LEARNING BASED ON COLLABORATIVE ACTIVITIES (MASTED-02-04)				
DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER: Second	**TYPE:** Basic	**CREDITS:** 7.5 ECTS	**WORKLOAD:** 187.5 hours	**MENTORING:** 2 hours/week
LANGUAGE: Portuguese/English friendly				

OBJECTIVES	
General	Understand and apply learning-based on collaborative activities
Specific	• Understanding on how different collaborative strategies based on technology can affect the final results in terms of formal and informal learning. • Knowledge of the conceptual scheme ""learning in communities of practice"" and its potential in the context of learning. • Understanding the role of teachers in the creation and promotion of web-based collaborative activities, particularly with regard to educational leadership, social and moral.

SUBJECT MATTER
The contents of this unit are focused on the development of the student as a reflective professional and attentive to the social and technological changes of today's world. It will be privileged pedagogical work that contributes to a solid conceptual domain, reflection and the development of critical thinking about the pedagogical use of information and communication technologies, particularly in collaborative learning environments. It is intended to enhance the connection between theory, research results and practice in classrooms and organizations, working in the direction of wake up and motivate students to substantiate the options to adopt in their professional practice.

COMPETENCES
• C6: Developing the ability to pay attention to diversity and equality so as to favour the inclusion of all students. • C8: Professional development and self-reflection. • C9: Integrating the theoretical knowledge acquired throughout the course with field practice. • C10: Developing communication and cooperation skills with different stakeholders. • C13: Developing citizenship competence. • C16: Developing of professional commitment using digital technologies. • C19: Developing competences for intercultural communication.

LEARNING OUTCOMES	
Knowledge	• Knowledge of the theoretical foundations of collaborative learning. • Knowledge of the theoretical foundations and the potential of virtual learning communities, as well as models for its creation and management. • Knowledge of Web specifics as collaboration space for educational purposes.
Skills	• Ability to select and use Web 2.0 tools to support activities in educational settings. • Ability to use digital technologies to enhance organisational communication with learners, parents and third parties. • Contribution to collaboratively developing and improving organisational communication strategies. • Ability to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogic practices. • Reflective practice to individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community. • Ability to use digital sources and resources for continuous professional development.

Attitudes/values	• Evaluation, reflection on and collaboratively discussion about how digital technologies are used effectively for organisational and individual communication. • Development of individually or in collaboration with peers, a vision or strategy for improving educational practice through the use of digital technologies.

TEACHING METHODS

Although the original subject is in remote mode, MASTED students are going to have face-to-face classes. The methodology designed for this course seeks to create favourable conditions for students to build and develop the defined competencies.

The student must read and critically analyze scientific texts and social Web tools. Some texts are literature review and other document and analyze the investigations carried out.

Activities will include:

- Collaborative Development of a glossary of learning based on collaborative activities;
- Preparation of abstracts of scientific articles;
- Involvement and participation in presentations, reflections and face discussions and online forums.

The student should read the recommended bibliography and further research oriented to the use of collaborative tools in educational contexts.

The student must participate in the proposed activities on the Moodle platform.

Database access to Portuguese and foreign scientific papers (p. Ex. B-on, unless otherwise indicated)

Resources available in the various schools where students teach.

EVALUATION

- Preparation of a glossary on collaborative activity learning with a minimum of two entries - 40%
- Paper with oral presentation related to pedagogical innovation and collaborative environments - Written work (max. 10 pages). Structure: conceptual framework with current bibliographic references (up to five years); presentation and description of collaborative learning contexts already experienced (of any level of education); critical reflection on work / experience; attachments (optional). The paper must be submitted in Moodle - Oral presentation (max. 10 minutes) - 60%

The final evaluation by exam will consist of a written test on all the subjects taught, lasting 2 hours. Its classification will exclusively determine the final grade in the UC, and must be equal to or greater than 9.5 values.

PRECONDITIONS

None

DEPARTMENT	Escola Superior de Educação e Ciências Sociais
LECTURERS	Isabel Pereira
LITERATURE	• Barab, S. A., Kling, R., & Gray, J. H. (eds.) (2004), Designing Virtual Communities in the Service of Learning, Cambridge. • Cambridge University Press.Dillenbourg, Pierre (Ed) (1999). Collaborative-learning: cognitive and computational approaches. Amsterdam. Pergamon, Elsevier Science • Figueiredo, A D (2005). Learning contexts: a blueprint for research. Interactive • educational multimedia (11), 127-139Figueiredo, A D; & Afonso, A P (Eds). (2006). Managing learning in virtual settings - the role of context. Indea Group, Inc.Miranda, G L (2009). Ensino online e aprendizagem multimédia. Lisboa. Relógio • D’ÁguaPerez-Mateo, M. & Guitert, M. (2007), La dimensión social del aprendizaje colaborativo virtual, RED, 18. • http://www.um.es/ead/red/18/Wenger, E. (1998), Communities of Practice: Learning, Meaning and Identity, Cambridge, • Cambridge University Press.Wenger, E., McDermott, R. and Snyder, W. M. (2002), Cultivating communities of practice, Boston, • Harvard Business School Press.