



Proseminar SS11

“Collaboration Scripts”



Agenda

1. Definition

2. General design and classification

3. Example script

4. Pros & Cons

5. Discussion



13 China - in der Stadt

AUSSEN - TAG

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...!

Kamera fährt über die Straßen der Straßenkarte wie ein Auto
durch die Straßen. Zwischendurch im Hintergrund
schemenhafte Bilder aus einer chinesischen Stadt.
An einem Wald endet die Kamerafahrt.

[a]



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)



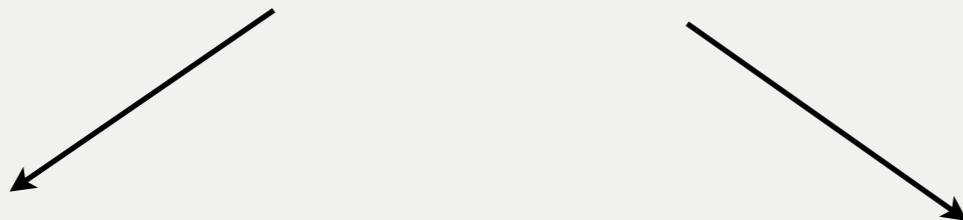
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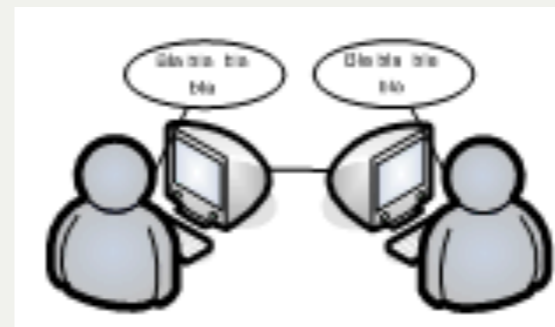


Design

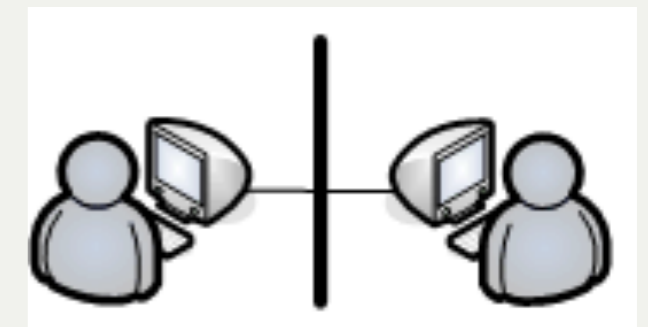
Collaboration scripts support.....



Face-to-face Learning



Computer-mediated Learning



[b]

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 ?



[c]

Central objective of
collaboration scripts:

Argumentative Knowledge Construction

b) Type of activities

What do we have to do?



