

## Collaborative Learning Techniques (CoLTs) Quick Reference

*Source: Collaborative Learning Techniques by Barkley, Major and Cross (Jossey-Bass, 2014)*

<i>This CoLT</i>	<i>is a technique in which students...</i>	<i>It is particularly useful for...</i>
1 Think-Pair-Share	think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class.	preparing students to participate more fully and effectively in whole class discussions.
2 Round Robin	generate ideas and speak moving from one student to the next.	structuring brainstorming sessions and ensuring that all students participate.
3 Buzz Groups	discuss course-related questions informally in small groups of peers.	generating lots of ideas quickly to prepare for and improve whole class discussions.
4 Talking Chips	participate in discussion; surrender token each time they speak.	ensuring equitable participation.
5 3-Step Interview	interview each other and report what they learn to another pair.	helping students network and improve communication skills.
6 Critical Debates	assume/argue the side of an issue opposite of their personal views.	developing critical thinking & encouraging students to challenge their assumptions.
7 Note-Taking Pairs	pool information from their individual notes to create an improved, partner version.	helping students acquire missing information and correct inaccuracies in their notes and learn to become better note takers.
8 Learning Cell	quiz each other using questions they have developed individually about a reading assignment or other learning activity.	engaging students actively in thinking about content and encouraging them to challenge each other to pursue deeper levels of thought.
9 Fishbowl	form concentric circles with the smaller, inside group of students discussing and the larger, outside group listening and observing.	providing opportunities for students to model or observe group processes in a discussion setting.
10 Role Play	assume a different identity and act out a scenario.	engaging students in a creative activity that helps them “learn by doing.”
11 Jigsaw	develop knowledge about a given topic and then teach it to others.	motivating students to learn/process info deeply enough to teach it to their peers.
12 Test-Taking Teams	prepare for a test in working groups, take the test individually, and then retake the test in their groups.	helping students assess and improve their understanding of subject matter as they also teach each other test-taking strategies.
13 (TAPPs)	solve problems aloud to try out their reasoning on a listening peer.	emphasizing process (not product) and helping students identify process errors.
14 Send A Problem	try to solve a problem as a group, and then pass the problem and solution to a nearby group who does the same; the final group evaluates the solutions	helping students practice together the thinking skills required for effective problem solving and for comparing and discriminating between multiple solutions.
15 Case Studies	review a written study of a real world scenario and develop a solution to the dilemma presented in the case.	presenting abstract principles and theories in ways that students find relevant.
16 Structured Problem Solving	follow a structured format to solve problems.	dividing problem-solving processes into manageable steps so that students learn to identify, analyze, and solve problems in an organized manner.
17 Analytic Teams	team members assume roles and specific tasks when critically reading an assignment, listening to a lecture, or watching a video.	helping students understand the different activities that constitute a critical analysis.

18 Group Investig.	plan, conduct, and report on in-depth research projects.	teaching students research procedures and gain in-depth knowledge.
19 Affinity Grouping	generate ideas, identify common themes, and then sort and organize the ideas accordingly.	unpack a complicated topic and identify and classify its constituent parts.
20 Group Grid	are given pieces of information and asked to place them in the blank cells of a grid according to category rubrics.	clarify conceptual categories and develop sorting skills.
21 Team Matrix	discriminate between similar concepts by noticing and marking on a chart the presence or absence of important, defining features.	distinguish between closely related concepts.
22 Sequence Chains	analyze and depict graphically a series of events, actions, roles, or decisions	understand processes, cause and effect, and chronological series, and organize information in an orderly, coherent progression.
23 Word Webs	generate a list of related ideas; organize them in a graphic with relationships indicated by lines/arrows.	figure out and represent relationships. Like maps, they can show both the destination and the sites and sights along the way.
24 Dialogue Journals	record their thoughts in a journal that they exchange with peers for comments and questions	connect course work to their personal lives and to interact with each other in content-related and thoughtful ways.
25 Round Table	take turns responding to prompt before passing the paper along to others who do the same.	practice writing informally and to create a written record of ideas.
26 Dyadic Essays	write essay questions/model answers, exchange questions, and after responding compare their answers to the model answer.	identify the most important feature of a learning activity and formulate and answer questions about that activity.
27 Peer Editing	critically review and provide editorial feedback on a peer's essay, report, argument, research paper, or other writing assignment.	develop critical editing skills and give each other constructive criticism to improve papers before they submit them for grading.
28 Collab. Writing	write a formal paper together.	learn and perform the stages of writing more effectively.
29 Team Anthology	compile course-related readings with student and annotations.	experience the research process without writing a formal research paper.
30 Paper Seminar	write/present an original paper, receive formal feedback from peers; engage in a general discussion of the issues with group.	engage in deep discussion about their research and provide individual students with focused attention and feedback on individual student's work
31 Scavenger hunt	Find a set of items on a list.	Introducing students to key artifacts/examples associated with course content.
32 Quizo	Answer questions correctly to receive a chip to place on a board as they strive to cover five sequential spaces.	Introducing or reviewing factual content.
33 Team jeopardy	Choose categories/point values of ?s to answer.	Requiring students to think about content in new ways.
34 Friendly Feud	Provide multiple correct answers to a prompt question.	Helping students to understand that there can be multiple answers to a question and that those answers can be more or less correct.
35 Team Games Tournaments	Work in heterogeneous teams to learn content and compete in homogeneous teams to earn points for the home team.	Helping assess student mastery of a specific body of content.

