

Collaborative Learning

Hans Konstapel
Constable Research BV
www.constable.nl

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Collaboration

The model

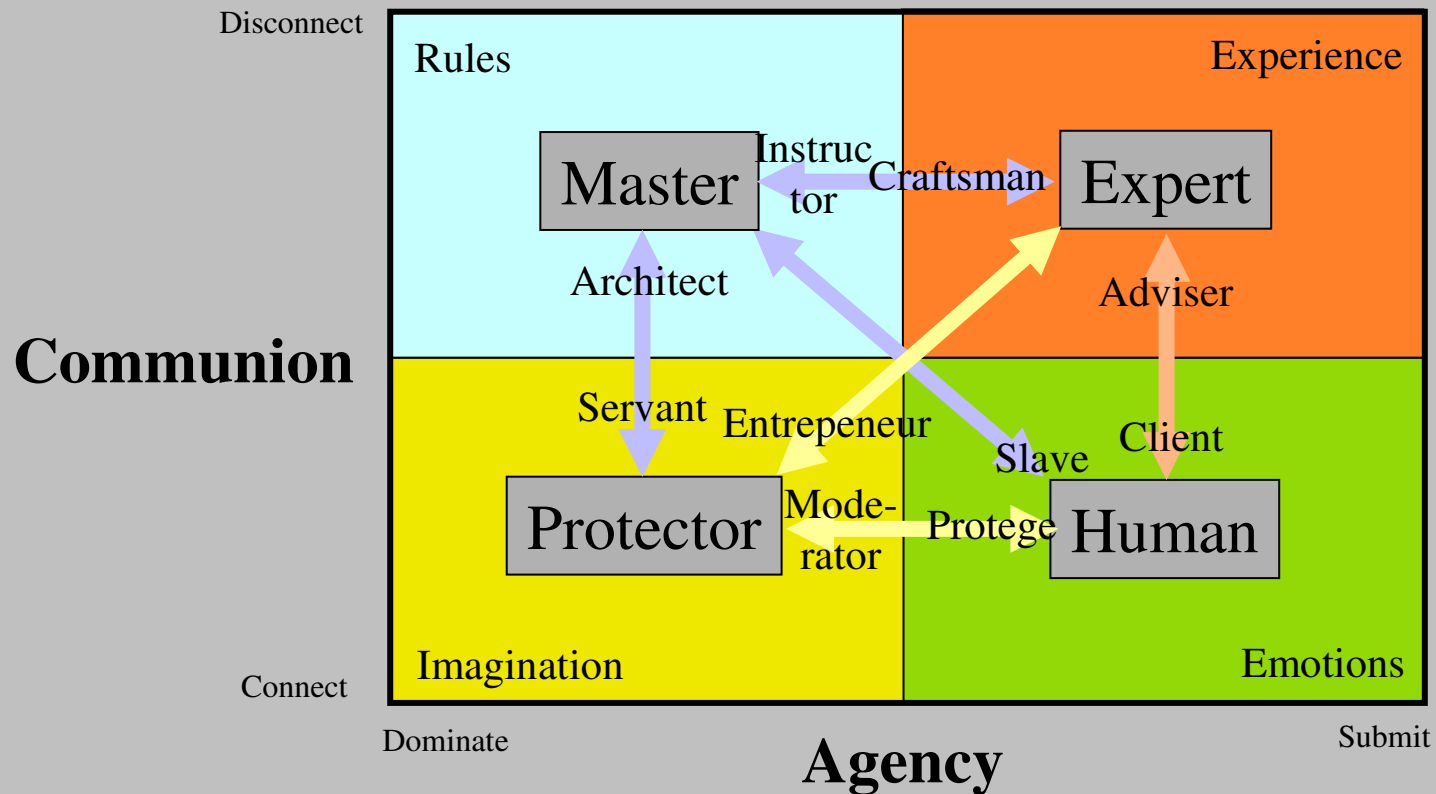
- Collaboration is a combination of Agency and Communion
- *Agency* emphasizes *the self* as a distinct unit; it focuses on the person's own individual *influence*
- *Communion*: *Communion* is a motive for *a connection with an other*; it is a motive to participate in a *larger union*.

