Proposal Title

Collaborative Active Learning Method (CALM): A Case Study of USIU Post Graduate Course

Presenters

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Proposal Abstract

According to Cooperstein and Kocevar-Weidinger (2003), constructivist learning moves from experience to knowledge. Prince (2003) differentiates traditional learning with four common forms of effective learning and several studies have focused on active learning (Paulson and Foust, 1998; Mascarenhas, 1991; Aison, 2010; and Carlson and Winquist; 2011); and effective learning approaches (FAO, 1991; Defoer, 2009; Shen, Wu, Achhpiliya, Bieber and Hiltz, 2004).

This presentation assess effectiveness of collaborative active learning method under development for a research methods course premised on three key activities; assessment of effectiveness of cooperative learning; review of incremental learning; and evaluation of participatory learning experiences by collecting feedback from participating students. The analysis will constitute both simple descriptive research design and qualitative assessment.

Student’s group research project is the basis for learning concepts. Students assess extent to which the university is achieving its learning outcomes by collecting data from first year experience and capstone classes through triangulation of both quantitative and qualitative methods. Their research design approaches and rationale become the basis for class discussion of various research methods and presentation at end of semester. Presentation to involve discussion of similar methods by participants.

Session Format

presentation

Location

Room 115

Publication Type and Release Option

Presentation (Open Access)

Recommended Citation
