How the entire session is Organized?

- **House Keeping Rules:**
- **Time Table:**
  - Each Session: 20 min.
    - 15 ~ 20 min.: mini-lecture
    - 5 ~ 10 min.: Questions and Answers

The Use of Collabo-Note© to Fortify Active Learning in and outside Classroom

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Abstract:

• The purpose of this paper presentation is two-fold: (i) to share with the audience our attempt to implement Collabo-Note© (cloud-based educational software) to support and enhance the active learning such as problem-based learning as well as the project-based learning in teams in and outside of the regular classroom, on the one hand, and (ii) to have discussions about how to enhance active learning in and outside the classroom with the use of ICT, on the other.
• The Collabo-Note© is the cloud service in which every member has its own read, write, and share privileges to the learning space provided. The information that the students can post is multimedia-savvy, i.e., text, photo, illustration and drawing, audio, and video, to name a few, reflecting the learning activities from brainstorming, classifying, prioritizing, analyzing, evaluating, to planning in team. The Collabo-Note© is indeed a 24/7 learning environment for Team-Based Learning.
• The Collabo-Note© was deployed as to nurture students’ proactive learning, thinking, and decision-making skills in team, in addition to the regular course contents in the fall semester of 2013. Three instructors used the Collabo-Note© in three different settings: (a) a graduation seminar course for research and thesis writing with peer reviews and feedback, (class size: 20 students). (b) a pre-service course for team projects, (class size: 250 students). (c) a fundamental academic skills course for presentation, (class size: 25 students x 2 sections).
• The paper reports the three instructors’ experiences of the active learning environment with the Collabo-Note©, i.e., the course planning, the daily operation of the course, the students’ learning outcome, their accomplishments and self-efficacy in learning, as well as their reflections from the new learning environment fortified with the Collabo-Note©.
Agenda

• Active Learning – defined!
• What is Collabo-Note©
• Experiments:
• Conclusion
Agenda

• Active Learning – defined!
  • What is Collabo-Note©
  • Experiments:
  • Conclusion
Aditive Learning: Defined

• Socially constructive Approach
• Components:
How Active is **Active Learning**?

- **Traditional vs. Active Learning**
- Let us begin with Bloom’s Taxonomy.
- Learning Activities: Categorized
How Active is Active Learning?

- Bloom’s Taxonomy
How Active is **Active Learning**?

- **Traditional vs. Active Learning**

**What the teacher can offer:**
How Active is Active Learning?

- Traditional vs. Active Learning
How Active is Active Learning?

- Traditional vs. Active Learning
How Active is Active Learning?

- Traditional vs. Active Learning

Passive Learning is implemented!
No Active Learning!
(Students are told what to learn.)
How Active is Active Learning?

- Traditional vs. Active Learning

New Educational Paradigm

Active Learning based on Constructivism Approach

PBL through TBL

Students can learn better and understand deeper in teams!
Traditional vs. Active Learning

Traditional Education
- Goal (set by the professor)

Active Learning
- goal (set by the learner)

Learner as a pilot / navigator of his/her own learning
Teacher as the co-pilot

Learner-Centered & Learner-Engaged!
Traditional vs. Active Learning

Traditional Education
- Goal (set by the professor)

Active Learning
- Goal (set by learner)

Learner-Centered & Learner-Engaged!
Almost FULL Control by the Learner!
How Active is Active Learning?

- Active Learning

New Educational Paradigm

The Region that must be included in e-Portfolio Design

- Curriculum
- PDCA Cycle
- Social Needs
- Mission Statement of the University
- Vision Statement of the College
- Mission Statement of the Department
- Goals and Learning Objectives of Individual Courses
- Professional Development
- Faculty’s Attitudes and Awareness
- Executive Board
- Faculty
- Staff
- Alumni
- Parent
- Students

School Region
How Active is Active Learning?

Active Learning

Problem-Based Learning (PBL) through Team-Based Learning (TBL)

Students will define and visualize the most important problem and work in a team to reach a most optimal solution through consensus building with discussion.

