

COLLABORATIVE LEARNING IN A GLOBAL WORLD

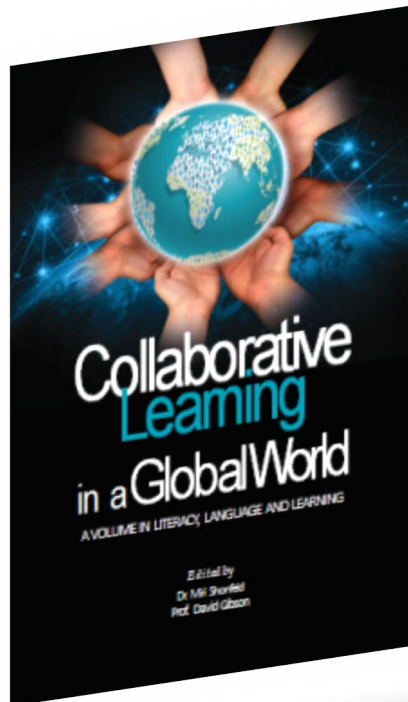
MIRI SHONFELD & DAVID GIBSON



COLLABORATIVE LEARNING IN A GLOBAL WORLD



WHAT IS IN THE BOOK?



Collaboration- Theory, Attitudes and Implementation

Collaborative Learning Connecting between Cultures

Collaboration in the K12 Classroom

Collaboration in Teacher Education Programs

Assessment and Evaluation



STAGE 3

מפגשי קבוצת קטנה
באמצעות הדואר האלקטרוני



STAGE 2

באתר



STAGE 1

במפגשי המליאה



The Effect of Using a Competitive Game with Trans-National Collaborative Learning Teams in a Virtual World

Dr. Paul Resta



Trans-National Learning Teams

- Collaborative learning teams comprised of graduate students from a class at the University of Texas at Austin and Kibbutzim University in Israel
- Challenges and strategies in having team members from different time zones and culture

Task

- Design a collaborative learning activity in specific location and context in virtual world



