in basic project management activities, like task or load management, calendaring, planning, and routing, and time tracking.
• support co-creation by enabling groups to switch output in real-time or asynchronously.

• facilitate and simplify consensus building through dynamic group discussions and polling – (Cavalier, 2008 and 2007)

• simplify and streamline resource management in terms of basic file sharing, additionally to more advanced features like search, tagging, version tracking, privilege management, then on.

• enable local and remote presentation and permit for archiving of completed projects.

    This article presents a working model of the collaborative learning process and provides a summary of sorts of tools which will be wont to support project-based collaborative learning. Thus, educators and academic technologists can enjoy a more detailed and disaggregated view of what tools are available, and the way differing types of tools are often used. And, to attain the specific teaching and learning goals.

    In a nutshell, collaboration tools are often very useful in supporting project-based collaborative learning. Projects should be selected carefully supported learning objectives. This text is meant to offer instructors a basic understanding of project-based collaborative learning, and therefore the sorts of tools that are currently available to support project-based collaborative learning activities. Although “collaboration tools” are typically lumped together as one category, these are often very useful when considering what sorts of tools could be most useful given the small print of a selected group work assignment.

References:

Experiential Learning Courses Handbook (2009)