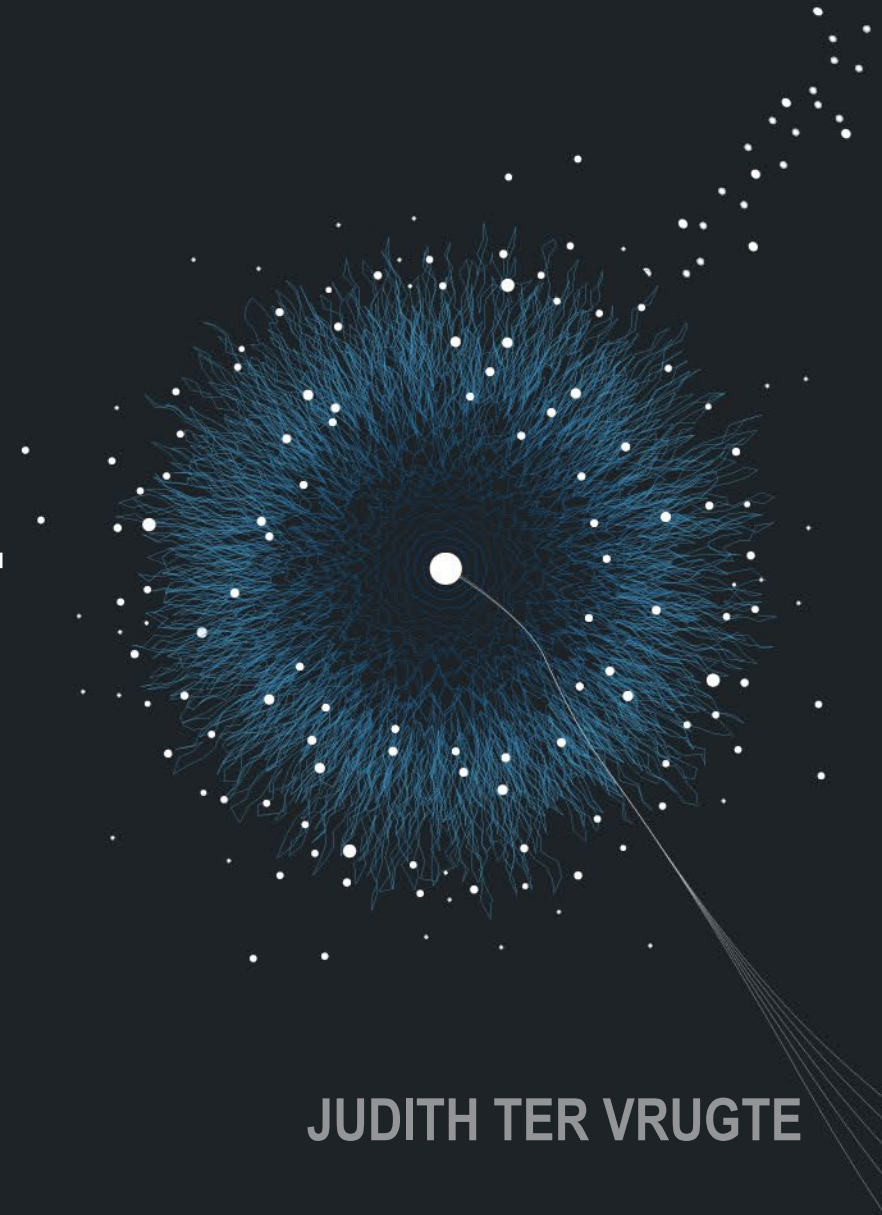


EXPECTATION MANAGEMENT TO FOSTER COLLABORATIVE LEARNING



JUDITH TER VRUGTE

COLLABORATION

“A SITUATION IS TERMED COLLABORATIVE IF PEERS ARE MORE OR LESS AT THE SAME LEVEL, CAN PERFORM THE SAME ACTIONS, HAVE A COMMON GOAL AND WORK TOGETHER.”

DILLENBOURG, P. (1999). WHAT DO YOU MEAN BY COLLABORATIVE LEARNING?

