41-319 Seminar: Critical Examination of Examples of Educational Research on cooperative and collaborative Learning

Instructor:	Maya Persico
Registration group:	EW SEM FM/PP
Intended for:	B. Ed. Lehramt an Grundschulen (Undergraduate Studies in Teacher Training for Elementary Schools, Grades 1-4) B. Ed. Lehramt für Sonderpädagogik mit Profilbildung Grundschule (Undergraduate Studies in Teacher Training for Special Education in Elementary Schools, Grades 1-4)
Duration:	Summer semester 2025
Hours per week:	2
Number of sessions:	13
Credit points:	3
Language:	German

Content:

Evidence-based practice is an important foundation for professional teaching. It is therefore important that teachers not only are familiar with research findings, but also are able to critically assess their quality and significance. In this seminar, empirical research papers related to school and teaching will be read and discussed. In addition, students will reflect on the extent to which the findings of these studies are relevant to their future professional practice.

Learning objectives:

Students will ...

- acquire knowledge and a deeper understanding of the characteristics of good researach
- develop the ability to read and understand quantitative-empirical pedagogical-psychological and educational studies
- reflect on the findings for their own future professional practice
- develop an understanding of the differences and advantages of cooperative and collaborative Learning

This not only enables students to acquire important skills for reading current research findings later on in their careers, but also for their own qualification work as part of their further studies.

Procedure:

Students independently select empirical studies on the topic of ‘Cooperative/Collaborative Learning in primary/elementary school’, which are read, discussed and evaluated in terms of their significance in the course. In addition, the findings from the studies are jointly reflected upon in relation to the students’ future professional practice. Within the overarching topic, the studies may be chosen according to individual practical interests (e.g. subject-specific, school type-dependent, etc.).

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At the beginning, there is an introduction with input on scientific reading and text work, the characteristics of good research, the assessment of the significance of studies and practice-oriented reflection.

How does that look like?

The students form groups. Each group searches peer-reviewed journals (see Sessions 1 & 2) for an empirical study on the main topic of cooperative and collaborative Learning, with a specific focus on primary school. The criteria of good scientific practice and the evaluation of empirical studies serve as the basis for the selection. The students develop a concept for a session of 75 to 80 min. (including a 5-minute break) in which they creatively engage their fellow students in discussing certain aspects of the study and reflecting on its findings. This session is not a mere presentation of the study, but rather serves to deepen understanding. The group therefore presents the concept to the instructor during an office hour no later than (!) one week before the session (earlier is welcome) and sends the study to the instructor as a PDF so that it can be made available to all students via Moodle in time (one week before the session). At the end of the session, the moderation group will have the opportunity to obtain specific feedback from the students (10-15 min). The lecturer supplements this feedback only with feedback on the students' participation and their feedback practice. In addition, written, ungraded feedback will be sent to the moderation group by the lecturer. If desired, there will be an additional verbal debriefing after the moderation has been carried out.

All students read the studies uploaded each week thoroughly and attentively. The SQ3R method (see Literature) is recommended for this purpose. Afterwards, they complete a weekly portfolio task, in which they are asked to formulate 3–5 questions about the text as well as a take-home message in just one sentence. The weekly portfolio submission is part of the examination. These must always be submitted two days before the next session.

In addition, after approximately half of the seminar sessions as well as shortly before the end of the seminar, written reflection assignments are uploaded to Moodle. These cannot be submitted ahead of schedule. Before the final seminar session, students also complete the online evaluation of the seminar.

Materials & Literature:

The given materials were in German as well as some of the literature.

Syllabus

#	Title	Content	Literature & Materials
1	**Videos & self-study time instead of online teaching**	1. Task 1: Expectations for this seminar – after watching the videos 2. Task 2: Create a brief profile for the categories of sports, music, art, and what makes you special, with two truths and one lie for each category 3. Task 3: Read the text on the specified pages 4. Portfolio on the text with 3-5 questions about the text and a take-home message in just one sentence 5. Optional: Anonymous survey on digital tool use for the task	Self-produced PowerPoint screen recordings: Video 1: Organization und schedule of the seminar Video 2: Introducing myself Video 3: Why you should engage in research Rost, D. H. (2022). Die Beurteilung empirischer Studien. In *Interpretation und Bewertung pädagogisch-psychologischer Studien: Eine Einführung* (4th ed., pp. 20-42, 365-375). utb. https://katalogplus.sub.uni-hamburg.de/vufind/Record/1756000204