Collaboration

The basic roles

- Master
 - Focus on rules and control. Emotions are not involved.
- Protector
 - Focus on care and understanding. Intuition/Imagination plays important role.
- Expert
 - Focus on senses and gaining experience. Highly committed to acting, production and work.
- Human
 - Wants to love, trust and cooperate. Is highly dependent on others

Collaboration

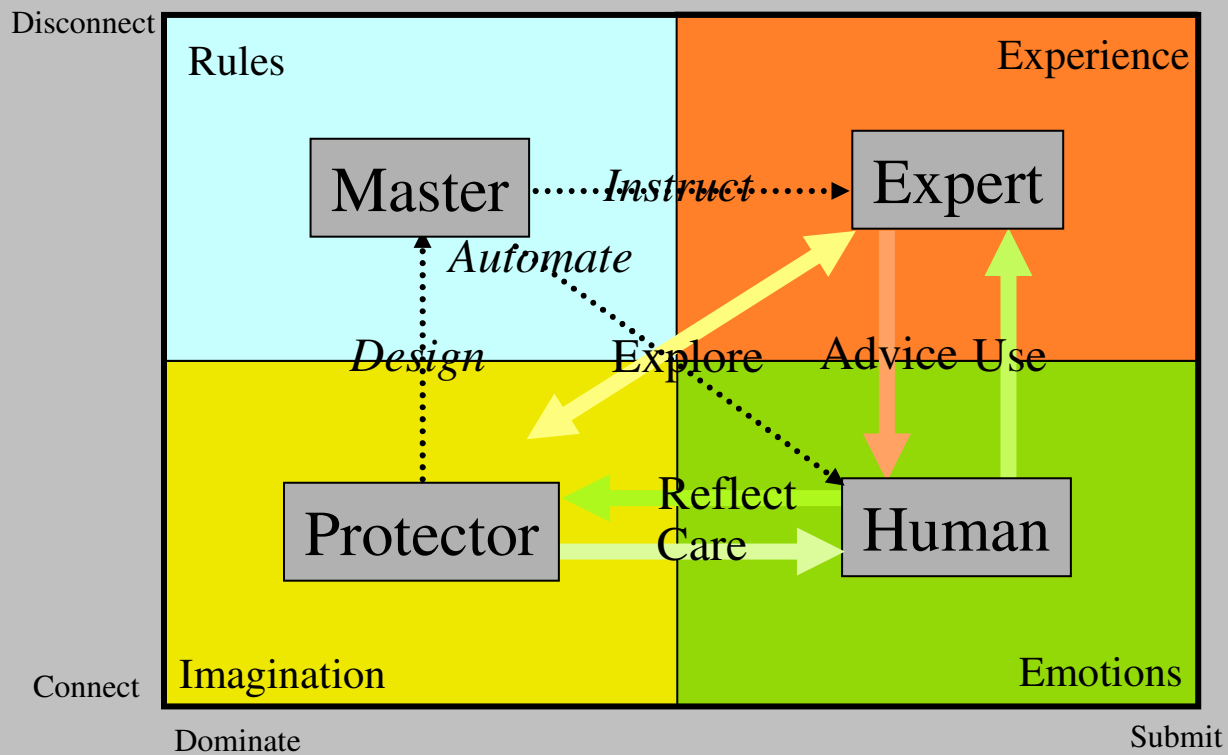


Collaboration

Six Patterns

- Master/Slave
 - Human has to obey rules. Example: Factory.
- Instructor/Expert
 - Experts are controlled by models. Example: Project-Management.
- Master/Servant
 - Servant uses creativity to serve the master. Examples: Ministers, Architects, Artists.
- Protector/Human
 - Protector understands and takes care of humans. Example: Moderators, Coaches.
- Expert/Client
 - Expert uses his experience to advise a client to do something (e.g. Buy).
- Entrepreneur/Expert
 - Creator uses his imagination and intuition to make experts work. Example: Cordys

Collaborative Processes



Collaborative Processes

- The master wants to dominate and control
- Processes related to the master are not cooperative
- Cooperation = the Innovation Cycle
 - Explore (Entrepreneur/Expert)
 - Advice/Use (Expert/Client)
 - Care/Reflect (Client/Entrepreneur)
- Master-patterns are necessary to freeze the innovation and create a stabilized production process