COLLABORATION IN EDUCATION

**COLLABORATION IS WIDELY USED ACROSS
SCHOOLS AND UNIVERSITY SETTINGS**

- **COLLABORATION HAS UNIQUE COGNITIVE
AFFORDANCES THAT CAN FOSTER LEARNING**
- **COLLABORATION IS AN ESSENTIAL SKILL IN MODERN
WORK ENVIRONMENTS**

GOOD COLLABORATION

**TO HARNESS THE SOUGHT AFTER POSITIVE EFFECTS, THE
RELATED COLLABORATION SHOULD BE OF GOOD QUALITY**

SAAB, N., VAN JOOLINGEN, W.R., & VAN HOUT-WOLTERS, B.H.A.M. (2007). SUPPORTING COMMUNICATION IN A COLLABORATIVE
DISCOVERY LEARNING ENVIRONMENT: THE EFFECT OF INSTRUCTION. INSTRUCTIONAL SCIENCE, 35(1), 73-98.

~~GOOD~~ COLLABORATION

NEGATIVE EXPERIENCES INCREASE THE RISK OF STUDENTS
ADOPTING SKILLS AND ATTITUDES THAT THREATEN BOTH
THE DEVELOPMENT OF GOOD COLLABORATION SKILLS AND
LEARNING OUTCOMES

~~GOOD~~ COLLABORATION

COMMON MANIFESTATION:

- **NEGATIVE EMOTIONS DURING COLLABORATION
BECAUSE OF LACKING UNDERSTANDING OF WHAT
OPINIONS GROUP MEMBERS HOLD**

CHEN, D., ZHANG, Y., LUO, H. ET AL. (PREPRINT 2024) EFFECTS OF GROUP AWARENESS SUPPORT IN CSCL ON STUDENTS' LEARNING PERFORMANCE: A THREE-LEVEL META-ANALYSIS. INTERNATIONAL JOURNAL OF COMPUTER-SUPPORTED COLLABORATIVE LEARNING.

EXPECTATIONS

PEOPLE ANTICIPATE OTHERS TO BE SIMILAR TO THEM WHILE IN REALITY THEY ARE DIFFERENT



HOW TO SUPPORT 'GOOD' COLLABORATION

DIFFERENT PHASES IN TEAM DEVELOPMENT

REQUIRING DIFFERENT TYPES OF SUPPORT.

THE FIVE STAGES OF TEAM DEVELOPMENT

1 FORMING

The team gets to know one another and starts to establish working patterns.

- Help a team get to know each other
- Build relationships
- Clarify team purpose
- Set individual roles and expectations

2 STORMING

Interpersonal conflicts can arise as the team grows accustomed to how everyone works.

- Improve team communication
- Articulate team and individual needs
- Agree on how to handle conflict productively

3 NORMING

The team begins to settle into a productive workflow and normality is established.

- Build team spirit
- Give the group room to grow
- Surface and analyse problems effectively

4 PERFORMING

Conflicts have been resolved, processes are in place, and the team is working at peak performance.

- Capture and document learning points
- Continue to build team spirit (yes, again)
- Encourage proactivity and autonomy

5 ADJOURNING

The project or team comes to a close and the group is disbanded or repurposed.

- Reflect and collect learning points
- Celebrate one another!

HOW TO SUPPORT 'GOOD' COLLABORATION

FORMING:

1 FORMING

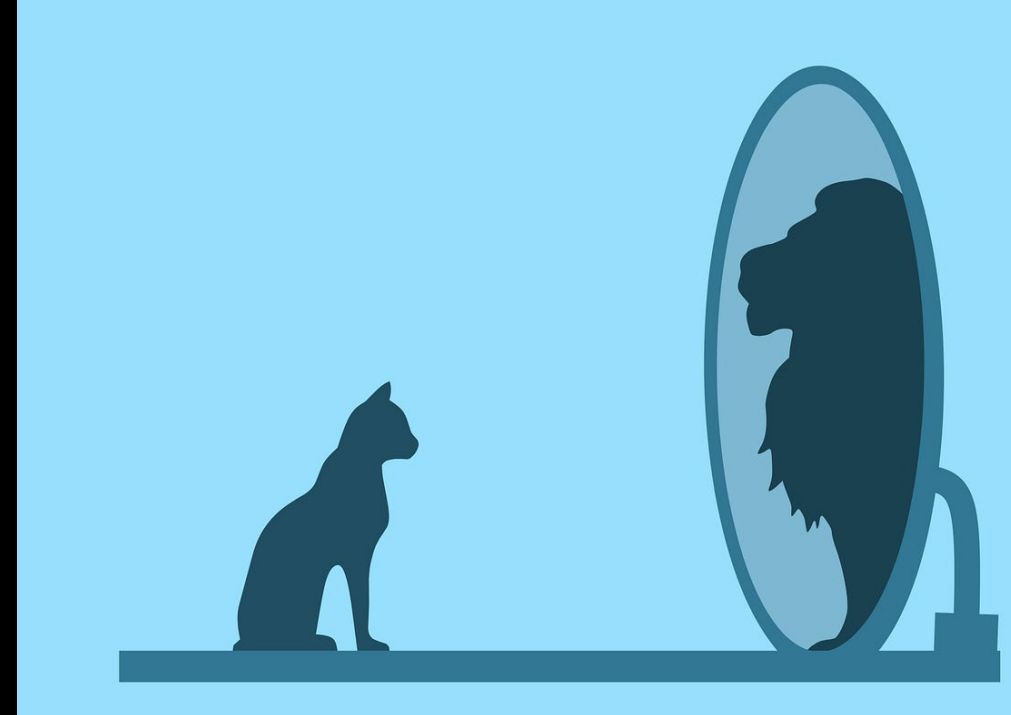
The team gets to know one another and starts to establish working patterns.

