



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 kindergarden 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 pro and cons of data retention.
The students are split in 2 factions.

- Task: prepare and discuss
- Type: ill-defined, open-ended
- Instructional 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

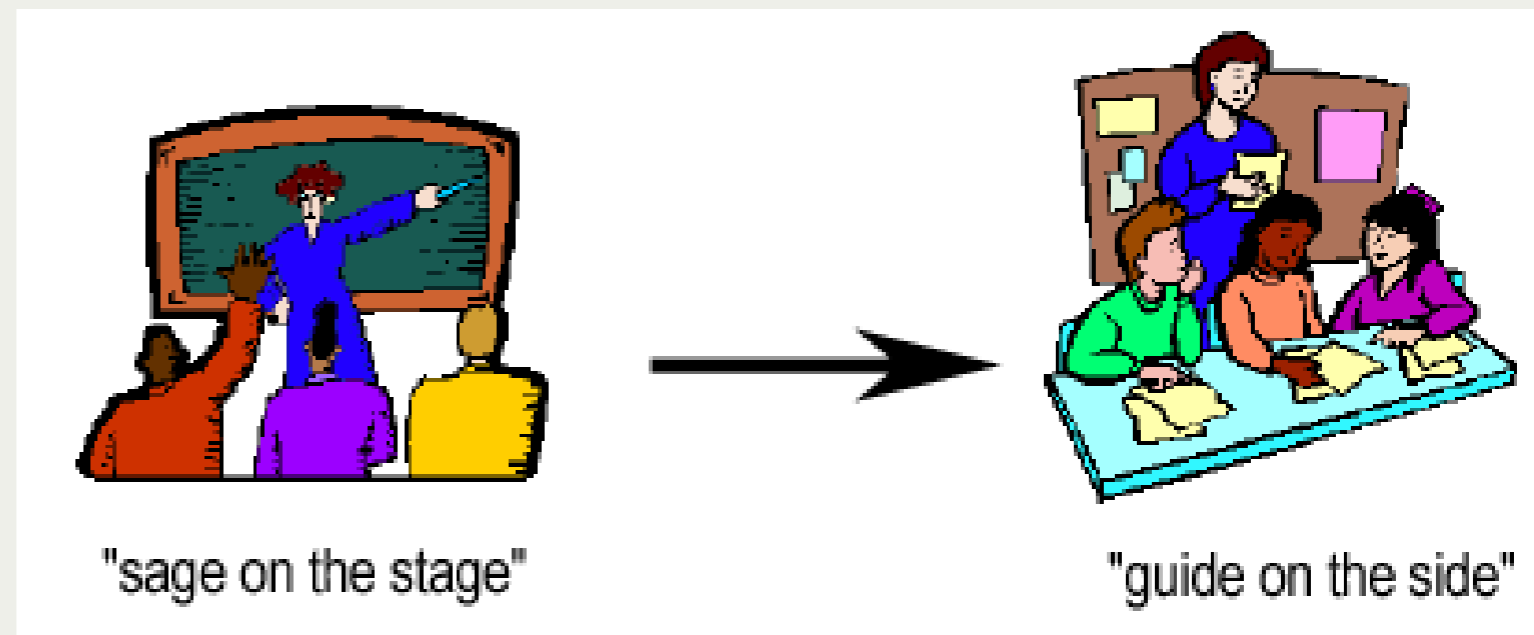


Fig.1: Joan Davis: http://projects.coe.uga.edu/epltt/index.php?title=Conceptual_Change



3. Environment

- CSCCL System (e.g. Tabletop, Web-PC, ...)
- software functionalities
- software usability
- course materials
- students' environment
- cultural matrix



Thank you ...

Discussion:

Do you think it is useful to spend that much time creating guidelines for CSCCL? Why?