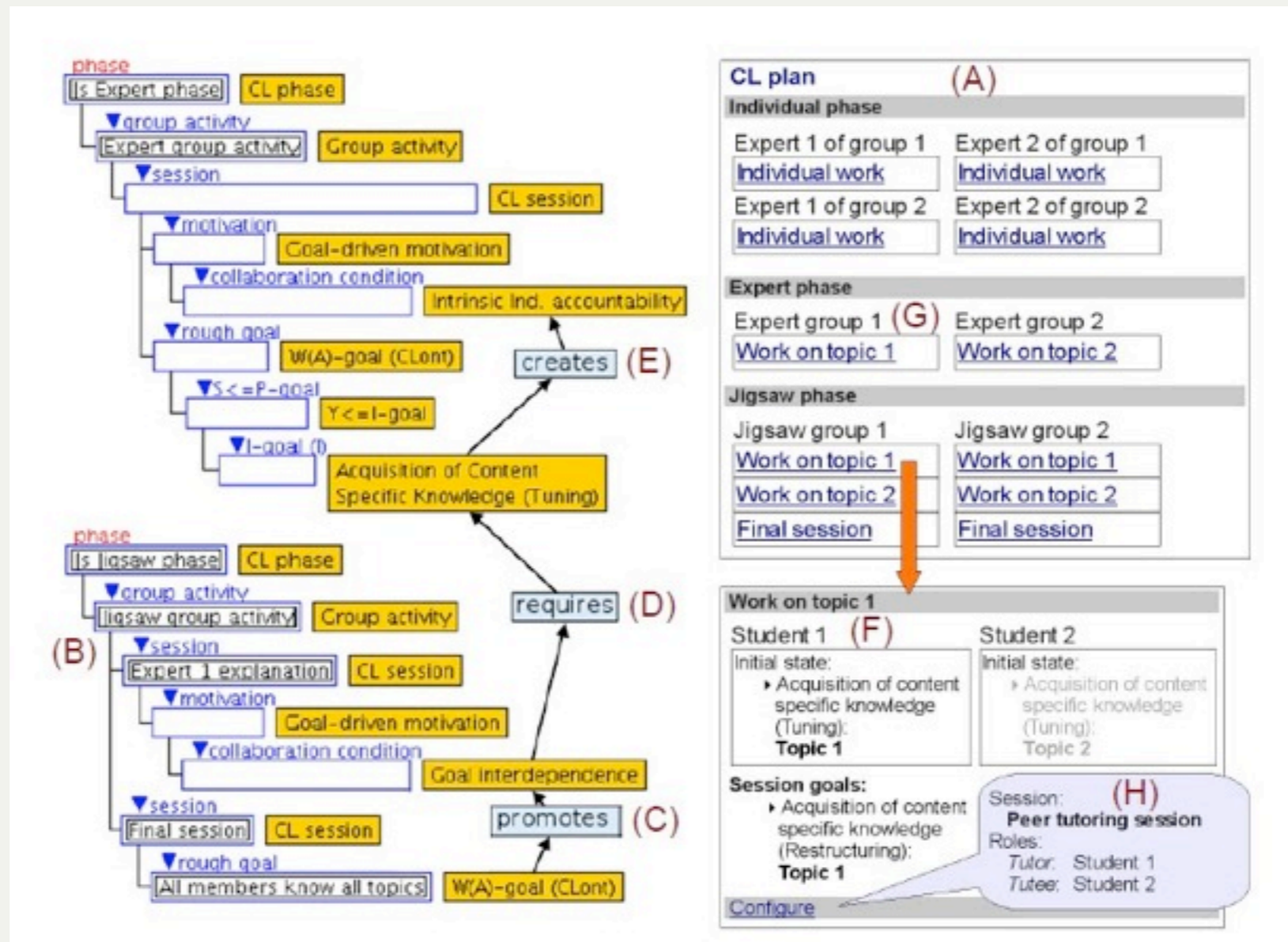
Textured instructions for the workflow:

- summarize
- explain
- query
- find arguments
-



c) Sequencing

When do we have to do something?



[d]

d) Role distribution

Who has which function ?

	Person A	Person B
Scene 1	Reader	Listener
Scene 2	Presenter	Questioner
.....



e) Type of representation

How do we have to present our results ?



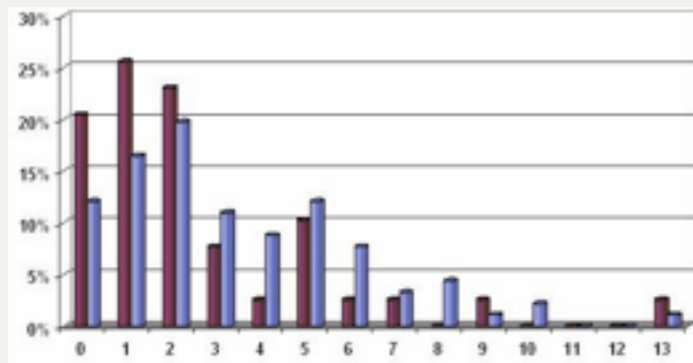
graphically



orally



textually



[e]