- Help a team get to know each other
- Build relationships
- Clarify team purpose
- Set individual roles and expectations

EXPECTATION MANAGEMENT

EXPLORATION, DETERMINATION, AND EVALUATION OF
THE TEAMS' ASSETS BEFORE THE TEAM ENGAGES IN A
TASK

... BUT PEOPLE ARE OFTEN UNAWARE OF
EXPECTATIONS THEY HAVE



EXPECTATION MANAGEMENT SUPPORT

PEOPLE ARE OFTEN UNAWARE OF EXPECTATIONS THEY
HAVE

BIRD, A., & OSLAND, J.S. (2005). MAKING SENSE OF INTERCULTURAL COLLABORATION. INTERNATIONAL
STUDIES OF MANAGEMENT & ORGANIZATION, 35(4), 115-132.

SO..... HELPING STUDENTS MAKE IMPLICIT
EXPECTATION EXPLICIT COULD FOSTER
EXPECTATION MANAGEMENT AND POSITIVELY
IMPACT THE COLLABORATION

EXPECTATION MANAGEMENT SUPPORT

POTENTIAL CONFLICT POINTS IN COLLABORATION AT THE INDIVIDUAL-LEVEL:

1. COMMUNICATING (IMPLICIT VS EXPLICIT)
2. EVALUATING (INDIRECT VS DIRECT)
3. LEADING (HIERARCHICAL VS EGALITARIAN)
4. TRUSTING (INDIVIDUAL VS CONSENSUAL)
5. DECIDING (PERSONAL VS PRAGMATIC)
6. DISAGREEING (CONFLICT AVOIDANT VS CONFRONTATIONAL)
7. SCHEDULING (FLEXIBLE VS STRUCTURED)

MEYER, E. (2014). *THE CULTURE MAP: BREAKING THROUGH THE INVISIBLE BOUNDARIES OF GLOBAL BUSINESS*. NEW YORK: PUBLIC AFFAIRS.

Communicating is essential for good collaboration. However, the way how you communicate can vary.

Please indicate for each item where on the scale your preferences lie when you collaborate with others:

I strive to communicate in an implicit manner.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I strive to communicate in an explicit manner.
When I communicate, I expect people to sometimes read between the lines.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	When I communicate, I make sure that people don't have to read between the lines.
When I've discussed something, I assume the discussion is enough to create a shared understanding.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	When I've discussed something, I like to finish with a clear concise statement to make sure everybody has the same understanding.
My communication is sophisticated, layered, and nuanced.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My communication is clear, concise, and direct.

How you wish others to **evaluate** your work and contributions can differ.

Please indicate for each item where on the scale your preferences lie when you collaborate with others:

If I have done poor work, I prefer to get soft and subtle feedback.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	If I have done poor work, I prefer to get frank, blunt, and honest feedback.
When I receive negative feedback, I easily take it personal.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	When I receive negative feedback, I see it as something pragmatic and constructive.
I prefer to receive negative feedback in private.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't mind receiving negative feedback in front of a group.
I find it difficult to receive and process negative feedback and rather avoid it.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I'd rather receive clear and direct negative feedback, than not knowing what people think.

How you feel a group should ideally come to a **decision** can differ.