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2	**TikToks for evaluating empirical studies**	1. Getting to know each other 2. Introduction into the day's schedule 3. Plan for today 4. Surprise (TikTok recording) 5. File upload for feedback, with note on publication options 6. 5-minute break 7. Group assignment for approx. 10 moderations 8. Questions about organizational matters	2_PP_Kennenlernen_TikTok.pptx
3	**Meta recipe for good collaboration**	1. Warm up (games) 2. Development of a meta-recipe 3. Presentation of ideas 4. 5-minute break 5. Peer feedback on process – Part 1 6. Peer feedback – exchange of experiences Part 2 7. Plenary reflection 8. Check-Out	3_PP_Meta-Rezept für Kollaboration.pptx OER_Kollaborationsskript.pdf OER_Rollen_Gruppenarbeit_verändertMP.pdf Definition Kollaborationsskript.pdf Website link to Using Roles in Group Work https://ctl.wustl.edu/resources/using-roles-in-group-work/
4	**Social Robots in primary schools** (1. Moderation)	• Warm Up – Game in chair cicle (10 min) • Group work (15-20 min, 4-5 people • Discussion of group task (5-10 min) • 5 minute break • Opinion poll about 10 statements (20 min) • Video (5 min) • Discussion: Why is this study relevant to us as future teachers? Can you imagine working with social robots in primary schools? (10 min) • Feedback	Woo, H., LeTendre, G. K., Pham-Shouse, T., & Xiong, Y. (2021). The use of social robots in classrooms: A review of field-based studies. *Educational Research Review*, *33*, 100388. https://doi.org/10.1016/j.edurev.2021.100388 4_PP_Soziale Roboter in der Grundschule.pptx Youtube-Video „Teaching autistic children with robots" by FastCompany, 3:59 min: https://www.youtube.com/watch?v=2Ko8O-4sINw (in English)
5	**Four-day school week** (2. Moderation)	1. Introduction (15-20 min) - Mood barometer picture with Inside Out characters - German Game 1, 2 or 3 2. Main session (30-40 min) - Group work with role cards - Fishbowl-Discussion 3. Conclusion (20-25 min) - Joint reflection - Feedback	Thompson, P. N., Tomayko, E. J., Gunter, K. B., Schuna, J., & McClelland, M. (2023). Impacts of the four-day school week on early elementary achievement. *Early Childhood Research Quarterly*, *63*, 264–277. https://doi.org/10.1016/j.ecresq.2022.12.009 5_PP_Vier-Tage-Schulwoche.pdf
6	**Tablet-based learning support** (3. Moderation) **Interim course reflection**	1. Mentimeter-Poll 2. Ball bearing (*Kugellager*) method 3. Group division with role cards 4. 5-minute break 5. Energizer: Evolution mit Schere Stein Papier 6. School conference: Should tablets be purchased and used for cooperative group work at our school? 7. Checking for personal resistance 8. Conclusion and Feedback	Ade, L., & Pohlmann-Rother, S. (2022). Der Blick der Kinder – Lernunterstützung beim kooperativen Arbeiten mit Tablets. In E. Gläser, J. Poschmann, P. Büker, & S. Miller (Hrsg.), *Reflexion und Reflexivität im Kontext Grundschule: Perspektiven für Forschung, Lehrer:innenbildung und Praxis*. Verlag Julius Klinkhardt. https://doi.org/10.35468/5965-19 6_PP_Lernunterstützung_durch_Tablets.pdf

7	**Rescheduling due to moderators' illness**	• Arrival accompanied by relaxing music and emotional assessment
		• Explanation of the rescheduling due to moderators' illness with the opening up of various possibilities for the session
		  • Digression on SRL and OER
		  • Permission to dive into the AI Teddy's rabbit hole
		  • Time and space for concerns and myths about the teacher's profession
			7_PP_SRL_und_OER.pptx
			Link to MyMilo for die rabbit hole: https://www.mymilo.de/
			TaskCards for concerns and myths: https://www.taskcards.de/#/board/02c532c2-b372-49f7-bd4f-d3091e43cbdf/view?token=e3844b42-9a8d-47a2-99f6-f49d30bee63b