Introducing the Amazing Race as Culminating Activity



Results

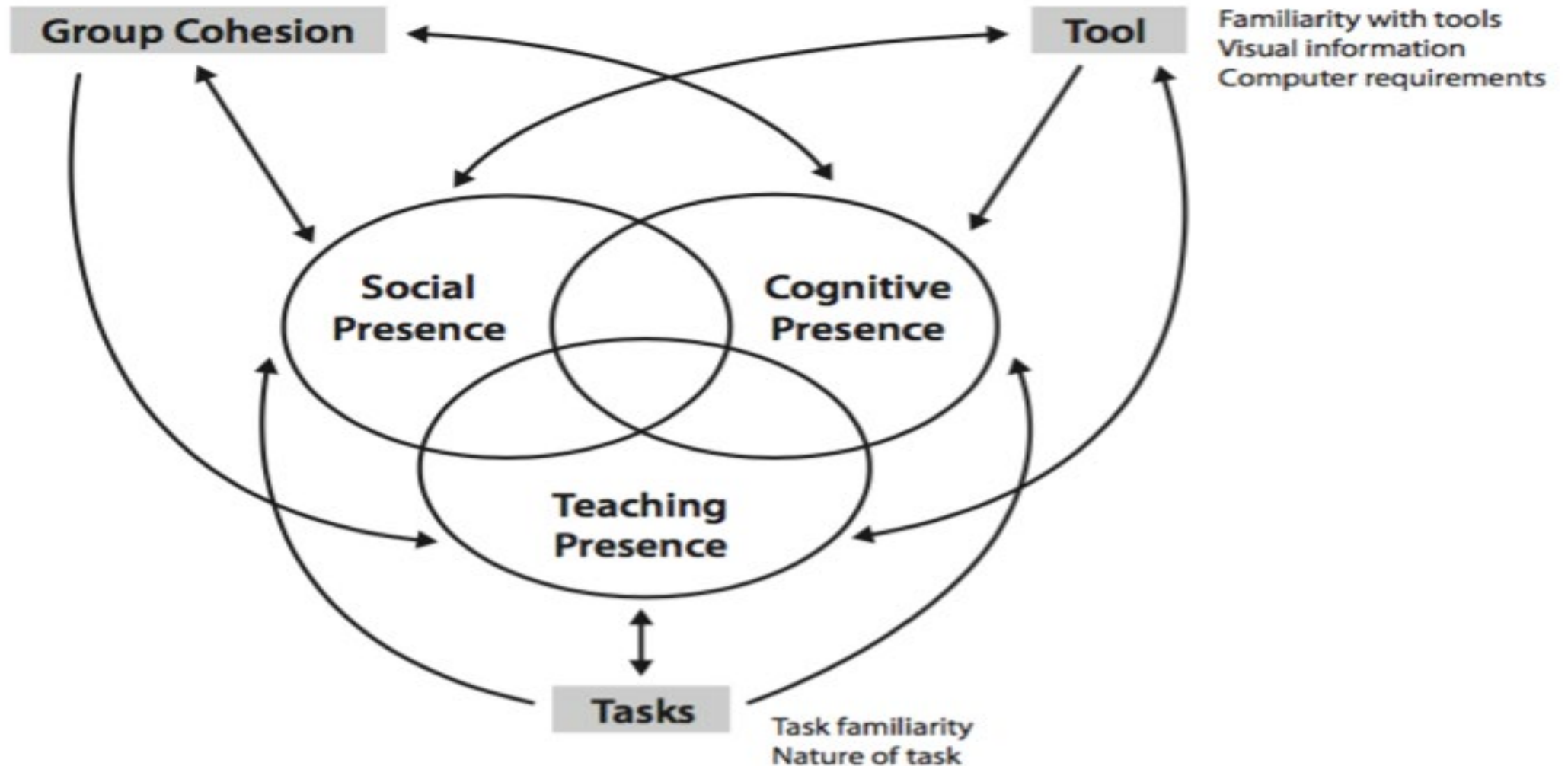
Benefits

- Mutual responsibility
- Group support
- Positive interdependence
- Sense of community

Challenges

- Steep learning curve
- technical problems
- attendance team meetings

Collaborative Learning in Virtual World



U N I K A S S E L
V E R S I T Ä T



International Online Cooperation: Facilitators and Obstacles

Prof. Dr. Claudia Finkbeiner
University of Kassel, Germany

Dr. Miri Shonfeld
Kibbutzim College of Israel, Israel

Welcome Greeting to DL project



 [Messages](#)

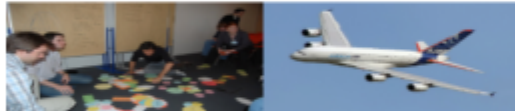
 [Coffee Break](#)

Here is the place to tell the community about your country, social events, holiday, parties etc.
Ask whatever you want to know 🗣️

[*_Timeline_*](#)

[Team meetings in Blackboard - first room](#)

[Team meetings in Blackboard - second room](#)



 [Messages](#)

[Opening](#)

[BLOGS](#)

[Forums--Technology Memories](#)

[Venn Diagram](#)

[Videos](#)

[Articles](#)

[WIKI](#)

[Feedback](#)

VENN DIAGRAM

SIMILARITIES AND DIFFERENCES

Group no. 5

Intercultural Learning

Kassel

Tel Aviv

Cell Phone in teen-age
years
nintendo 64
supernintendo
whatsapp
facebook
skype

game boy (tattris)
walkman
First computer
cell phone

Discman
Mp3 player
Imagotzi
Wireless Mouse
Cordless Phone
TV Converter

WIKI - EXAMPLES

Group 1



Hello everybody!

On this wiki page you can find various information and resources about MOOCs. Feel free to browse through the different pages and learn about their use and how you can access them.

Afterwards you can check your knowledge in the final quiz.

Have fun! 🍌

1. What is a MOOC?
2. MOOC: characteristics
3. How to pick and plan your first MOOC: Getting started
4. The Different MOOC Platforms: Finding MOOCs
5. Find your MOOC!
6. Example of MOOC on the Civil War
7. A fun "Blubbr" quiz- what is a MOOC?!
8. sources
9. Evaluation