Please indicate for each item where on the scale your preferences lie when you collaborate with others:

I think decisions can be made by an individual in the group.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I think decisions should involve everybody in the group.
I believe that decisions can be made even though not every group member agrees.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I believe that decisions should only be taken when everyone agrees.
It is more important to be time-efficient than to reach full consensus.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Reaching full consensus is more important than being time-efficient.

EXPECTATION MANAGEMENT SUPPORT

... BUT INTERACTION WITH THIS TYPE OF SUPPORT MIGHT BE SUBOPTIMAL

- IT'S SOMETHING EXTRA
- IT REQUIRES OPEN COMMUNICATION

EXPECTATION MANAGEMENT SUPPORT

...BUT INTERACTION WITH THIS TYPE OF SUPPORT MIGHT
BE SUBOPTIMAL

- IT'S SOMETHING EXTRA
- IT REQUIRES OPEN COMMUNICATION

... GAMIFICATION MIGHT HELP OVERCOME THIS CHALLENGE

GAME FICTION

GAME FICTION, LIKE NARRATIVE OR AVATARS, INTRODUCES ELEMENTS OF FANTASY TO THE EDUCATIONAL CONTEXT

BEDWELL, W.L., PAVLAS, D., HEYNE, K., LAZZARA, E.H., & SALAS, E. (2012). TOWARD A TAXONOMY LINKING GAME ATTRIBUTES TO LEARNING: AN EMPIRICAL STUDY. *SIMULATION & GAMING*, 43(6), 729-760.

COULD KINDLE 'ONLINE DISINHIBITION' WHICH CAN ENCOURAGE OPEN COMMUNICATION AND SELF-DISCLOSURE

AVATAR

A VISUAL COMPUTER-GENERATED FORM REFLECTING THE USER

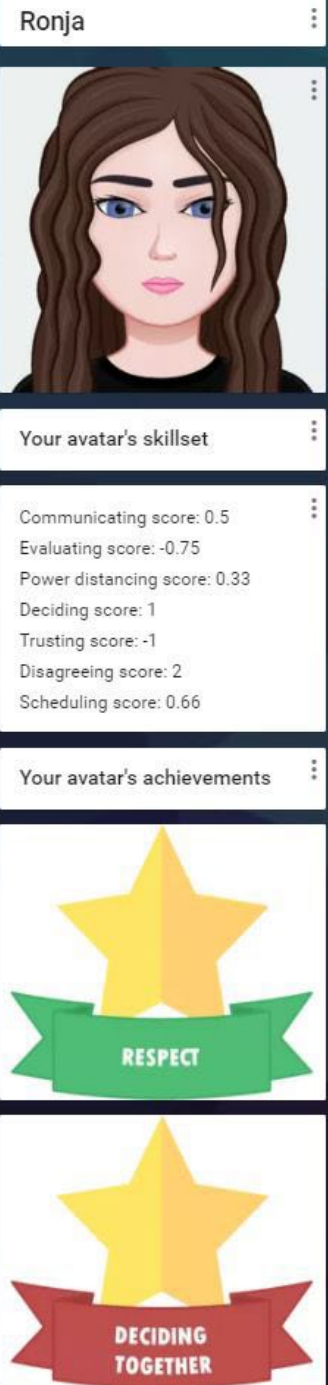
ANTONACI, A., KLEMKE, R., & SPECHT, M. (2019). THE EFFECTS OF GAMIFICATION IN ONLINE LEARNING ENVIRONMENTS: A SYSTEMATIC LITERATURE REVIEW. *INFORMATICS*, 6(3), 32.



THIS STUDY

DO STUDENTS BENEFIT FROM SUPPORT THAT HELPS THEM MAKE (IMPLICIT) EXPECTATIONS EXPLICIT?

DOES THE IMPLEMENTATION OF GAMIFICATION (I.E., GAME-FICTION IN THE FORM OF AVATARS) CONTRIBUTE TO THE EFFECTIVENESS OF THIS SUPPORT?