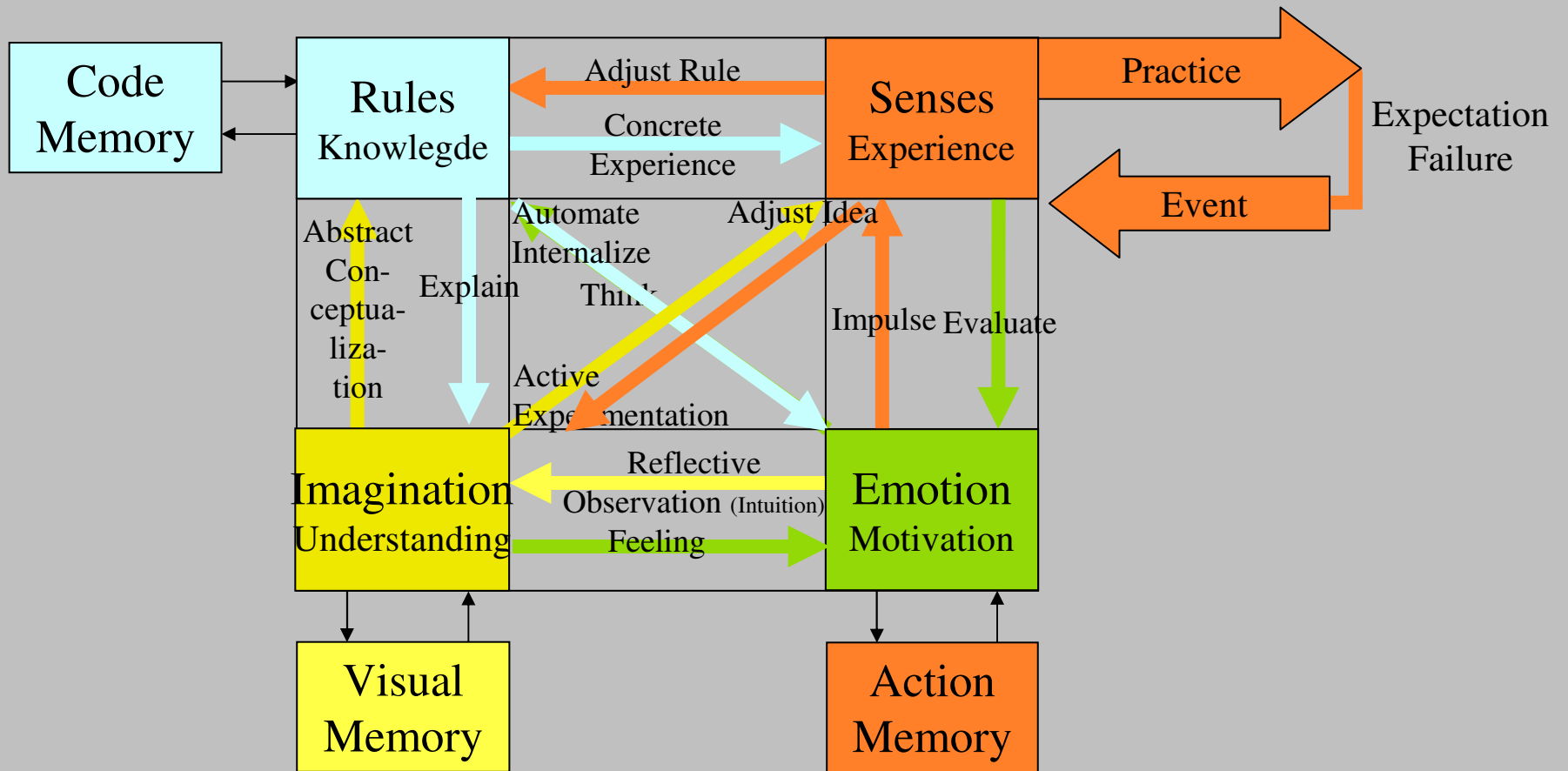
Learning

- Learning is an *invisible* internal process
- We imagine these processes
- In practise we learn by acting
(*collaborating*) in the outside world
- Learning occurs when we act *differently*
when we have made a *mistake*

