

# DESIGN OF A COMPUTER-SUPPORTED COLLABORATIVE LEARNING APPROACH TO PROMOTE POSITIVE INTERDEPENDENCE IN A GROUP ASSIGNMENT



Javier Martinez

“If we had a group discussion the class was the perfect environment because at the class you were able to know what the other groups were doing, are you also at the right direction?, and the lecturers were able to pop in and see if you were working well. So the classroom was the perfect place for group discussion.”

[no outside enemy = inter-group collaboration]

“My goal was, regardless of whether we have to finish the assignment; I had to understand all the aspects of the assignment. For instance if it was about spatial analysis and even if I am not the one doing the spatial analysis I have just to do it and get to know how has this person done the spatial analysis.”

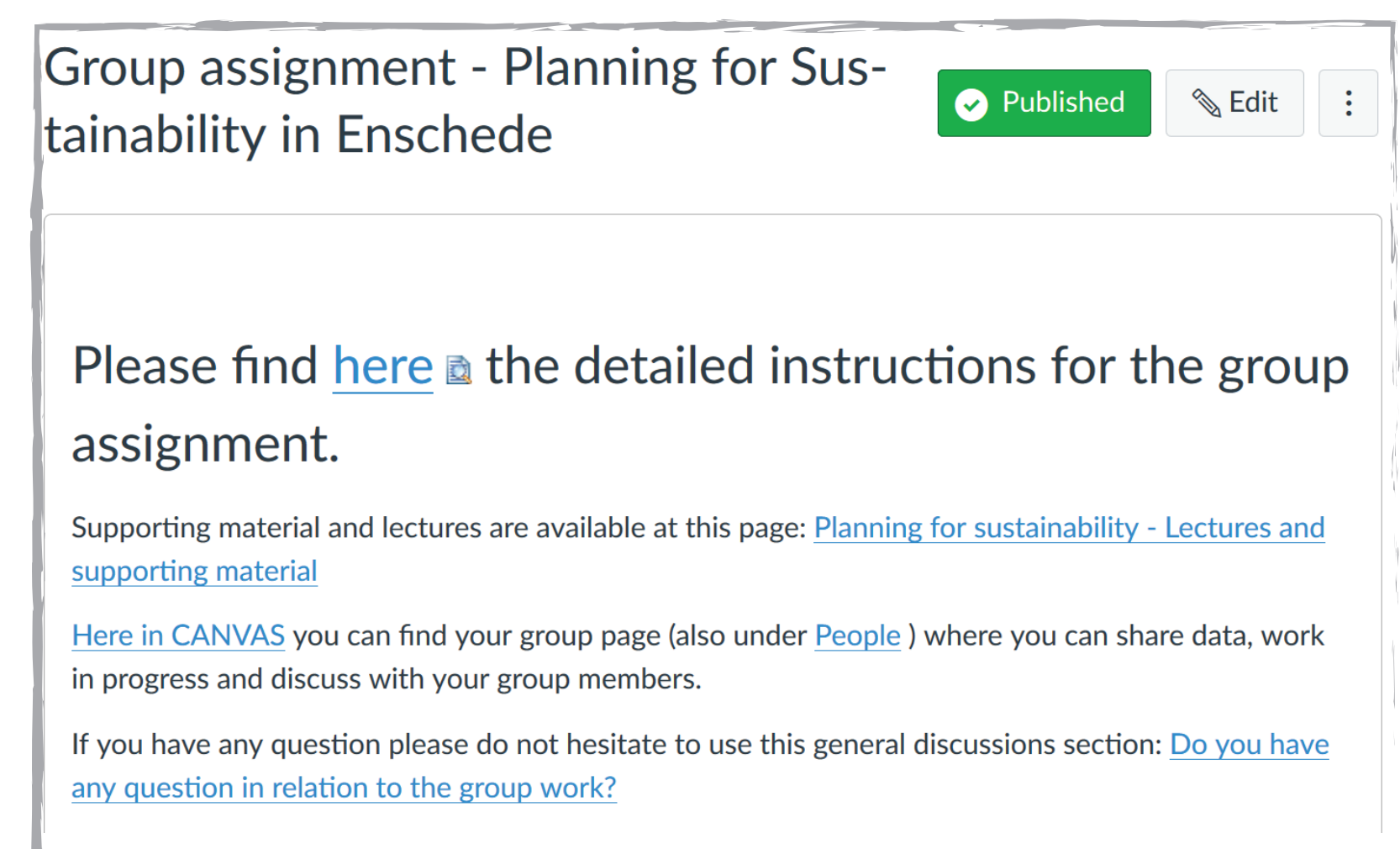
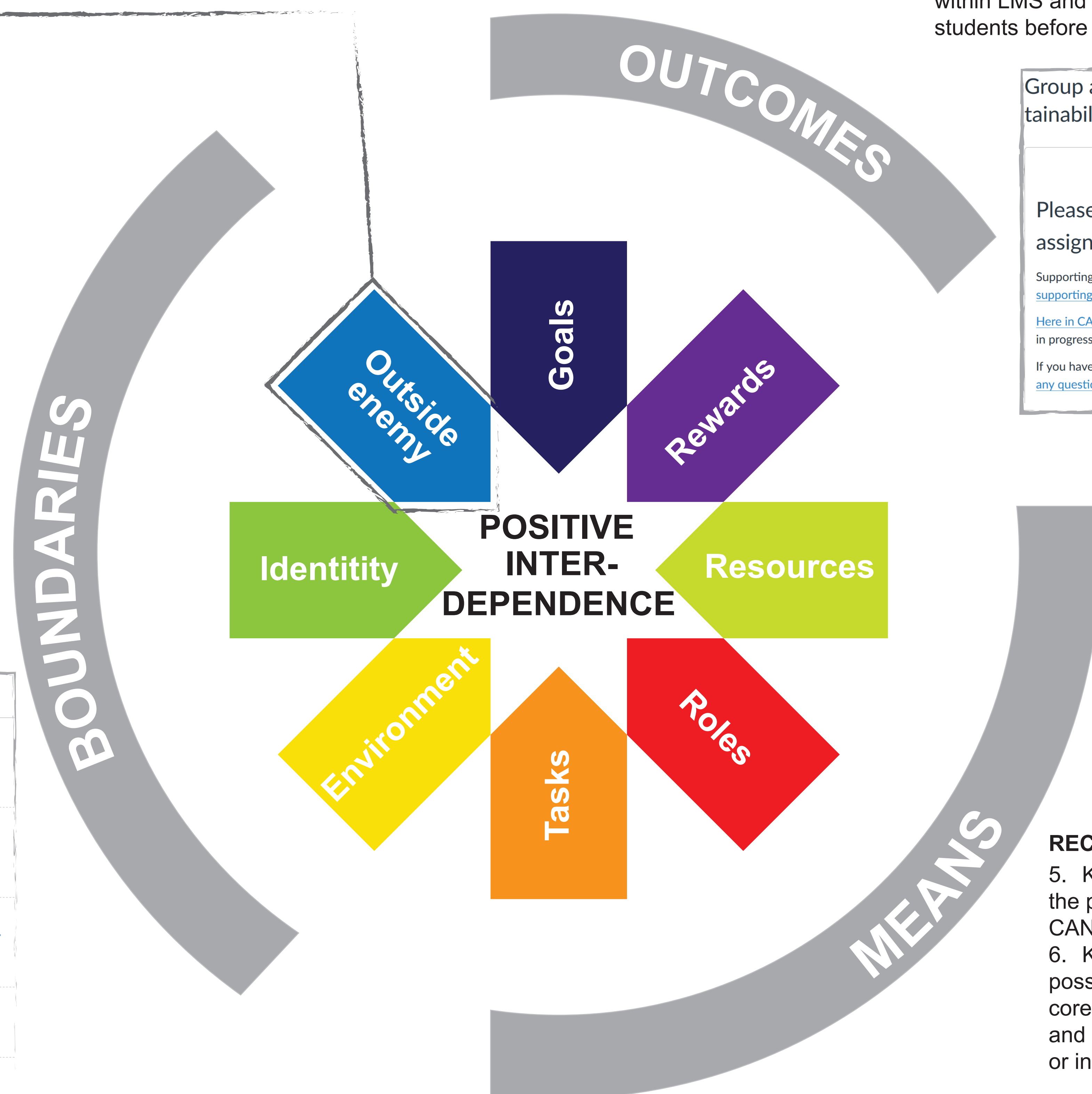
## RECOMENDATIONS

1. Add clear learning objective to the group work.
2. Make more explicit why group work is relevant for the assignment.
3. Improve instructions and discuss with students face to face if they have difficulties interpreting the assignment.
4. Reconsider the use of WebPA to peer assess participation, preferably within LMS and in consultation with students before starting the group work.