THIS STUDY (N = 238)

GAMIFIED EXPECTATION MANAGEMENT SUPPORT

(N=50, GROUP N = 10)

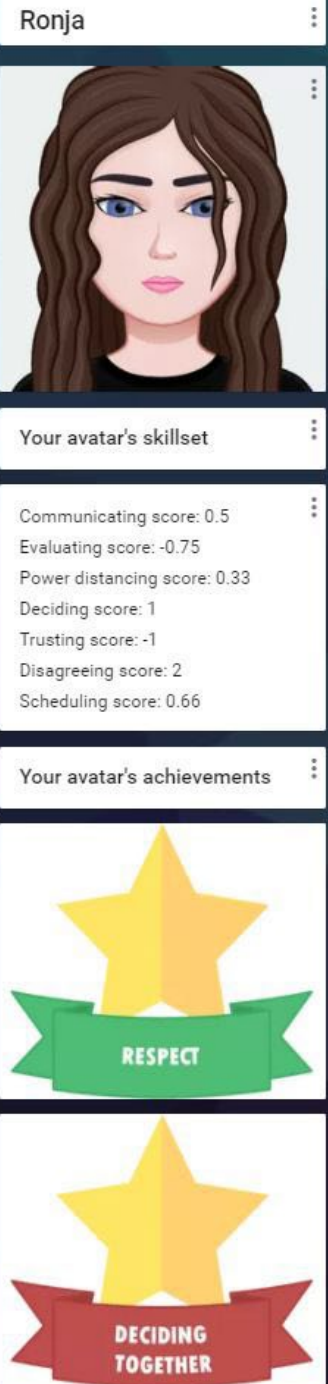
VS

EXPECTATION MANAGEMENT SUPPORT

(N=83, GROUP N = 18)

NO SUPPORT

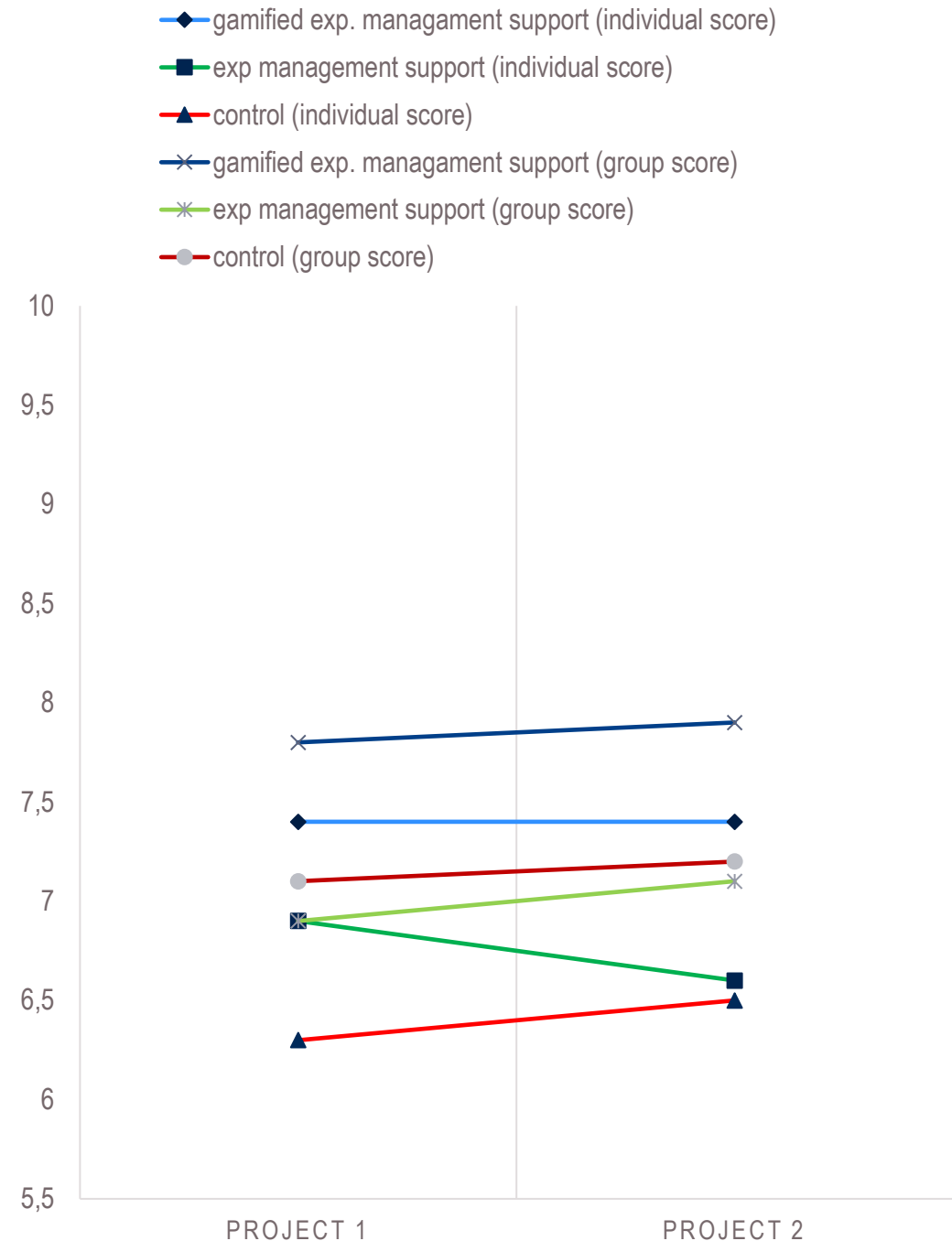
(N=105, GROUP N =22)