Steps:
Empathy (Share emotions (excitement, worries, etc), Feeling together, Trust-Building) -> Define Problems -> Consensus Building (Discuss to seek for an optimal solution -> Visualize Understanding of Each Member’s ideas and opinions in order for all the members to be “on the same page-“) > Consensus Building (Direction of the next Action, roles to be played by The Team Members.)

Each learner’s learning process: Archived in ePortfolio Reflection for meta cognition
How Do We Assess Active Learners?

- **Traditional Education**
  - Summative Evaluation (Results only!)
  - Quantitative Approach:
    - (i) Set the realm of interest
    - (ii) Give a test
    - (iii) Analyze results
    - (iv) Rank students to give grades
  - No assessment! (Goal: Ranking students)
  - No focus on the learning process!

*Students were like Learning Machines. They learned what they were told, tested, and then ranked.*
How Do We Assess Active Learners?

- **Active Learning**
  - Formative Assessment
  - Qualitative Approach:
    - (i) Set the realm of interest (Some do and some others don’t)
    - (ii) Learning Logs & Reflections along the Learning Process
    - (iii) Analyze free Writing by Learners (Mirror of Mind)
      - Opportunities for Meta-Cognition!
    - (iv) Academic Advising (Re-Orientation)
  - Assessment as the key!
  - Interest here is “how learners learn”!

Students are the future members of the society. They look at the world, become aware of problems, think on their own to find solutions through communication in the community.
With the Concept of Active Learning given here,

- Is there any optimal tool to enhance active learning?
Agenda

- Active Learning – defined!
- What is Collabo-Note©
- Experiments:
- Conclusion
Introduction

• Collab-Note©:
  – Cloud-based Group Learning Tool

http://www.collabonote.com/
List of Projects
http://www.collabonote.com/
3/27/14
http://www.collabonote.com/
Virtual Collaboration among Schools

http://www.collabonote.com/
• Virtual Team Project
Newspaper Project
Geography Project

http://www.collabonote.com/
Experiments: (1) & (2)

- Experiment (1)
  - Active Learning in a small class

- Experiment (2)
  - Class with PreService Students
  - Educational Methodology (Media)
Experiment (1):

- Presentation class
- 5 Teams
- Class Size: 25 max.
Experiment (1) : Presentation class

• General Goal Setting:
  – The theme: related to the most valuable experience since entering the univ.
  – 5 minutes (max) ~ 4 minute (min.)
  – Decision must be made by the team
  – One common topic for the team
  – Target Audience: major stakeholders on campus (univ. staff and faculty)
• Mini Lecture: Six Essence Elements of Presentation
  – Simplicity
  – Surprise, Unpredictable Quality
  – Concreteness
  – Reliability
  – Emotion, Empathy
  – Story Line: Easy to Follow
Teamwork Activity

• Design the framework (flow) of the speech
• Incorporate personal experience
• Choose a media and prepare for presentation
• Share presentations among team members
• Reflection session
Class Activities: snap shots
Reflection Probing Questions

ヘッダーに チーム ID、学籍、氏名  クラス名  今日の
日付

フッターにページ番号

デスクトップに保存、ファイル名はチーム ID、学籍、氏名

ふりかえり

今日の学習経験について

ビフォー・アフターの比較で

1. 三つぐらいリストにする

   できなかったこと  ------→  できるようになったこと

2. 新たに発見した自分について、(しぐさのくせとか ）

3. 今後の自分の大学生活に使えそうなこと（人生のおみやげ、
価値を見出したこと、自信）

お疲れ様でした！
Reflection by a Student

1. 相手が聞き取りやすく、通しやすい声で話せるようになった。
   ②プレゼン中に考えて悩まずに、話したいことをまとめて話せるようになった。
   ③ジェスチャーを取り入れて話せるようになった。

