Proseminar SS11

“Collaboration Scripts”
Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion
China - in der Stadt

Tim steht vor einem chinesischen Geschäft, wartet auf Chris. Chris kommt aus dem Laden, mit einem Stadtplan wedelnd.

Chris (faltet den Plan auf)
So, dann schauen wir mal, wie wir zu diesem komischen Yong-Gebirge kommen!

(runzelt die Stirn)
Da lernt man drei Jahre lang chinesisch und versteht nicht ein einziges Zeichen...
Die Karte muss kaputt sein!

Tim kommt näher, schaut auf die Karte, verdreht die Augen. Er nimmt die Karte und dreht sie herum.

Chris
Oh, heil gemacht. O.K. dann mal los!
(studiert die Karte)

Die Kamera zoomt auf die Karte.

Chris
O.K wir müssen da lang...!

Definition

“A Collaboration script is a set of instructions prescribing how students should form groups, how they should interact and collaborate and how they should solve the problem.“ (Dillenbourg, 2002)
Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion
Design

Collaboration scripts support.....

Face-to-face Learning

Computer-mediated Learning
Design

Generally five Components:

a) Target definition
b) Type of activities
c) Sequencing
d) Role distribution
e) Type of representation
a) Target definition

What do we want to achieve?

Central objective of collaboration scripts:

Argumentative Knowledge Construction
b) Type of activities

What do we have to do?

Textured instructions for the workflow:

- summarize
- explain
- query
- find arguments
- .......

c) Sequencing

When do we have to do something?
### d) Role distribution

Who has which function?

<table>
<thead>
<tr>
<th>Scene 1</th>
<th>Person A</th>
<th>Person B</th>
<th>.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene 2</td>
<td>Presenter</td>
<td>Questioner</td>
<td>.....</td>
</tr>
<tr>
<td>.....</td>
<td>.....</td>
<td>.....</td>
<td>.....</td>
</tr>
</tbody>
</table>
e) Type of representation

How do we have to present our results?

- graphically
- orally
- textually
Further possible components

- Timing
- Group composition
- Additional support by a tutor

Within a collaboration scripts, some components can vary!
Classifications

collaboration scripts

- internal
  = “personal script“;
  each person has developed his own knowledge which guides him in handling different scenarios

- external
  -> scripts, which presents new learning conditions to the participants and which is not yet familiar to the learners mind
Classifications

collaboration scripts

- micro
  - psychological perspective;
    “scripting as a goal“;
  - exact descriptions to internalize the procedures

- macro
  - educational perspective;
    “scripting as a method“;
  - sequencing of activities
Classifications

**collaboration scripts**

- **Face-to-face**
  - gain of individual knowledge via motivation and support as key aspect

- **Web-based**
  - rather used to enable and facilitate communication and coordination within the group members
Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion
Example – The MURDER Script

<table>
<thead>
<tr>
<th>Summary</th>
<th>MURDER = Mood, Understanding, Recall, Detection, Elaboration, Review Learning in Pairs from a textbook; Summarizer - Listener; Both read text passage; Summarizer recalls, Listener detects errors; Both repeat textpassage in switched roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Even number of participants</td>
</tr>
<tr>
<td>Activities</td>
<td>Focusing–Reading–Summarizing/Explaining–Monitoring–Elaborating–Reviewing</td>
</tr>
<tr>
<td>Roles</td>
<td>Summarizer and listener</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning material with a small number of text passages</td>
</tr>
<tr>
<td>Groups</td>
<td>Pairs</td>
</tr>
</tbody>
</table>
Example – The MURDER Script

<table>
<thead>
<tr>
<th>The MURDER Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequencing</strong></td>
</tr>
<tr>
<td>a) Participants realise their missions</td>
</tr>
<tr>
<td>b) For each passage of text:</td>
</tr>
<tr>
<td>i) Both read the text for understanding</td>
</tr>
<tr>
<td>ii) Summarizer repeats the read stuff</td>
</tr>
<tr>
<td>iii) Listener looks for errors and gives feedback</td>
</tr>
<tr>
<td>iv) Both repeat the read episode</td>
</tr>
<tr>
<td>v) Change of roles after each passage</td>
</tr>
<tr>
<td>c) Review of complete text</td>
</tr>
</tbody>
</table>
Further collaboration scripts

- Universanté Script
- Argue Graph Script
- Social Script
- Grid Script
- The Magic Book
- .....
Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion
Pros and Cons

- “Deeper learning“
- Argumentation competences
- Learning as shared activity
- New social relations
- Unlimited number of participants
- Sequence-work facilitates orientation
- Additional informations/sources
- Reuse of scripts
- Diversity of scripts

- “Over-Scripting“
- “Can two wrongs make a right?“
- Durability of skilled mechanism
- Generalisation
- Tutor nevertheless important
- Working against natural behaviour
- Distance remains a coordination problem
Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion
Discussion – Do you think that collaboration scripts ensure a successful learning process?
Thanks for your attention!


**Sources**


Sources


[9] C. Wecker, F. Fischer (?): Preparing Relapses Into Novice Strategies During The Fading of Instructional Scripts: The Role Of Distributed Control


Figure Sources


Figure Sources