## RECOMENDATIONS

7. Keep the classroom as the place where students can work in group, physically interact with group members, across groups and staff.
8. Invite students to choose a name for the group as it stimulates positive identity interdependence.

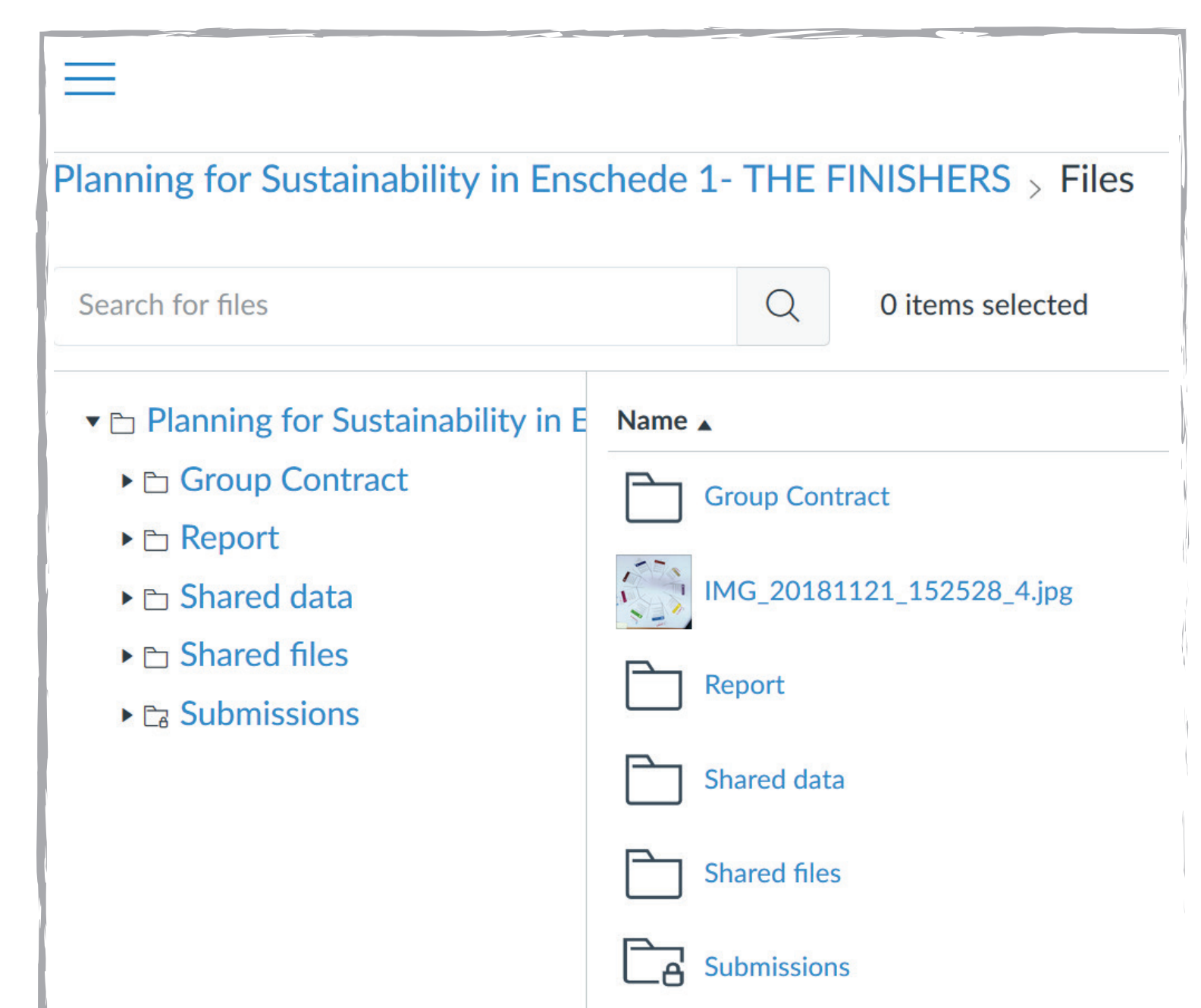
| Groups (5)   |
|--|
| ▶ Planning for Sustainability in Enschede 1- THE FINISHERS         |
| ▶ Planning for Sustainability in Enschede 2- BIZCK-T               |
| ▶ Planning for Sustainability in Enschede 3- THE ENTREPRENEURS ... |
| ▶ Planning for Sustainability in Enschede 4- FANTASTIC FOUR        |
| ▶ Planning for Sustainability in Enschede 5- THE DREAMERS          |