RESULTS

NO SIGNIFICANT DIFFERENCE BETWEEN THE CONDITIONS CONCERNING QUALITY OF COLLABORATION OR STUDENTS' ATTITUDES REGARDING COLLABORATION

FOR BOTH *INDIVIDUAL LEARNING* AND *GROUP PERFORMANCE* STUDENTS IN THE GAMIFIED EXPECTATION MANAGEMENT CONDITION ON AVERAGE OUTPERFORMED STUDENTS IN THE TWO OTHER CONDITIONS



HOW TO SUPPORT 'GOOD' COLLABORATION

FORMING:

1 FORMING

The team gets to know one another and starts to establish working patterns.

- Help a team get to know each other
- Build relationships
- Clarify team purpose
- Set individual roles and expectations

HOW TO SUPPORT 'GOOD' COLLABORATION

- Help students achieve the goals in the forming stage by completing a team charter
- Team charter – a summary of what the team stands for and how they operate

EXPECTATION MANAGEMENT SUPPORT

...BUT INTERACTION WITH THIS TYPE OF SUPPORT MIGHT BE SUBOPTIMAL

- IT REQUIRES STUDENTS TO MOVE BEYOND TASK SUBJECTS
- IT REQUIRES OPEN COMMUNICATION ABOUT THE TEAMS' ASSETS AND PERSONAL EXPECTATIONS

... MAKING IMPLICIT ATTRIBUTES EXPLICIT MIGHT HELP OVERCOME THIS
CHALLENGE

HOW TO SUPPORT 'GOOD' COLLABORATION

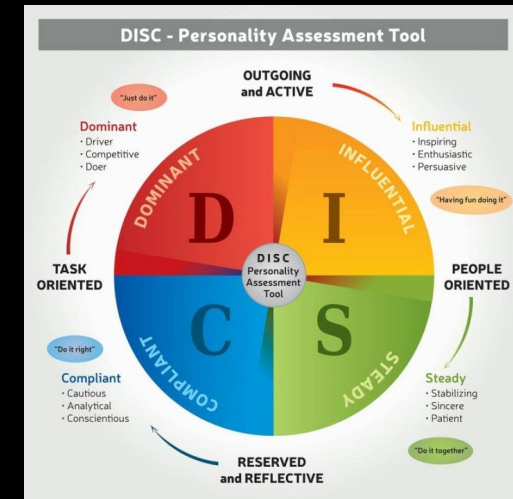
SELF-ASSESSMENTS:

- WHAT IS MY COLLABORATION STYLE?

- DISC

- WHAT IS MY CONFLICT SOLUTION STYLE ?

- Accommodating
- Competing
- Problem avoiding
- Compromising



Which statement suits you best: the one on the left, or the one on the right?

- | | | | |
|--|-----------------------|-----------------------|---|
| I usually react slowly and deliberately | <input type="radio"/> | <input type="radio"/> | I usually react quickly and spontaneously |
| I usually introduce myself at social gatherings | <input type="radio"/> | <input type="radio"/> | I usually wait for other to introduce themselves to me at social gatherings |
| I'm usually assertive, and at times I can be impatient | <input type="radio"/> | <input type="radio"/> | I'm usually not assertive and I can be patient with a slow pace |

When I have a conflict while collaborating, I do the following:

	not at all					very much
	1	2	3	4	5	
I push my own point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I search for gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I fight for a good outcome for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

THIS STUDY

- Do students benefit from support in the form of a team charter?
- Does the implementation of self-assessment before completion (i.e., collaboration style and conflict management style) impact how students complete the team charter and its effectiveness?