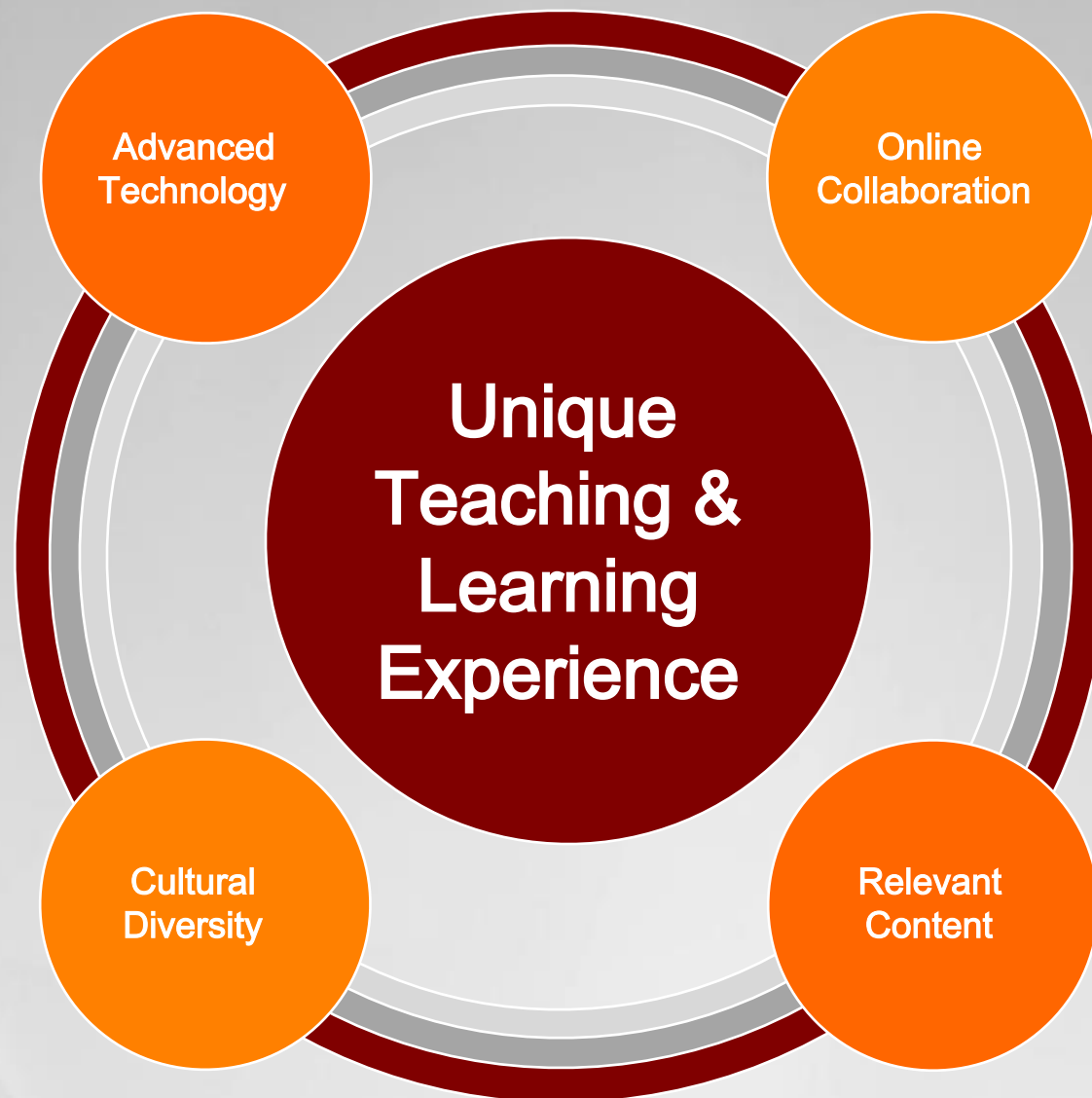
WIKI - EXAMPLE

Intercultural Learning



1. **Defininig Cultures**
2. **Why Intercultural Learning? And how?**
3. **Referential Articles**
4. **movies**
5. **Our differences and similarities (Hofstede 2014: online)**
6. **Differences in technological mamories**
7. **Evaluation**