[f]



[g]

Further possible components

- Timing
- Group composition
- Additional support by a tutor

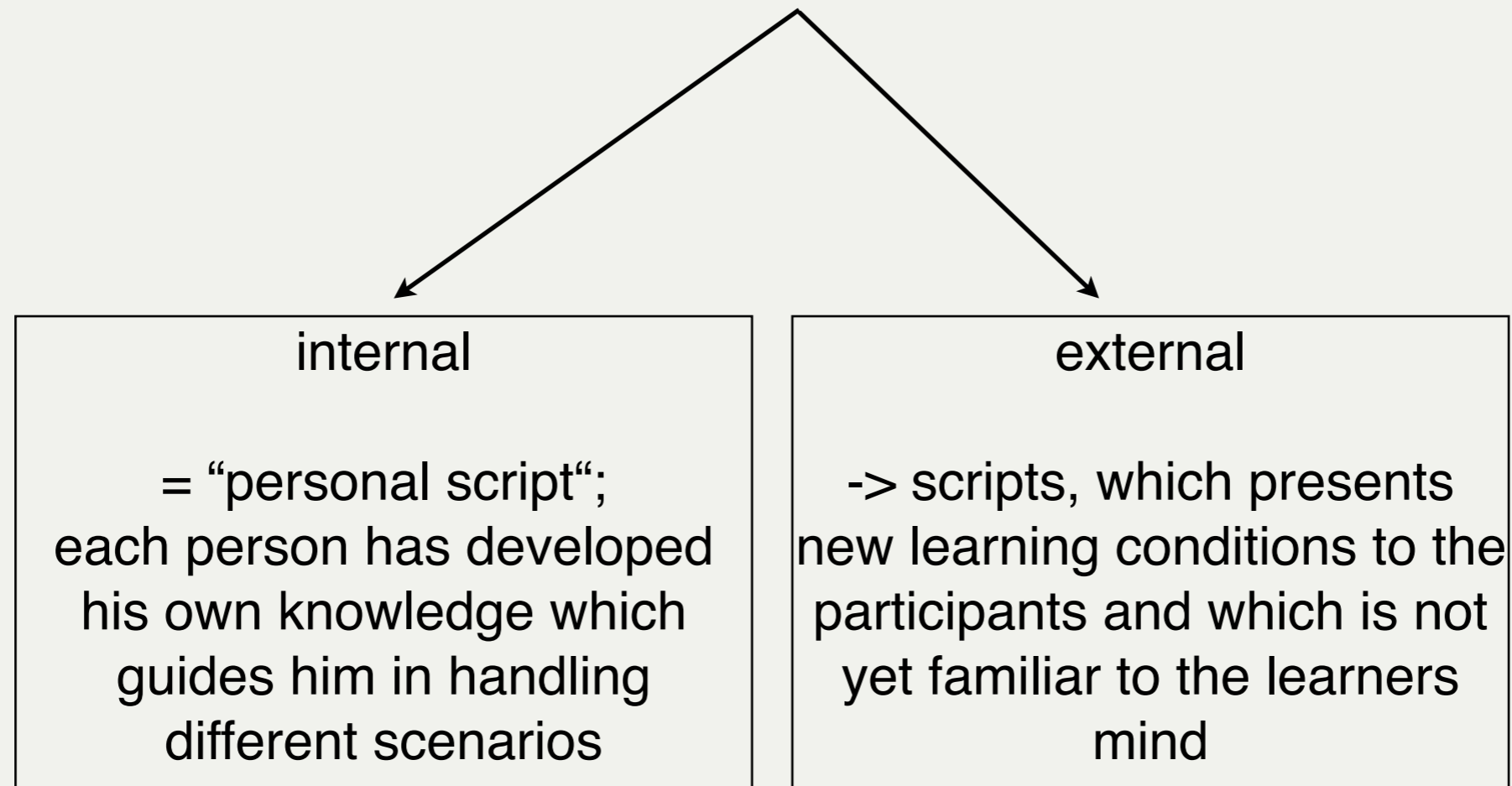


[h]

Within a collaboration scripts, some components can vary!