THIS STUDY (N = 78, GROUP N = 15)

TEAM CHARTER

(N= 28, GROUP N = 6)

VS

SELF-ASSESSMENT & TEAM CHARTER

(N= 45, GROUP N = 10)

PRELIMINARY RESULTS

IN COMPARISON TO PREVIOUS COHORT, MORE
POSITIVE RESPONSE TO COLLABORATION

IN PROCESS:

- GRADES
- COLLABORATION SUCCESS
- TEAM CHARTER CONTENT

TEAM CHARTER FEEDBACK

STUDENTS SEE THE ACTIVITY AS AN ICE-BREAKER

STUDENTS WOULD LIKE MORE GUIDANCE

STUDENTS WANT MORE FOCUS ON PRACTICAL
MATTERS

STUDENTS WANTED MORE TIME

TEACHERS SEE IT AS AN EASY TO IMPLEMENT
METHODE

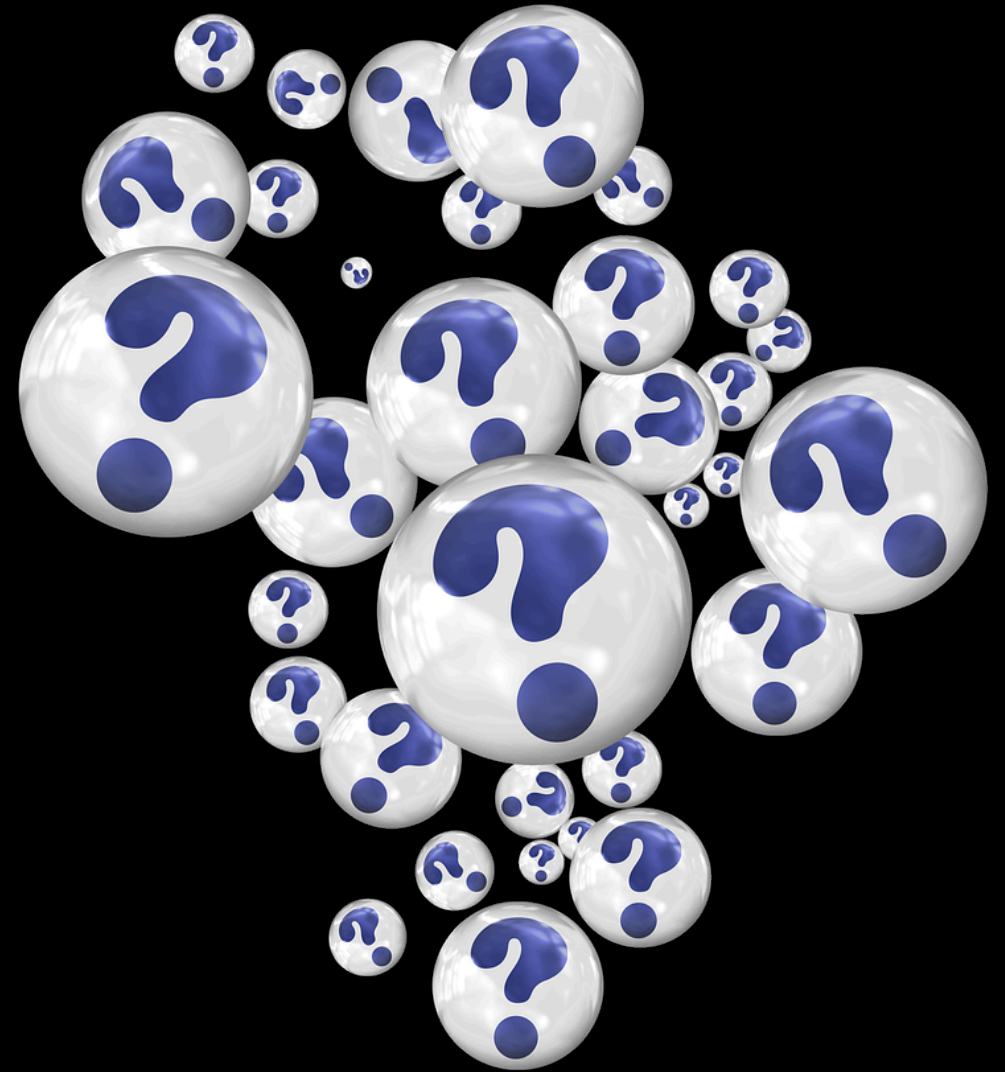
OVERALL

THE QUALITY OF THE RESPONSE TO THE PRODUCTS (I.E., RESPONSE TO FORMING PROMPTS AND TEAM CHARTER CONTENT) SHOWS THAT THERE IS ROOM FOR IMPROVEMENT.