TEC FOUNDATION STONES







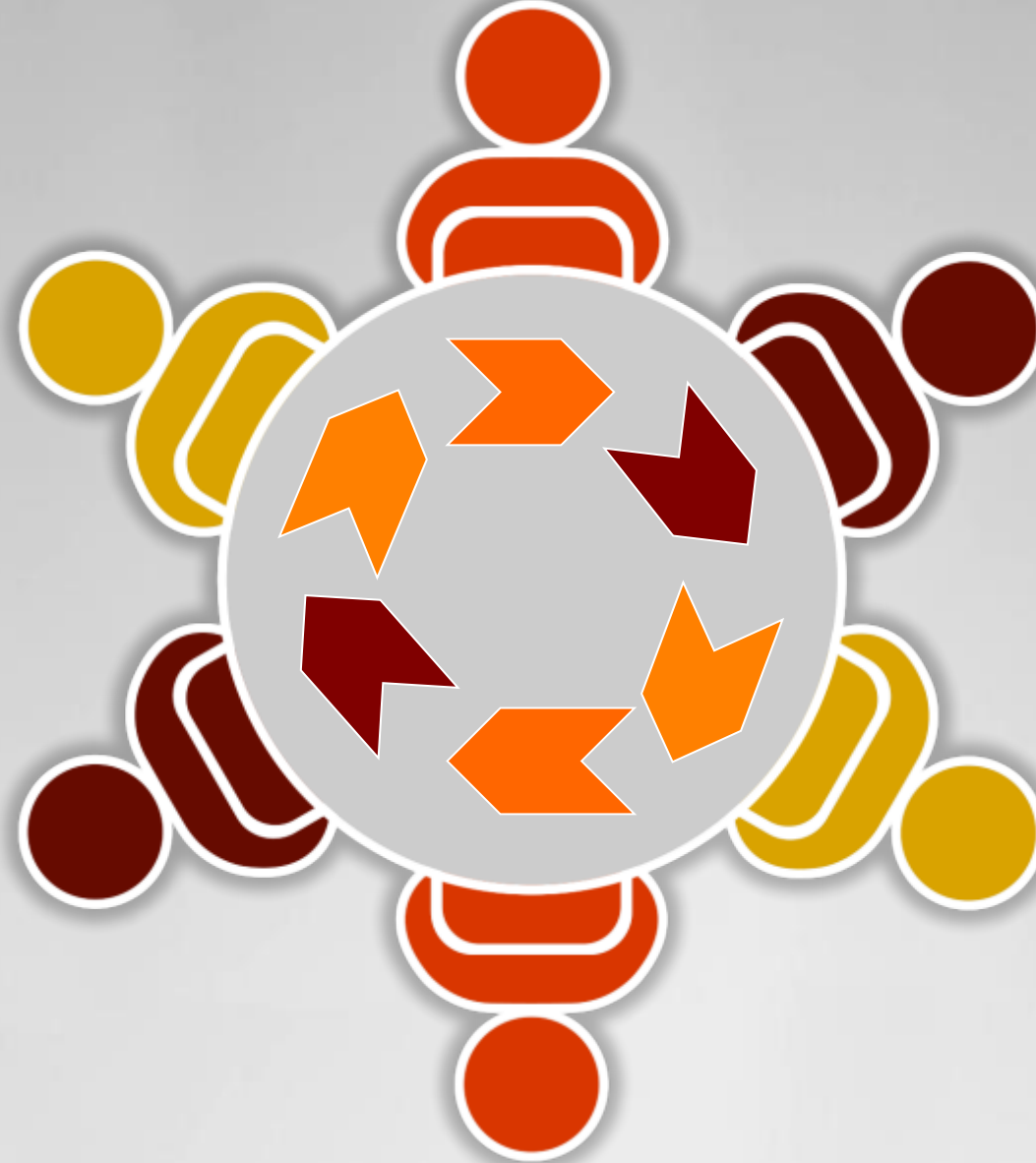
FACE TO FACE PLANNING

BUILDING TRUST

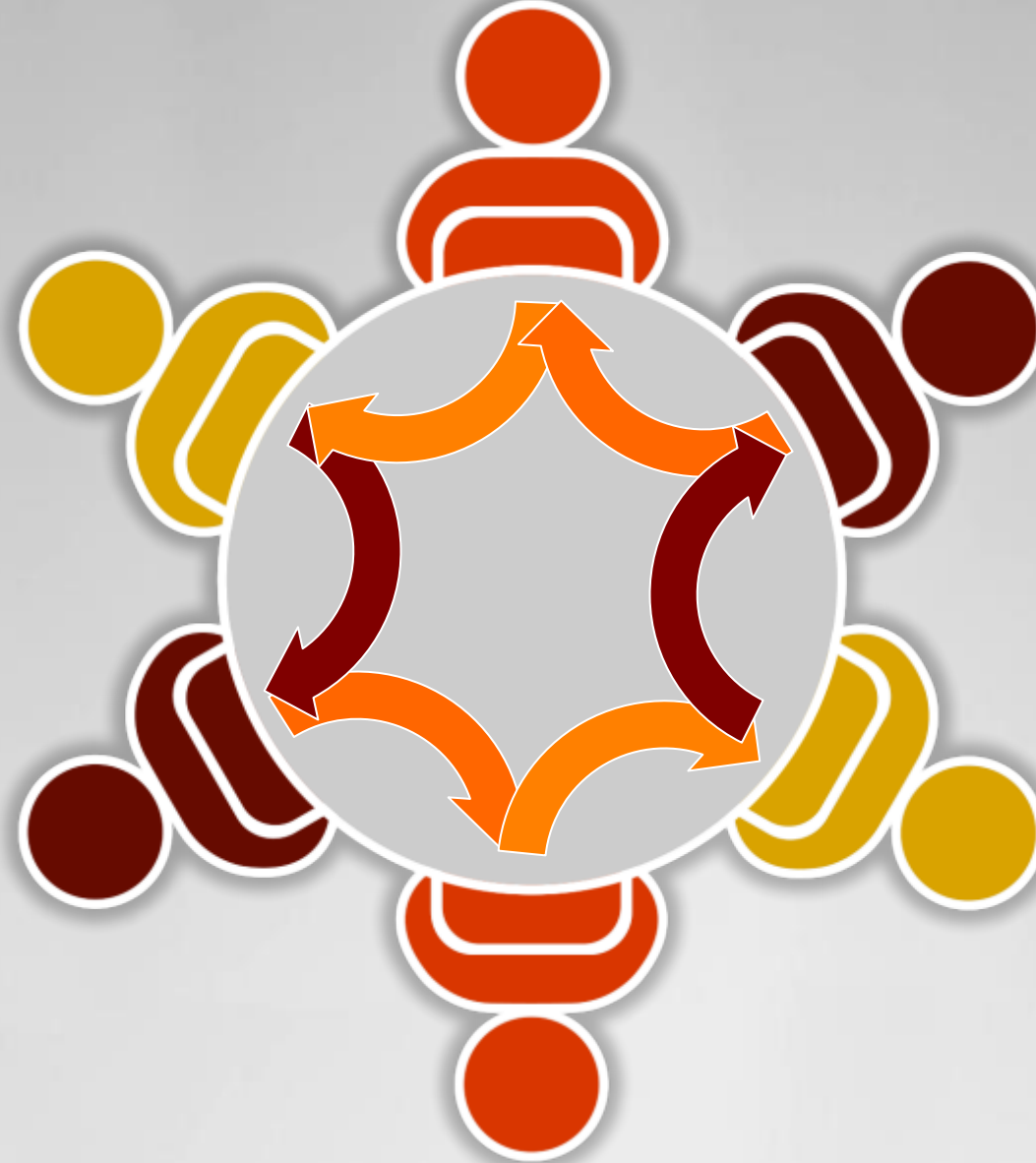




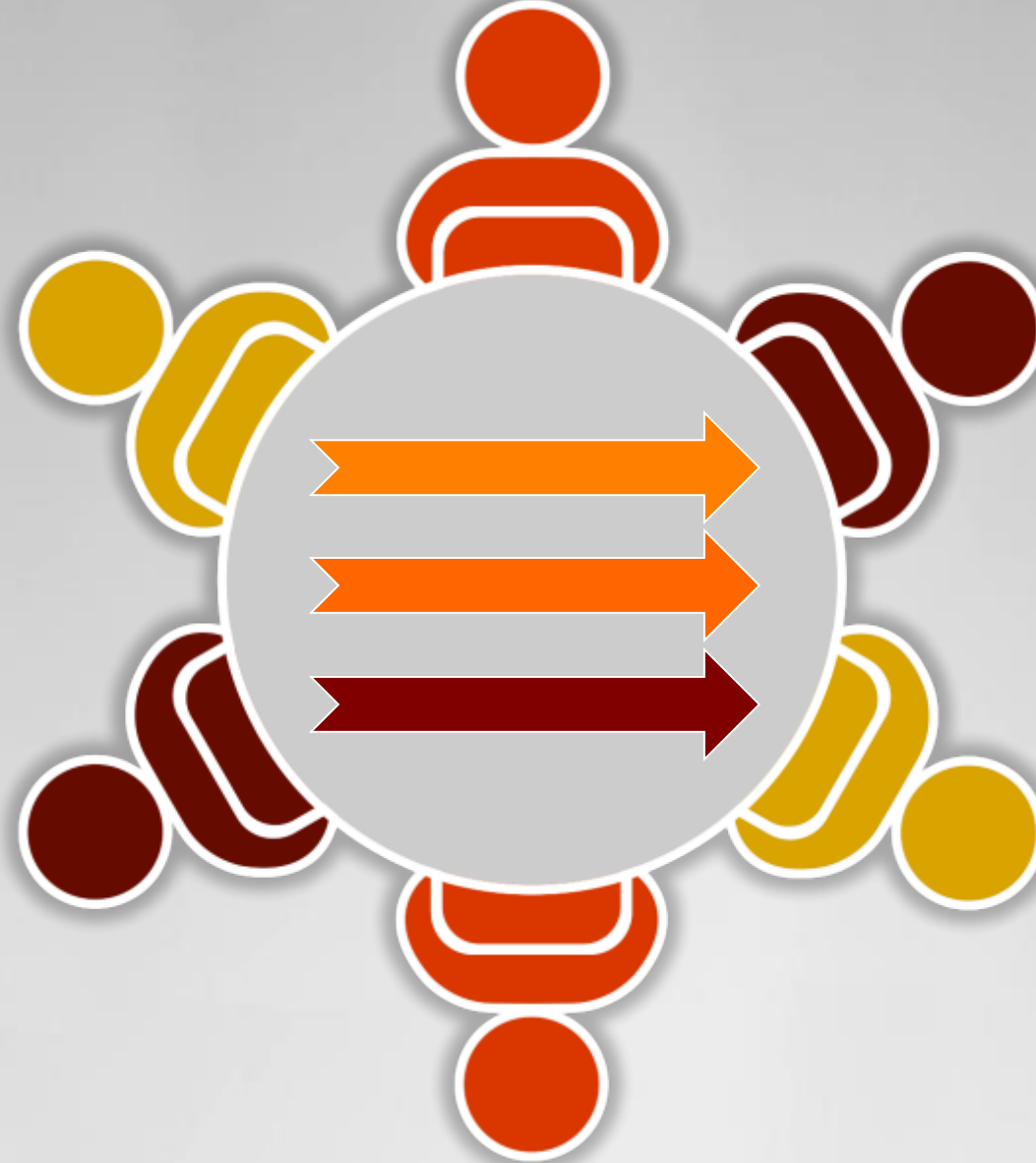
DIALOGUE



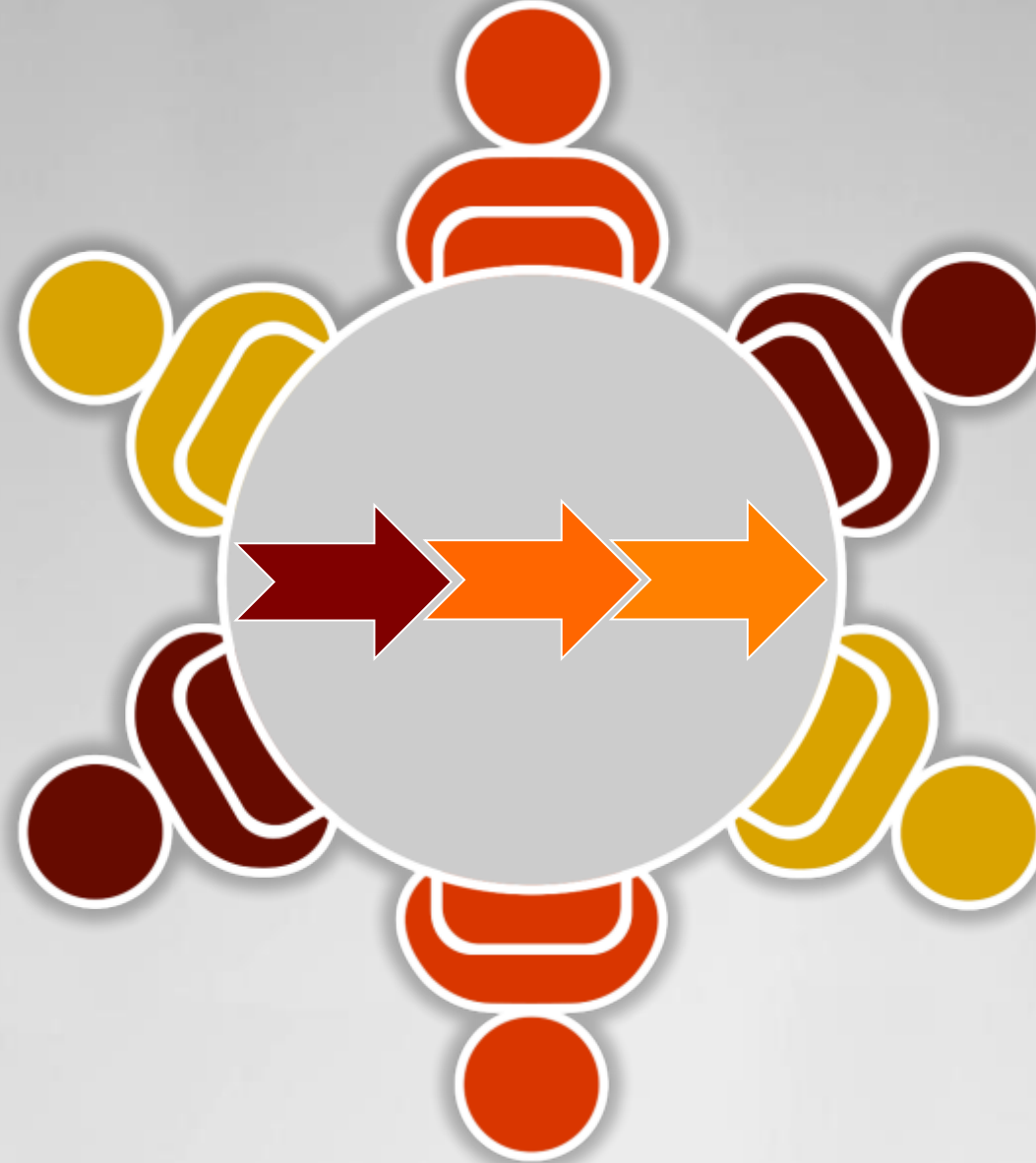
PEER REVIEW



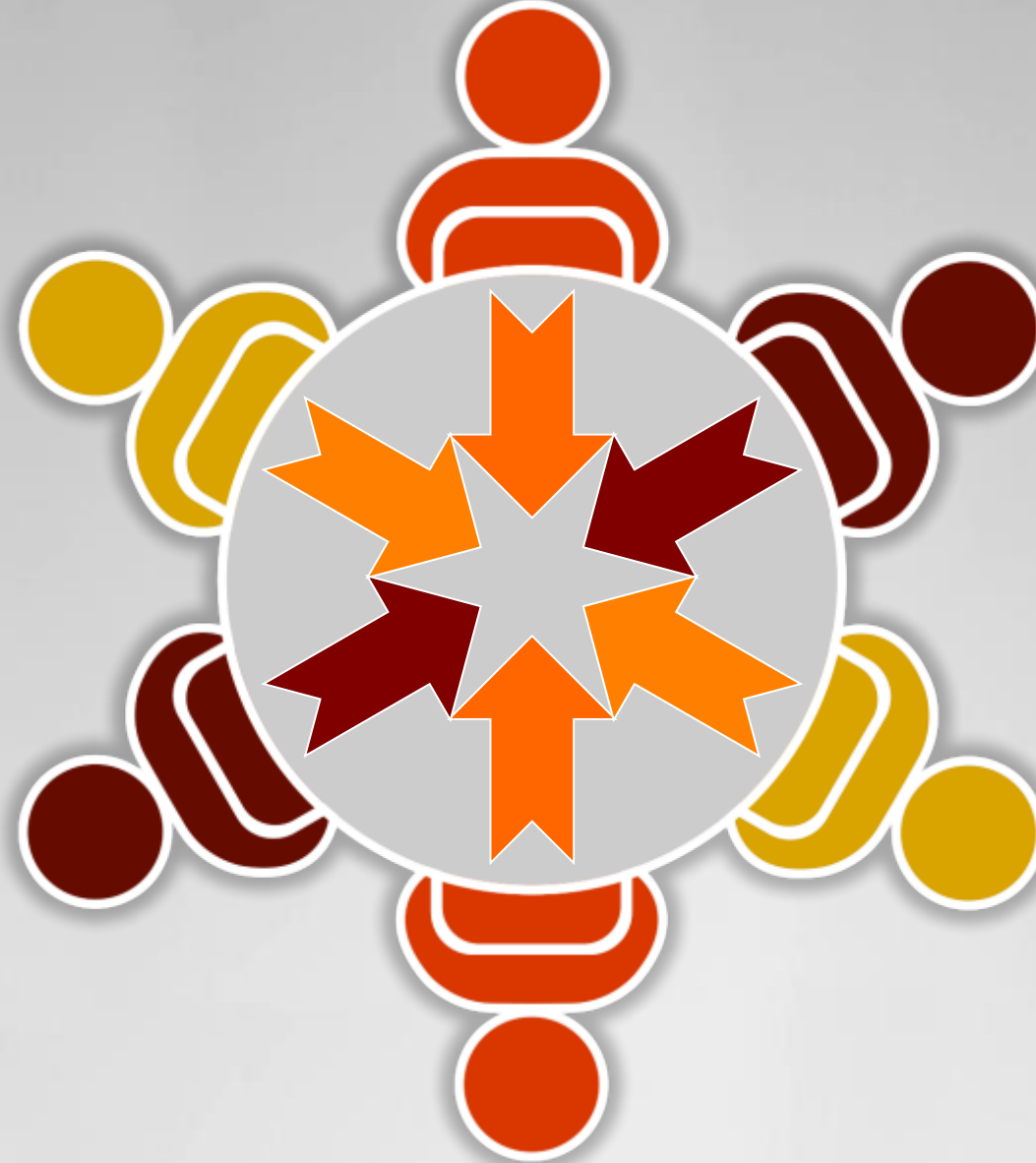
PARALLEL



SEQUENTIAL

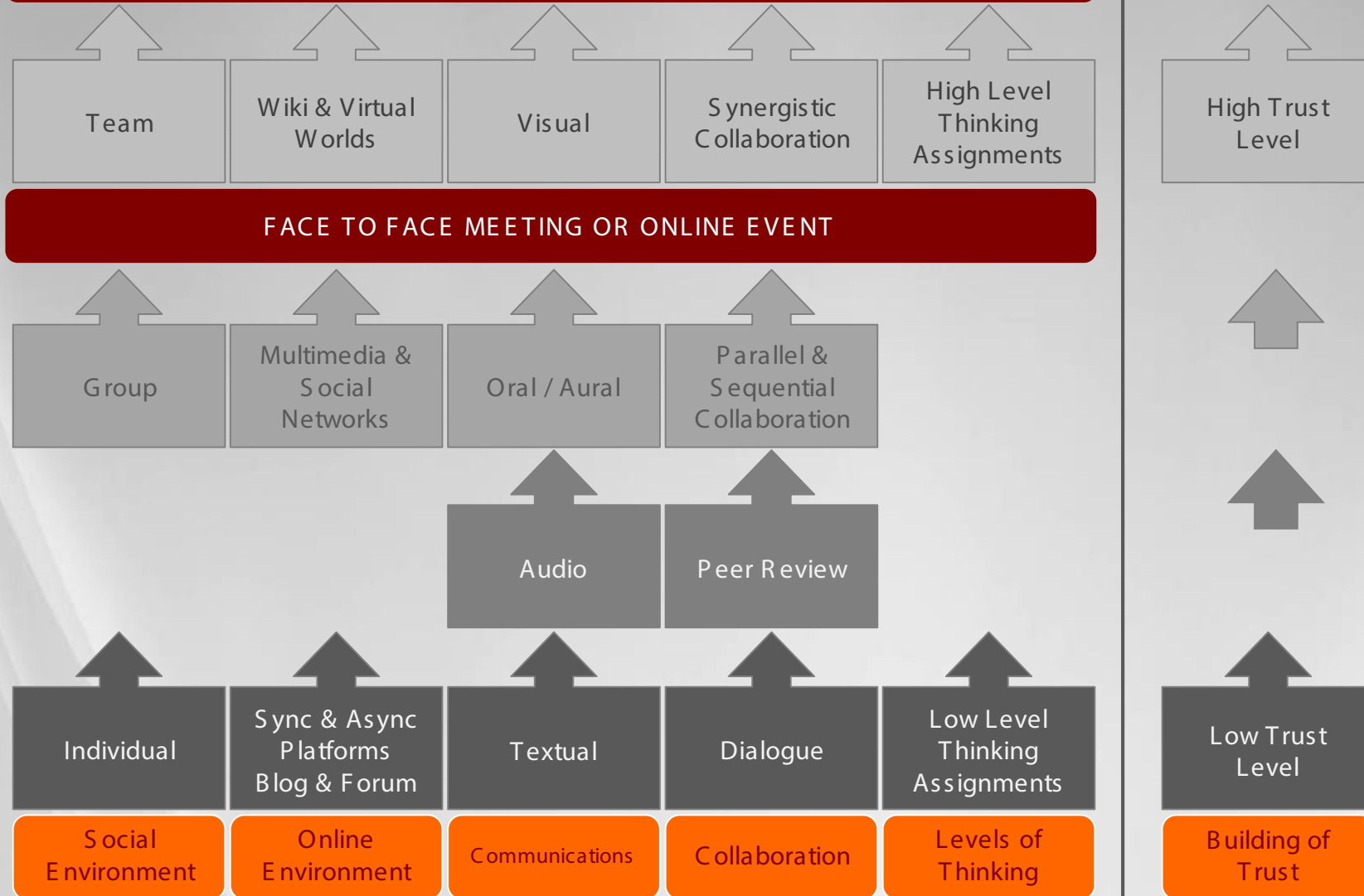


SYNERGISTIC



REDUCTION IN BIAS BETWEEN GROUPS

FACE TO FACE MEETING AND PRESENTATION OF PROJECTS (CELEBRATION)



Required Conditions for the TEC Model

- Small Group Cooperation & Collaboration