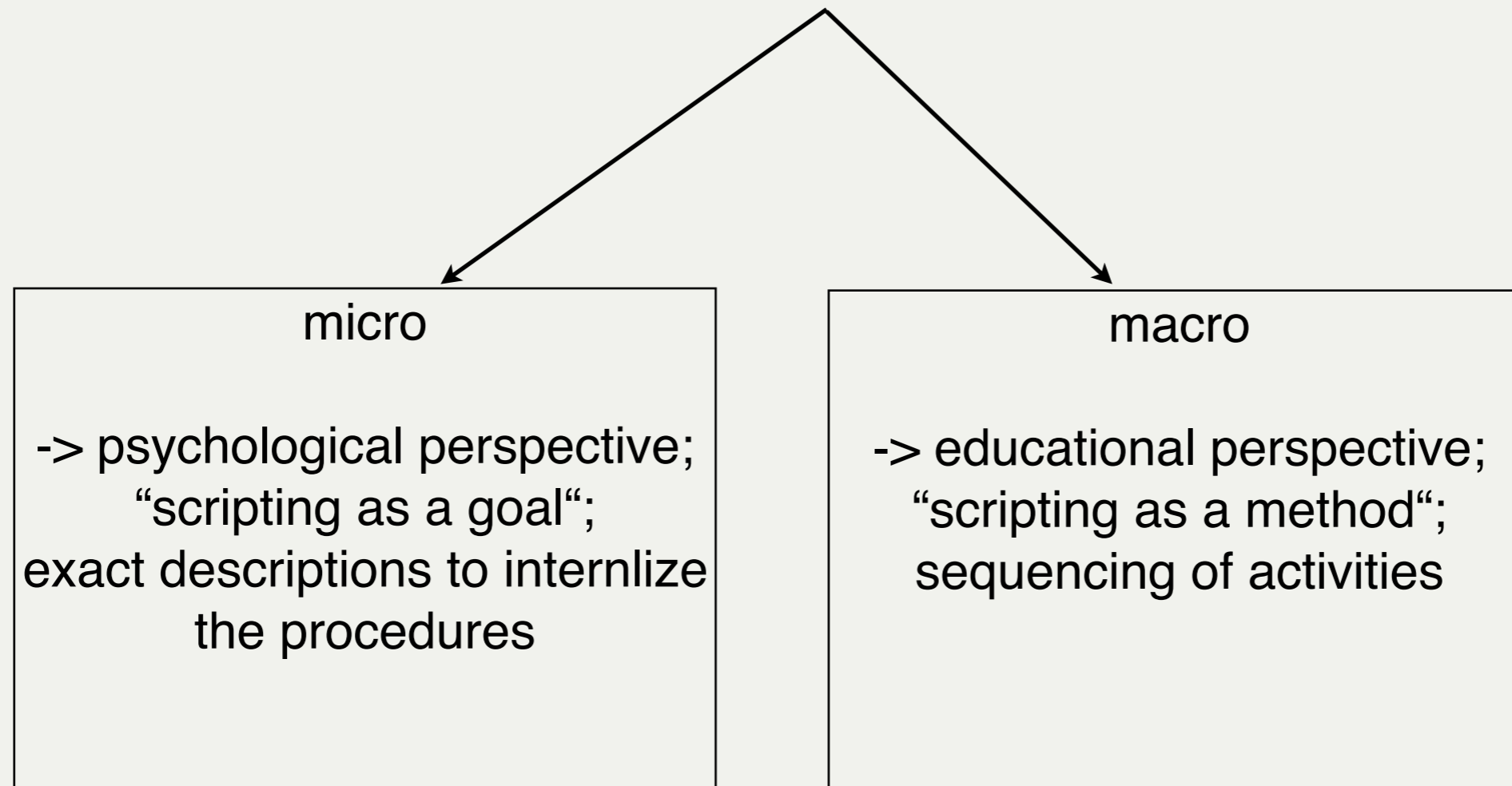
Classifications

collaboration scripts



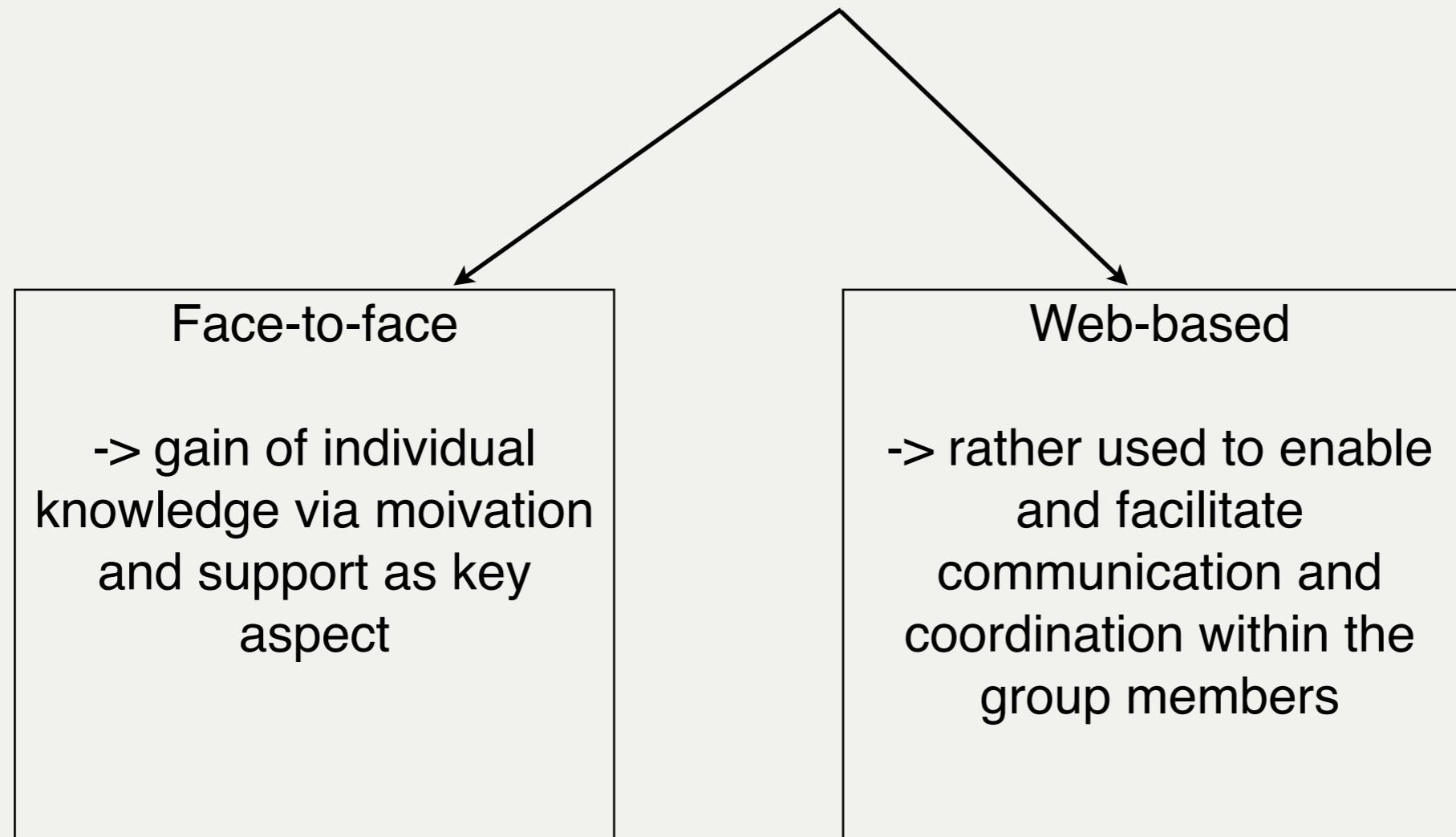
Classifications

collaboration scripts



Classifications

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Example– The MURDER Script

	The MURDER Script
Summary	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
Participants	Even number of participants
Activities	Focusing–Reading–Summarizing/Explaining–Monitoring– Elaborating–Reviewing
Roles	Summarizer and listener
Ressources	Learning material with a small number of text passages
Groups	Pairs