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		• Digression on *Kreidestaub e.V.* (student initiative, association)	Kreidestaub Website: https://www.kreidestaub.net/
8	**Cooperative Games in primary schools to promote class cohesion** (4. Moderation)	1. Introduction of Moderators 2. Mentimeter poll with connection of the low results with reason for today's course concept 3. Joint view on criteria to assess games, presentation and how-to explanation 4. Splitting groups into inside and outsinde games 5. Playing and assessing cooperative games 6. 5-minute break 7. Switch of inside/outside groups 8. Playing and assessing cooperative games 9.	Eriksson, M., Kenward, B., Poom, L., & Stenberg, G. (2021). The behavioral effects of cooperative and competitive board games in preschoolers. *Scandinavian Journal of Psychology*, *62*(3), 355–364. https://doi.org/10.1111/sjop.12708 Mentimeter Instuctions for various cooperative board games (folder with 18 instructions, mostly in German, sometimes multiple languages) Kooperative Draußen-Spiele für die Grundschule.pdf Kooperative Gesellschaftsspiele für die Grundschule.pdf Checkliste_Kriterien zur Beurteilung von Spielen.pdf
9	**Gender homophily in primary schools** (5. Moderation)	**Aim of lesson:** Open discussion format on emotionally charged topics for reflection for later professional practice **Procedure**: 1. Explanation of the discussion format '13 Theses' by zdf 2. Group formation using memory cards 3. 13 Theses discussion format, part 1 4. Thought trigger via breaking news video 5. Voices of the people' trigger 6. 5-minute break 7. 13 Theses discussion format, part 2 8. Final reflection 9. Key questions for us teachers	Stehlé, J., Charbonnier, F., Picard, T., Cattuto, C., & Barrat, A. (2013). Gender homophily from spatial behavior in a primary school: A sociometric study. *Social Networks*, *35*(4), 604–613. https://doi.org/10.1016/j.socnet.2013.08.003 9_PP_GenderHomophily.pdf Konzept Entwurf.docx Hilfskärtchen.docx Youtube-Video „Zukunftsforscherin will Klassen getrennt nach Geschlechtern unterrichten | Viertel nach Acht" von Bild, 9:21 min: https://www.youtube.com/watch?v=qLNc0BT9CmY&t=355s
10	**Outdoor learning and friendships while learning** (6. Moderation)	**Lesson's aim:** We compare the two learning environments in terms of social interactions, reflecting on our own observations as well as the implementation and significance of the underlying study. **Procedure** 1. Mentimeter poll 2. Social integration/involvement criteria 3. Phase 1: Group work with problem solving-work sheet (Mental Math) 4. 5-minute break 5. Phase 2: change of learning environment 6. Ball bearings (*Kugellager*) 7. Plenary evaluation	Ellinger, J., Mess, F., Bachner, J., Von Au, J., & Mall, C. (2023). Changes in social interaction, social relatedness, and friendships in Education Outside the Classroom: A social network analysis. *Frontiers in Psychology*, *14*, 1031693. https://doi.org/10.3389/fpsyg.2023.1031693 10_PP_Freundschaften_beim_Lernen.pdf AB_Mental_Math.pdf Hagenauer, G., & Raufelder, D. (Hrsg.). (2021). *Soziale Eingebundenheit: Sozialbeziehungen im Fokus von Schule und Lehrer*innenbildung. Waxmann. Münster; New York, (z.B. S. 49, 320, 329, 335, etc.)
11	**Parental influence on learners' motivation** (7. Moderation)	**procedure** 1. Mood barometer pictures 2. Ball bearings (*Kugellager*) 3. My child, your child 4. 5-minute break 5. Plenary session (beer mat method for evaluating methods for supporting pupils) 6. Mood barometer pictues at the end	Yau, P. S., Cho, Y., Shane, J., Kay, J., & Heckhausen, J. (2022). Parenting and Adolescents' Academic Achievement: The Mediating Role of Goal Engagement and Disengagement. *Journal of Child and Family Studies*, *31*(4), 897–909. https://doi.org/10.1007/s10826-021-02007-0

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			11_PP_Elternlicher Einfluss-Motivation_Unterstützungsmöglichkeiten.pptx 11_PP_Elternlicher Einfluss-Motivation_Unterstützungsmöglichkeiten.pdf Ablauf der Sitzung_Eltern in Schule.docx
12	**ChatGPT as support tool for teachers** (8. Moderation) **Course evaluation & concluding course reflection**	1. Mood barometer 2. Thematic groups (25 min) 3. 5-minute break 4. Debating groups 5. Discussion 6. Mood barometer repetition 7. Input about sustainability and ChatGPT	Hein, L., Högemann, M., Illgen, K.-M., Stattkus, D., Kochon, E., Reibold, M.-G., Eckle, J., Seiwert, L., Beinke, J. H., Knopf, J., & Thomas, O. (2024). ChatGPT als Unterstützung von Lehrkräften – Einordnung, Analyse und Anwendungsbeispiele. *HMD Praxis der Wirtschaftsinformatik*, *61*(2), 449–470. https://doi.org/10.1365/s40702-024-01052-9 Anwendungsbeispiele.pdf (Zusatzmaterial, keine verpflichtende Lektüre)
13	**Final session with discussion of the seminar evaluation & reflection on the seminar**	1. Check-In (5-7 min) 2. Discussion of the evaluation results and final reflections (30-35 min) 3. 5 min break 4. Suggestions for improving the course (15 min) 5. Find the lies in the profiles and keep a tally of where you think you see the lies (20 min) 6. Presentation of the truths and conclusion (10-15 min)	13_PP_Abschlussreflexion.pptx SoSe_25-Seminar_zum_kooperativen_und_kollaborativen_Lernen_Seminarevaluation.pdf ZZIMM-Tabelle_Abschlusssitzung.docx Ausgedruckte Steckbriefe der ersten Sitzung Evaluationsergebnisse der Umfrage.pdf

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