“ [put] different strengths together to succeed.”

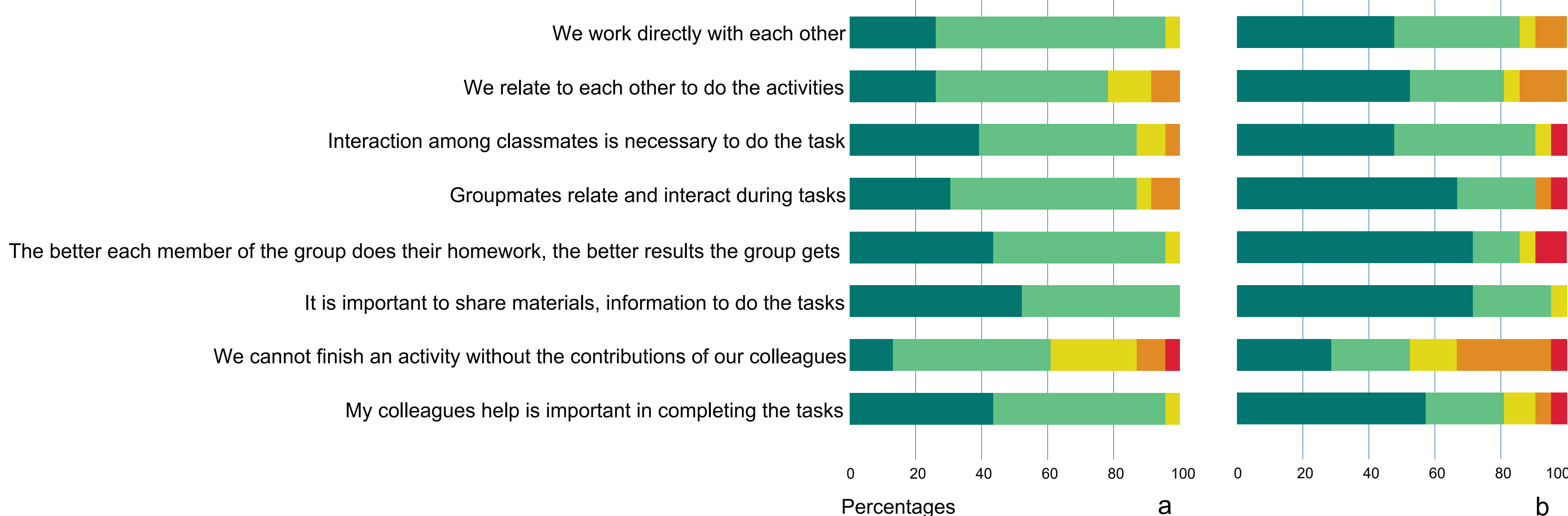
## RECOMENDATIONS

5. Keep in LMS group pages as students valued the possibility of storing and sharing data within CANVAS.
6. Keep group dynamics workshops and evaluate possibility of introducing social skills as part of the core training in the MSc Geo-information Science and Earth Observation (e.g. during academic skills or internationalization).



The quantitative analysis shows a slight improvement in the perception of positive interdependence after the group work. The mode and mean in positive interdependence increased from 4 to 5 although the standard deviation and strongly disagreement responses increased.

in class...



Promotive interaction and positive interdependence responses a- before group work, b- after groupwork