Example– The MURDER Script

	The MURDER Script
Sequencing	<ul style="list-style-type: none">a) Participants realise their missionsb) For each passage of text:<ul style="list-style-type: none">i) Both read the text for understandingii) Summarizer repeats the read stuffiii) Listener looks for errors and gives feedbackiv) Both repeat the read episodev) Change of roles after each passagec) Review of complete text



Further collaboration scripts

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



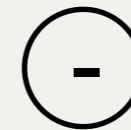
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Pros and Cons



- “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



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Discussion – Do you think that collaboration scripts ensure a successful learning process ?



[i]



Thanks for your attention !

Sources

- [1] I. Kollar, F. Fischer, F. Hesse (2006): Collaboration Scripts - A Conceptual Analysis
- [2] P. Dillenbourg (2002): Over-scripting CSCL: The risks of blending collaborative learning with instructional design
- [3] L. Kobbe, A. Weinberger, P. Dillenbourg, A. Harrer, R. Härmäläinen, P. Häkkinen, F. Fischer (2007): Specifying computer supported collaboration scripts
- [4] K. Stegmann, A. Weinberger, F. Fischer, H. Mandl (2004): Scripting Argumentative Knowledge Construction In Computer-Supported Learning Environments
- [5] I. Kollar, F. Fischer, J. Slotta (2005): Internal And External Collaboration Scripts In Web-based Science Learning at Schools
- [6] D. Tsovaltzi, B. McLaren, N. Rummel, O. Scheuer, A. Harrer, N. Pinkwart, I. Braun (2008): Using Adaptive Collaboration Script To Promote Conceptual Chemistry Learning

Sources

- [7] S. Trahasch (2004): From Peer Assessment Towards Collaborative Learning
- [8] P. Jermann, P. Dillenbourg (2002): Elaborating New Arguments Through A CSCL Script
- [9] C. Wecker, F. Fischer (?): Preventing Relapses Into Novice Strategies During The Fading of Instructional Scripts: The Role Of Distributed Control
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- [11] F. Fischer, I. Kollar, H. Mandl, J. Haake (2007): Scripting Computer-Supported Collaborative Learning - Cognitive, Computational And Educational Perspectives

Figure Sources

[a] Scenario: <http://www.taiwudao.de/img/Drehbuchauszug2.jpg>, 19.06.2011

[b] Working environment: http://extranet.lead2learning.org/assets/leadextranet/archive/wp5/discussions_situations%20for%20support_vs3.gif, 19.06.2011

[c] Target: <http://www.blogcdn.com/www.tuaw.com/media/2010/10/target-logo-2.jpg>, 19.06.2011

[d] Time: <http://knol.google.com/k/-/-/2acc3vv205fgz/45ytos/untitled-3.jpg>, 19.06.2011

[e] Graphic: http://www.lgl.bayern.de/lebensmittel/rueckstaende/pic/trauben2004/grafik3_trauben_mehrfach_2004.jpg, 19.06.2009

[f] Speaker: http://www.laufendhelfen.de/bilder/lh_de/das_sagen_andere/sprecher.jpg, 19.06.2011

[g] Text: <http://www.unselfishblowout.com/KillerText/images/fonts.gif>, 19.06.2011



Figure Sources

[h] Attention: http://images.sodahead.com/polls/001112683/attention_xlarge.jpeg, 19.06.2011

[i] Discussion: <http://img835.imageshack.us/img835/3025/discussionbig.jpg>, 19.06.2011