



# The Benefits of using Collaborative Learning Strategy in Higher Education

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**Abstract**— *This paper seeks to quantify the value of group work in the classroom. The benefits of group study on academic achievement are investigated here. To study together is to embrace a way of life and an approach to education. As the theory goes, when individuals get together in groups, they are better off working together to achieve their objectives rather than engaging in unhealthy intragroup rivalries to figure out how to handle sticky situations. The principles of the online learning community were included. However, today's schools encourage rivalry among students as they compete for higher test scores, better scholarships, and more prestigious college admissions. To shift this paradigm, it is necessarily important to include collaborative learning into every stage of a child's education, from pre-K to college. Teachers need to take on an innovative role if they want to influence their students' conduct. They have to give up lecturing in favor of active classroom participation. The research indicates that when students work together to learn, their knowledge and classroom involvement improved. It suggests that universities should promote collaborative learning spaces because of the positive energy they may bring to the classroom. Teachers and students alike may gain from the cooperative learning approach by sharing and discussing ideas and analyzing challenges as a group.*

**Keywords**— *Learning, collaborations, students, instructors, and higher education.*

## I. INTRODUCTION

The two long-term goals of every school or college are to facilitate the teaching and learning processes. The effectiveness of this procedure is influenced by many interrelated factors, including the standard, quantity, and efficiency of its primary inputs. The quantity of new information a student takes away from a lesson is a good indicator of how well that lesson was conveyed. The student is treated as a commodity in the classroom, while the instructor takes on the role of a manufacturer, and both are evaluated based on their performance. Only after the student has grasped the material can the instructor claim success. To achieve this goal, it is essential for both the instructor and the student to be fully invested in the process of education. Every educational program has a direct link to the instructor, who plays an essential role in making it a reality in the classroom. He communicates the course's rationale, objectives, and subject matter to the

learners. Therefore, it is impossible to overstate his importance in the curriculum's actual execution. The teaching and learning process is not the only thing influenced by the classroom setting.

It would be a mistake to neglect the gains of collaborative environments for learning in university education without also considering the national policies for many countries on higher education that, in their broadest terms, specify broad goals, such as improving the academic proficiency of persons to recognize and comprehend their indigenous and international surroundings, obtaining both practical and conceptual expertise, and so on. This requires the learner to have a solid educational foundation. Both the university's environment and the students' achievements have a role in determining the success of a certain university (Long et al., 2000).

Therefore, the goal of this paper is to encourage interpersonal contacts at universities and colleges. It lists

the four main kinds of advantages brought about by collaborative learning techniques. They include evaluation, social, psychological, and academic advantages. To make it easier for the reader to concentrate on certain issues within each category, these regions are further separated. References are given to support each advantage outlined below.

Knowledge and understanding are not simply independent procedures endorsed by the sociocultural settings; rather, they are the outcome of a constantly interactive discussion between the individual and society setting in which the person's activities are conducted. This perfectly sums up the environment of collaborative learning. Knowledge and comprehension are actively and positively produced by both the person and the societal influences. Very few students nowadays go to universities that habitually emphasize peer connections as a major form of learning. The more students go through the university system, the more probable it is that they will be exposed to learning environments where competition and individual performance are the rule. If students are not exposed to primary school classes before that place an emphasis on the social sharing of cognitive learning tasks, they are less likely to see working together and helping one another as normal student behaviors when they are placed in cooperative learning groups in higher education (Deen, 1994).

The response lecturers have to implementing collaborative learning strategies. The proof of students' enthusiasm becomes so incredibly evident that instructors are inspired to attempt more once the conceptual change occurs and once professors start practicing collaborative interactions, which is remarkable and virtually always the case. The beginning of the academic lectures eventually becomes the standard in the classroom as both instructors and students build momentum. Choosing the best engaging designs for the intended lesson currently presents a hurdle. The models are quietly included into the lecture to introduce the various interactions to the students and encourage their participation in the learning circumstances (Fogarty & Bellanca, 1992).

Collaborative learning is not simply a classroom strategy but also a personal attitude. It offers a way of engaging with people that honors and promotes the abilities and efforts of each single group member in all situations when persons are attended in groups. In contrast to competition, where individuals try to outperform other group members, collaborative learning is centered on group members working together to reach agreement. Learning collaboratively motivates practitioners to follow this ideology as a broad approach to working with and

interacting with others in the classroom, in committee meetings, with different communities, and broadly (Panitz & Panitz, 2018).

The whole range of educational processes, including group student collaboration in or outside of the classroom, is included in collaborative learning. It can range from the more formerly structured process to something as straightforward and informal as partners engaging together during lectures, when students think on an issue on their own, discuss it with a partner to build a consensus, and then begin expressing their conclusions with the class.

## II. THE ADVANTAGES OF COLLABORATIVE LEARNING IN ACADEMIC CONTEXTS

Collaborative learning fosters reflective practice abilities. When students work together to learn, they are actively participating in the process rather than merely taking in what the instructor is saying or presenting information from a laptop screen. Pairs, trios, and larger groups are the three most effective ways for students to communicate. When students work together as a team, one participant observes while the other outlines the research methodology. By generating concepts, arguing about them, receiving instant responses, and answering their partner's questions and notes, both parties develop essential problem-solving skills. Both students are actively participating throughout the lesson and there is constant contact.