2. 次何を話そう、どうしよう、と思っている時に、身体が動く癖がある。

3. これから人前で話す機会が増えると思うが、その時に自分の癖や話し方を分かっているのと分からないのでは大きな差があると思う。この授業では、自分ひとりでやっていてもわからない自分の癖や悪いところを指摘してもらえるので、それをふまえて人前でも意識して話すことができると思う。また人のプレゼンを見て、いいところや悪いところを探すのも自分の為にもなっている。
• Environment: Making a lesson plan

• Working in a team of 5 to 8

• Utilizing Collabo-Note© to share the idea of lesson plans outside class
Experiment (2) Educational Methodology

Environment: Making a lesson plan

- Working in a team of 5 to 8
- Utilizing Collabo-Note© to share the idea of lesson plans outside class

- PROs and CONs
Pros of using Collabo-note®

- Getting other group’s idea (34%)
- Sharing discussion Contents in the group (61%)
- Discussion out of the class (15%)
- Students who be absent can know the group’s discussion (57%)

N=44
Cons: Students negative opinion after using Collabo-Note©

• Directly from students:
  – I want to know the access log of group members
  – It is not easy how to use collabo-note, and it takes time to use and access. I think facebook, twitter, or LINE is better for us to sharing idea.
  – I want to use Collabo-Note© from my cell phone
Student’s idea for utilizing collabo-note in school

- [Virtual Group Work, Learning outside Class]
  I want to use collabo-note in group work. Students can share the idea about what they learn in the outside learning.

- [Sharing ideas among Group members, Collaborative Work Virtually online]
  Collabo-note has merit to sharing opinions, so student can share the idea in groups and check their writing reports in English.

- [Asynchronous discussion]
  Students who can not speak very well in groups are able to share opinion by collabo-note.
10 Most Needed Skills for the Future (1 of 2)

• Institute of the Future in California
• From http://www.iftf.org/futureworkskills/
  Or www.challengefuture.org/news/531

• 1. Sense Making: ability to determine the deeper meaning or significance of what is being expressed.
• 2. Social Intelligence: ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions
• 3. Novel & Adaptive Thinking: proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.
• 4. Cross-Cultural Competency: ability to operate in different cultural settings
• 5. Computational Thinking: ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning
10 Most Needed Skills for the Future (2 of 2)

• 6. New Media Literacy: ability to critically assess and develop content that uses new media forms, and to leverage these media to persuasive communication.

• 7. Transdisciplinarity: literacy in and ability to understand concepts across multiple disciplines.

• 8. Design Mindset: ability to represent and develop tasks and work processes for desired outcomes.

• 9. Cognitive Load Management: ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques.

• 10. Virtual Collaborations: ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.
Conclusion

- Clark/Kozma Debate

The Clark-Kozma Debate in the 21st Century

Katrin Becker
Complaints about the role and use of technology in education have been with us since Socrates declared that students should not be taught to write because he believed that writing diminished memory.
Luggage to be delivered.
Means of delivering the luggage


http://howtoseo.link2light.com/images/blog/blog_images/seo_bandwagon.jpg


http://lib.ouj.ac.jp/koshashin/HSD10167.JPG

http://upload.wikimedia.org/wikipedia/commons/b/b7/Wheelbarrow_(PSF).png
Question:

• Is the quality of the contents in the luggage get better or improved depending on the means of delivery?
Learning Contents: Knowledge
Means of Delivery ➔ Instructional Media


http://howtoseo.link2light.com/images/blog/blog_images/seo_bandwagon.jpg

http://upload.wikimedia.org/wikipedia/commons/b/b7/Wheelbarrow_(PSF).png

Instuructional Media
Is the quality of the contents in the luggage get better or improved when media change?
What do you think?

- Clark/Kozma Debate: Individual Learner Level

- Constructivism: team/community level
  Students can learn deeper and better in team! — For Sure!

- We live in the society of co-dependence.
- Team Learning environment enhanced with media may improve the quality of learning.
Thank you!

• Thank you for your attention!
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