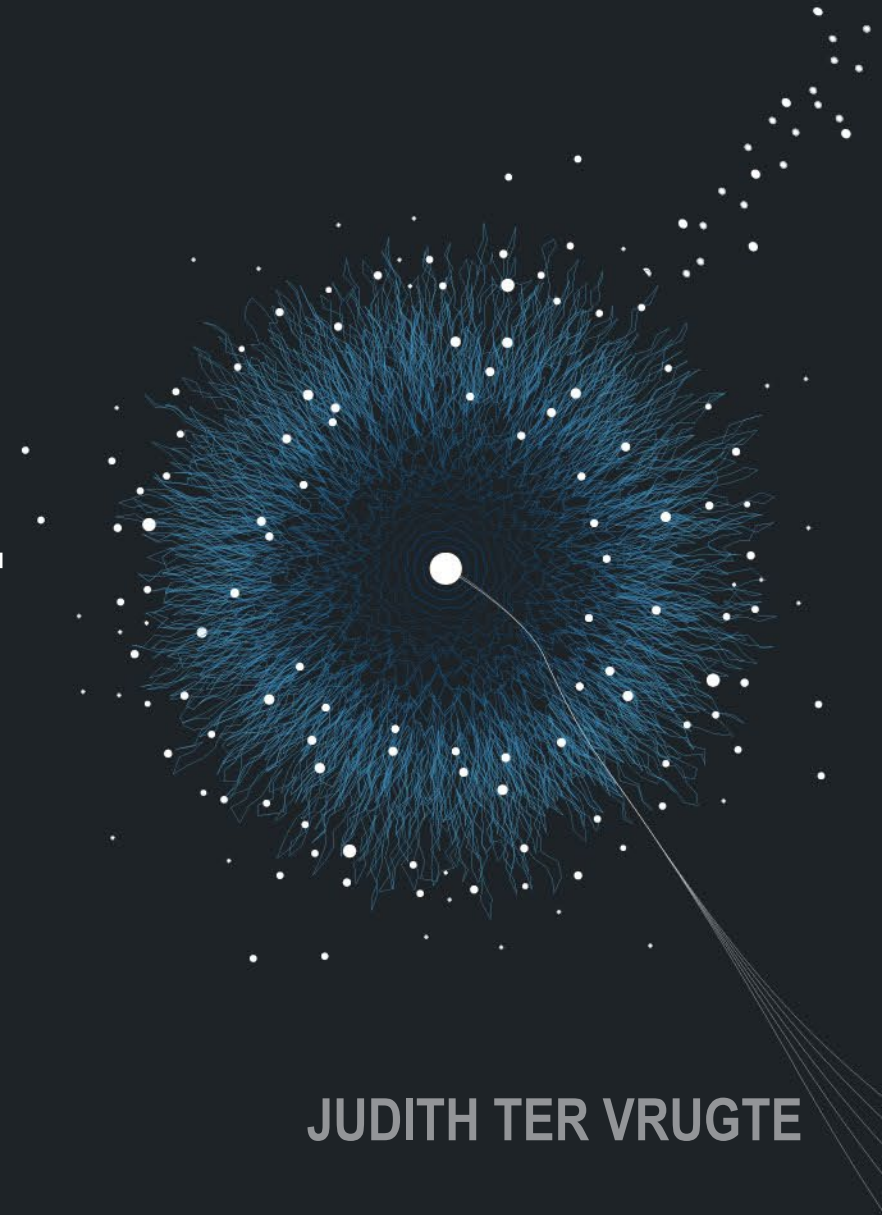
FOOD FOR THOUGHT

TEACHERS NEED TO SUPPORT STUDENTS TO SUCCESSFULLY ENGAGE IN THE 'FORMING' PHASE OF COLLABORATIVE PROJECTS.

EFFECTIVE SUPPORT FOR COLLABORATIVE LEARNING DOES NOT ONLY REQUIRE (DIGITAL) TOOLS, BUT ALSO INVOLVEMENT OF TEACHERS AS GUIDES OR FACILITATORS



EXPECTATION MANAGEMENT TO FOSTER COLLABORATIVE LEARNING



JUDITH TER VRUGTE