Learning

- We learn by *rehearsing* the same pattern
- If a our pattern failes we start an internal dialogue (*reflection*) and ask questions
- If we find the right questions we know the answer (*Socratic Learning*)
- Reflection generates ideas, ideas can be tried out and we can learn from our failures (*trial and error*)
- If we are afraid to make mistakes we create new rules (*problem solving*) to control the patterns
- If the rules fail we can learn from our mistakes, adjust the rules (gaining *experience*), *explain* why the rules fail and get new ideas
- If we do not act on these ideas we get *feelings* (wishes, needs)
- New rules have to be learned by *rehearsing*, the circle is closed

Learning



Learning

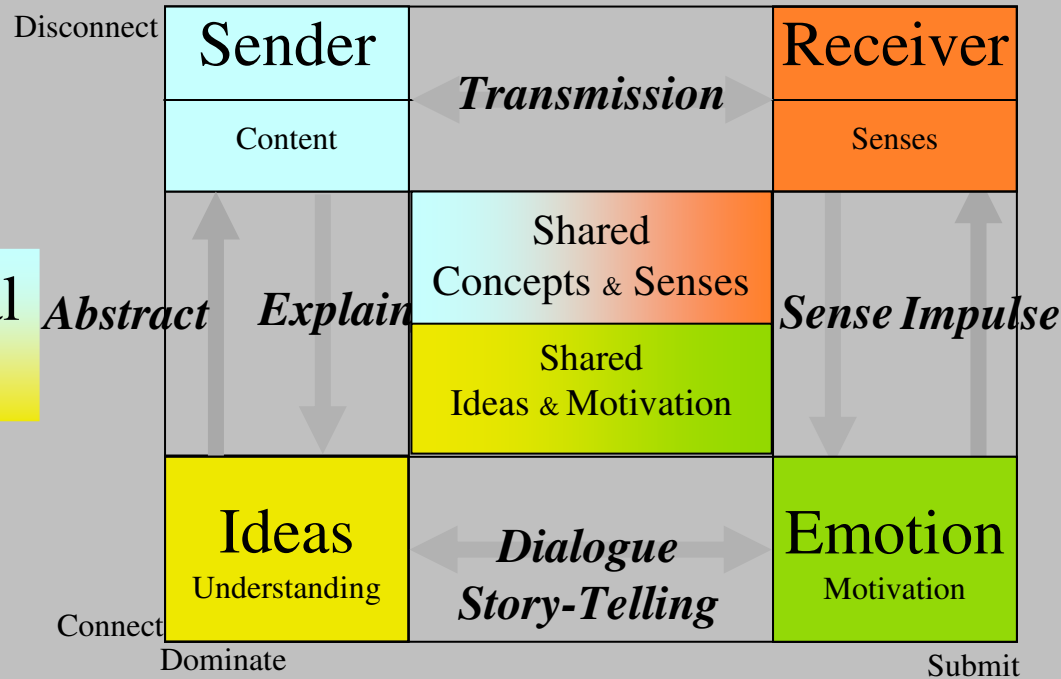
- The internal learning processes are internal collaborative processes aimed at producing an external act
- The collaborative processes are connecting the basic actors in the body
 - The Emotions are the Human: They look for *Balance, Love and Harmony*
 - The Imagination is the Protector of the Body: It creates the Identity. The protector has *faith* in the future
 - The Expectation is the Master: It wants to control (is afraid for) the Future. It needs the protector to get *hope*.
 - The Sensory/Motor-system is the Expert: it *Acts* outside and acquires experience

Communication

- Direct Communication is related to the emotions (Body Language, Word-Streams)
- If we take time we get into dialogue and are connected with all our senses, trying to understand the other and generate ideas. This is the area of STORY-TELLING.
- Stories are compressed into documents, books, content, procedures. They contain the rules but the emotion and inspiration is gone.
- We exchange content in the transmission mode. We are disconnect and suppose that we share the same concepts and vision. In practise we do not see the same and have not compressed our vision in the same words and concepts. We imagine we understand each other

Communication

Disconnected



Conceptual
Content,
Books, Letters, ..