- Institutional Support
- Interaction Over a Year
- Team Teaching
- Content A-Political
- Equality of Status
- Teachers Belong to Different Cultural Groups





WRITE



HEAR



SYNCHRONOUS
SESSIONS

FINAL SESSIONS



Promoting Online Collaboration Competence among Pre-service Teachers of English as a Foreign Language

- EFL taught from the 3rd grade
- Internal Assessment throughout school years
- Elementary Schools: Focus on grammar and vocabulary.
- EFL taught from the 1st and 3rd grade.
- Internal Assessment throughout school years
- Elementary Schools: Focus on grammar and vocabulary.

Tina Waldman, Efrat Harel

Kibbutzim College of Education

Purpose of the pilot study

Provide experiential intercultural learning for student EFL teachers in Israel and Germany in order to gain firsthand experience in the organization, process, technology and tasks involved in online collaboration



Research

Participants: 33 pre-service EFL teachers studying in Israel

Research questions:

1. Does the online intercultural exchange increase the pre-service teachers' understanding of teaching EFL in a global context?
2. Can a online collaboration contribute to understanding of online learning among student EFL teachers?
3. Does experiencing an online intercultural exchange the pre-service teachers' self-efficacy to facilitate online projects in the future?

Data collection and findings

1. Quantitative data - pre/post survey
2. Qualitative data - interviews probing reflection on online collaboration experience.

Findings

Survey: Significant difference in post survey for question 3 only - perceived self-efficacy to facilitate collaborative online projects with prospective pupils.

Interviews: enhanced digital pedagogical knowledge, raised awareness of importance of intercultural collaboration for intercultural competence to develop.

Student

"I am really motivated to conduct such an online collaboration with future pupils. I think it's a great experience where they can be exposed to a lot of cultural aspects and experience real life communication. I feel that I can design, organize and run an online collaboration with my pupils."

COLLABORATIVE LEARNING IN A GLOBAL WORLD

Thank you

mahalo

Muğumiri

Muchas Gracias

شكراً

Dziękuję

Merci

תודה

Köszönet

Vielen Dank