Proseminar SS11

“Guidelines, Principles and Design Patterns”
Three clusters of design elements

1. Task instruction
2. Teachers’ guidance
3. Environment
1. Task Instruction

- task and type of task
- learning objective
- instructional method
- degree of selfresponsibility
- role-taking by the group members
- task organisation
- group composition
- task structure
1. Task instruction: Example 1

A group of 8 kindergarten kids has to solve a jigsaw puzzle using a table-top. Each kid has 5 pieces.

- Task: solve jigsaw puzzle
- Type: well-defined
- Learning objective: logic
- Instructional method: kooperative
- Group composition: homogen
- Selfresponsibility: task can’t be solved

Roles, organisation and structure:

- All at once → equal roles → no organisation
- One after the other → equal roles → maintain order
- One placing the pieces → 2 roles → assign pieces
1. Task instruction: Example 2

20 students have to discuss the pros and cons of data retention. The students are split into 2 factions.

- Task: prepare and discuss
- Type: ill-defined, open-ended
- Instrucional method: discussion
- Learning objective: knowledge, expressing
- Group composition: partial homogen
- Structure: 2h preparation → discussion
- Roles: 2 groups + Mod → 3 roles
- Organisation: within the group and discussion procedure
- Selfresponsibility: own opinion might lose
2. Teachers’ guidance

• guide task and task-operations
• communicate with students
• art of intervention
• ask questions
• answer questions

Fig.1: Joan Davis: http://projects.coe.uga.edu/epltt/index.php?title=Conceptual_Change
3. Environment

• CSCL System (e.g. Tabletop, Web-PC, …)

• software functionalities

• software usability

• course materials

• students‘ environment

• cultural matrix
Thank you …

Discussion:

Do you think it is usefull to spend that much time creating guidelines for CSCL? Why?