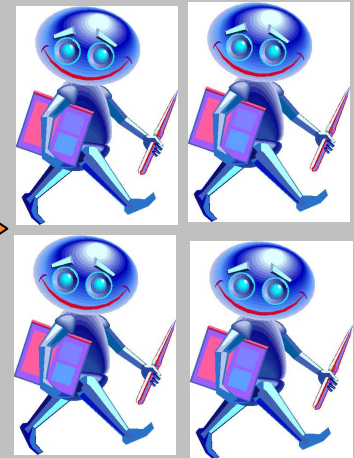
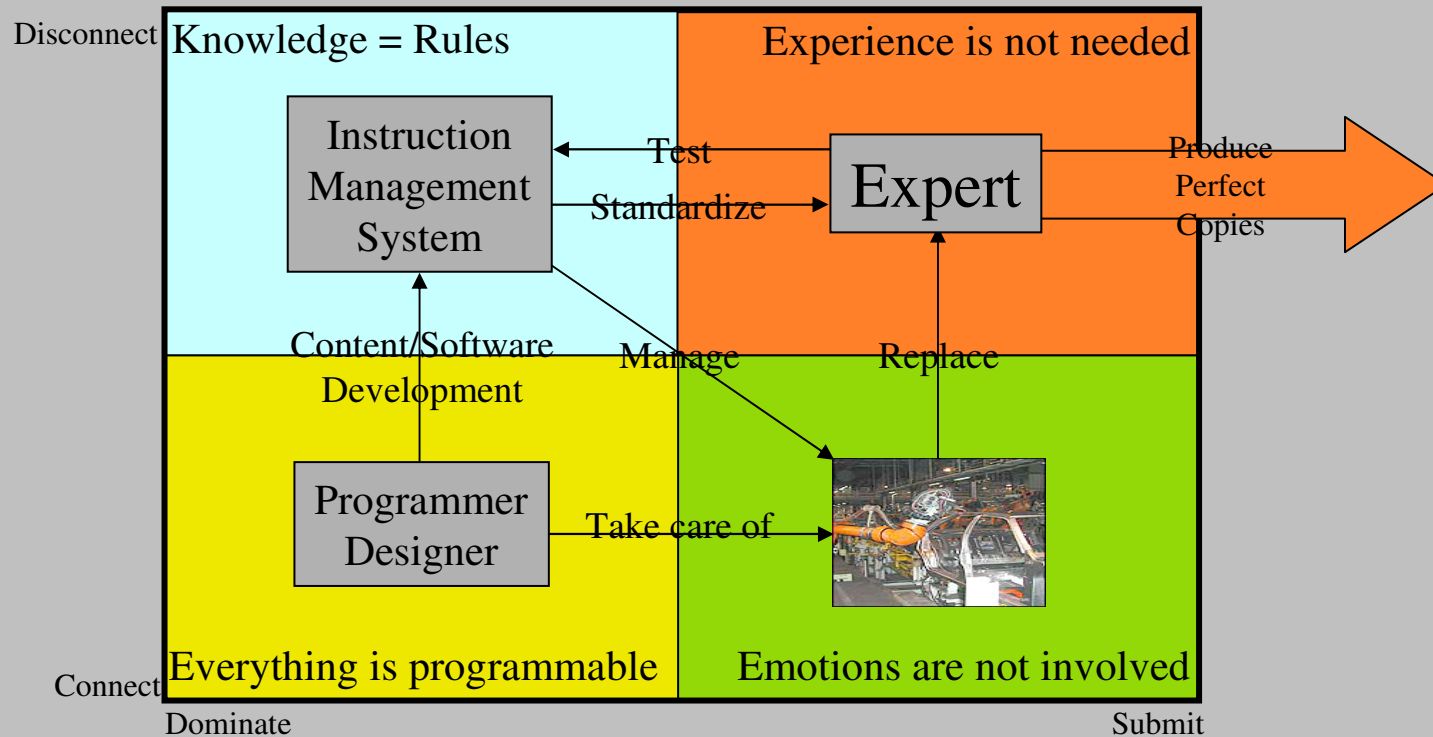
Impulsive
Body Language
Words

