



Technology, Production and Inquiry:

Developing Collaborative Learning In-person and Online

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**A multi-year
journey using a
mix of
professional
development
opportunities**

**with some
common beliefs
and educational
values**

**Maintaining a focus on looking at
work-in-progress through:**

**in-person critique
online discussions
personal reflection**

**as a natural part of the learning
process**

**Discussing work-in-progress with a
collaborative group of people
(students, educators, artists,
scholars)
leads to improvement even in the
early stages of learning/trying
something new**

Fostering environments where all participants are learning something new, leaves a sense of mutuality and energizes the learning experience for everyone



THREE EXAMPLES

Introducing music composition
into school programs K-12

Learning to use an effective
multimedia production process
in an educational context

Improving reflective reading
with middle school students

Music

Selection of targeted learning standard

Composer residencies to build curriculum

Development of web-based collaborative
learning

Quantitative studies that correlate to math
learning

Multimedia



Selection of targeted learning standards

One day workshops to learn technology

Residential Institute

Discussion of student work

Building a common assessment rubric



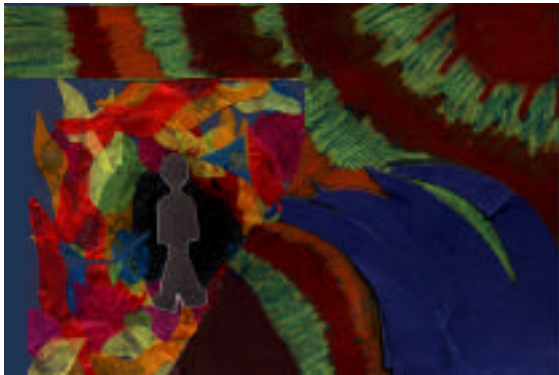
Online Literature Discussion

Selection of targeted standards

Distinct Collaborative Processes

- students discuss literature
- teachers discuss student reading

Collection of data: analysis of online discussions, journals, student reflections, video samples and survey instruments



Common Elements from 3 Examples

Everyone is learning

Collaborative learning activities essential to classroom activities

Learning directly relates to significant classroom/school/district/state goals

Ideas tried and examined through reflection, critique, and action research

Standards-based goals with assessment systems that develop work samples as the system matures

**Enhanced by in-person and online communication,
retreats, presentations to community, and formal
papers**

**Long term sustainability hinged to
administrator/school support and teacher learning
that connects to school goals that show significant
impact on student learning**

If you really want to
create a collaborative
learning community

it has to be
embedded

in **everything** you do

amongst yourselves
as professionals

with your
students

and as a way of
interacting with
the community
at large



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