Connected
See, Hear & Feel

The Current Approach

- Students are seen as objects (*machines*) that have to be *programmed* according to certain *rules*
- The ultimate goal is to replace the student by a perfect robot and to produce perfect robots
- The Instruction is made by an *designer* who *imagines* that he understands what the student *has to learn*
- The emotions and the imagination of the student are disturbing the designer
- Instruction aims at standardizing the student (getting rid of his own experience)
- To find out if the student is standardized tests are used

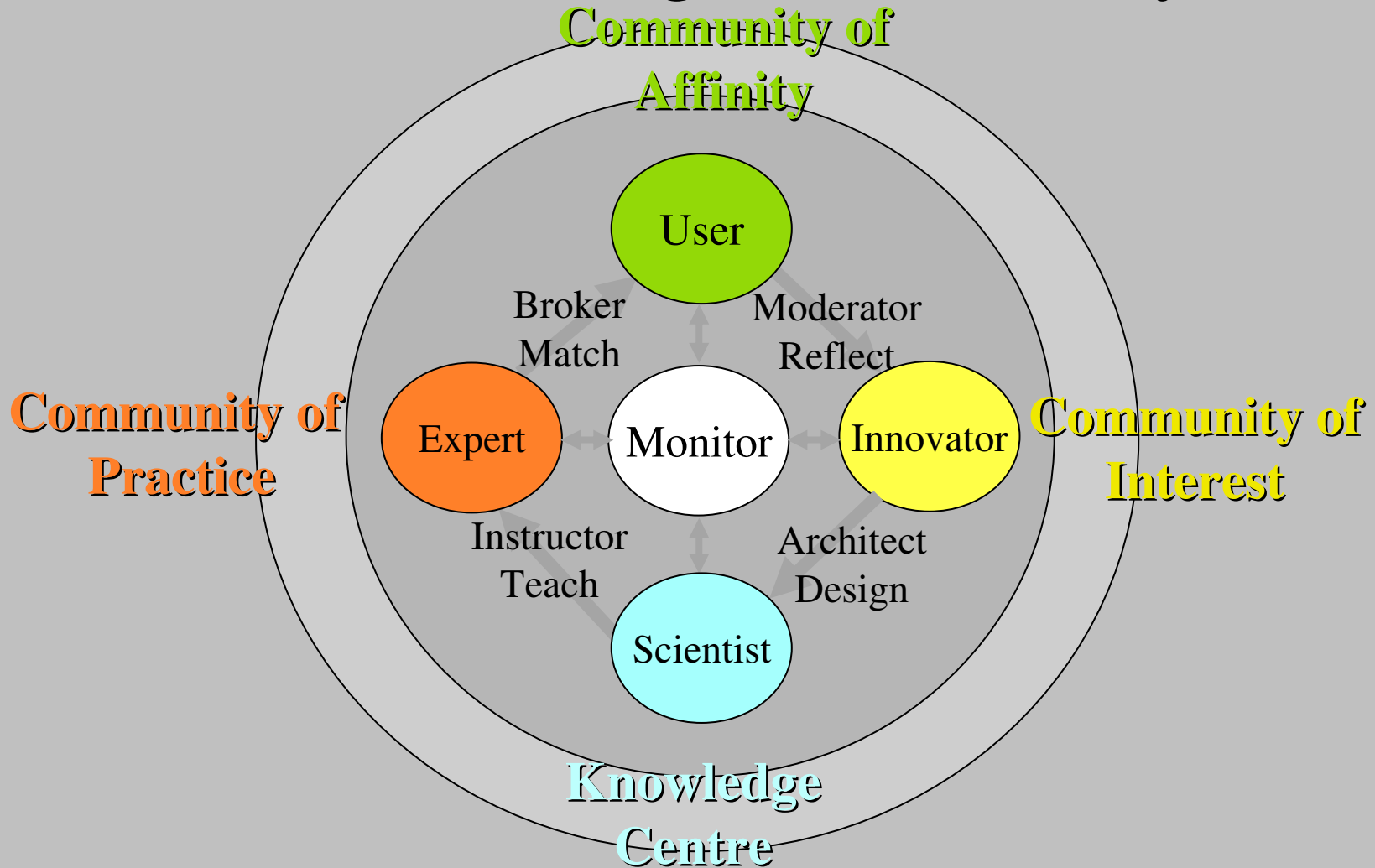
The Current Approach



Community

- A community is a place to commune (become one)
- A community is a collection of humans that have
 - the same goal
 - share the same vision
 - act according to shared emotional rules (culture)
 - share a practice
- In a community people play a role and collaborate
- A community looks like and acts like a human body
- A community learns if the participants play the internal learning processes of a human

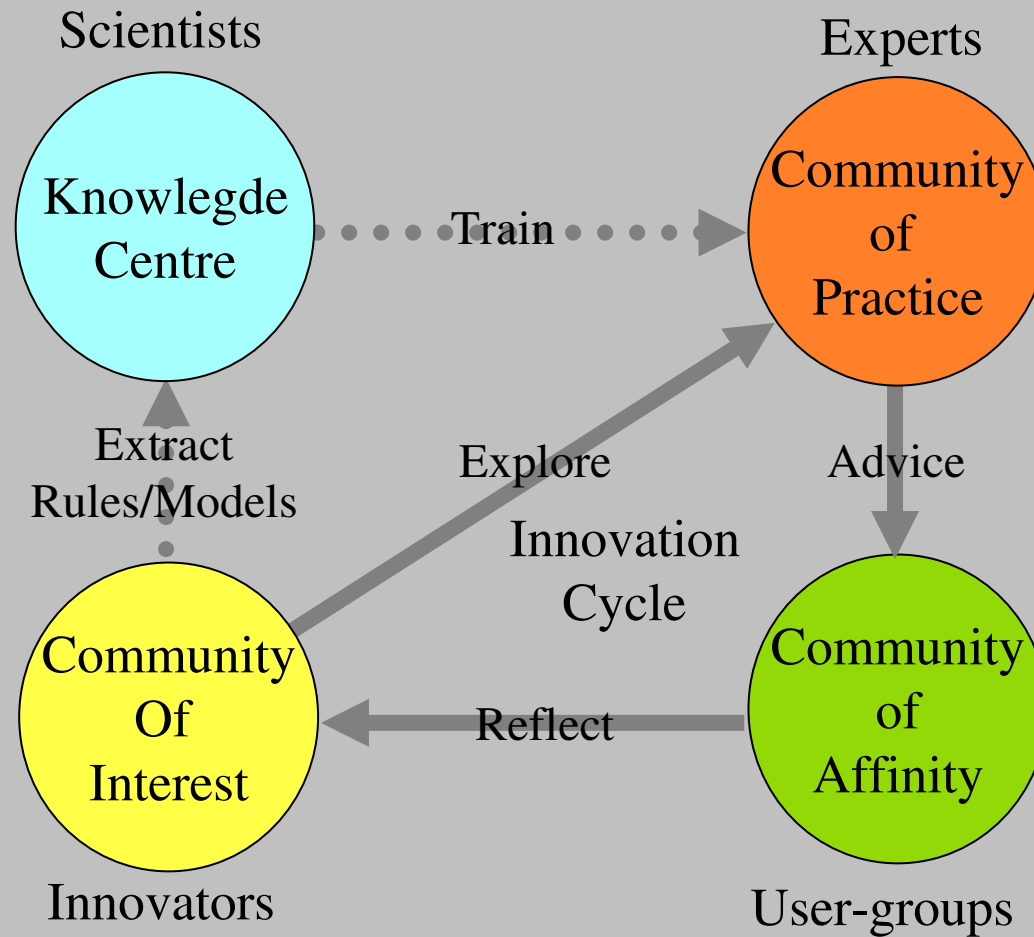
A Learning Community



A Learning Community

- There are four types of communities
 - Community of Affinity (People have something in common)
 - Selfhelp groups, Families, Clans,
 - Community of Interest (People share the same interest).
 - Hobby, Books, Research Topics,
 - Community of Practice (People share a practice, experience).
 - Knowledge centre (People know something, rules, models)
- There are five types of roles that connect communities
 - Architect, Instructor, Moderator, Broker (Matchmaker)
 - Monitor.
 - This roles coordinates the cycle

The Collaboration Cycle



The cycle

- The innovation cycle combines Practice, Affinity and Interest.
- Out of the cycle Experience can be transformed in to Knowledge (Rules, Models)
- The expert can be trained in the new models and the cycle starts again