Students working on contentious subjects who are involved in debate have a high degree of understanding and memorization of the content being acquired by cognitively rehearsing their own viewpoint and the efforts to grasp their opponent's argument. Students learn and support one side before collaborating with another group that has adopted the opposing position in the organized dispute cooperative approach (Bruffee, 1981).

Students will benefit from one another because, within their exchanges on the topic, intellectual disagreements will happen, faulty thinking will be revealed, disharmony will ensue, and better value perceptions will develop (Slavin, 1990).

Collaborative learning enhances thought and aids in students' idea clarification via debates and discussions. When a professor leads a conversation with the full class, there is far less discussion and dispute amongst pairs and groups of three or more people. Students don't have to wait for lengthy pauses to participate in the discourse since they get instantaneous feedback or questions about their opinions and may generate immediate responses. Another benefit of collaborative dialogue is how it affects students'

ability to peer-edit written work. Peers' comments and editing of one other's work may help students improve their writing, according to certain students who focus largely on revision. In contrast to students who did not collaborate in groups, students who replied to one other's works preferred to conceive modification as a more profound reconsideration of content rather than just modifying (Lander et al., 1995).

Collaborative learning both inside and outside of the classroom may improve professional growth and development while making it less repetitive. The utilization of collaborative learning may promote the acquisition of practical skills and knowledge. Students need to have a foundation of knowledge to build capacities for critical thinking. It often takes some amount of repetition and cognitive training to develop these talents. When students engage in a learning process together, the active learning turns fascinating and enjoyable despite the repetitious nature of the classroom activities, which may be tiresome, uninspiring, and stressful when this is performed independently (Deen, 1994).

Oral communication skills are developed through collaborative learning. When students collaborate in pairs, one colleague speaks the answers out loud while the other observes, starts asking questions, or adds to what has been said. The collaborative approach greatly benefits from the elaboration and justification of one's response, which is a higher level of thinking talent. Three advantages result from students' group projects and spoken communication. First, the more proficient students show how they evaluate materials, develop reasons and explanations for their ideas, and choose the best way to address a topic. Second, a group will often see an issue from a larger perspective and examine more suggestions and answers than one person can. This is in contrast to a person who thinks about a problem in tiny, isolated chunks. Thirdly, the less experienced members of the group may take part in addressing the issue by asking the more experienced students questions and raising different parts of a proposed solution (Deutsch, 2020).

How to develop collaborative learning metacognition in students. Metacognition includes students recognizing and analyzing their learning processes. Students may track their progress in a curriculum and their understanding of the topic by engaging in metacognition exercises. Students engage in significant amounts of reflective practice when they read a text, discuss the concepts with one another, and then evaluate one another's interpretations. Collaborative conversations also help students remember the text's material. They build a new depth of knowledge on top of their old foundation by applying their own language to the

new ideas and basing their remarks on their background experiences. Students engage directly in the classroom activities because this method results in a better comprehension and a higher likelihood that they will remember the information greater than if they had just read the content (Atman & Durak, 2022).

Collaborative learning provides a setting conducive to active, engaged learning. Exploratory learning occurs whenever two or more students work together to attempt to address an issue or provide a solution. They talk with one another, share ideas and facts, seek further information, develop conclusions based on the outcomes of their conversations, and then present their outcomes to their classmates. Students get the chance to contribute shape the classroom experience by making ideas for the processes of the class. They may mentor their classmates or get assistance. Additionally, collaborative learning promotes students' ownership of their education. Students who are given more responsibility for their education are raised in an atmosphere that promotes professionalism. Both the instructor and the student go from being controllers and directors, respectively, to facilitators and eager participants (Slavin, 1990).

The importance of involving students in the creation of the curriculum and operating procedures for the classroom. Students are invited to look inside of themselves, their groups, and classroom policies while engaging in collaborative activities. When cooperative learning serves as the foundation for performance and quality (Kort, 1991).

There are four distinct ways that students get involved in creating those procedures. The class can decide on the layout of the physical space, including the types and numbers of breaks that will be taken, the setup of the tables and chairs, and the showcase of classroom supplies, to name a few. The future generations of lecturers receive training in efficient teaching techniques through this program. Additionally, it aids students in weaning themselves off the idea that instructors are the only sources of information and comprehension (Kiesler, 1992).

Collaborative learning encourages a learning objective as opposed to a performance objective. Additionally, it meshes nicely with the reconstructive method. The only time students are actually thinking critically is when they create their own frameworks and answers. When students play an vital role in formulating problems in their particular words and coming up with solutions together rather than copying information from the instructor or a reading materials, a particular strategy is created (Beckman, 1990).

Collaborative learning enables students to have a perception of authority over their work. Because teachers who take the time to meet with their students motivate them to strive for superior productivity, it also encourages increased success and class attendance. Additional advantages of collaborative learning include higher grades, greater class attendance, longer effective learning, and better sharing of knowledge across subjects and fields. The increased performance may be explained by the substantial positive link between participation in class and academic accomplishment (Sharan et al., 1997).

Collaborative learning encourages an optimistic mindset toward the material and improves student comprehension. Interactive lectures promote a climate that encourages high levels of student enthusiasm, involvement, and engagement. It also improves one's capacity for self-control. The educational conversations assist students in developing self-management skills. Collaboration among students increases their sense of self-confidence cognitively. Additionally, it fosters inventive lecture hall and teaching methods (Slavin, 1990).

The collaborative learning method includes collaborative thinking, brand awareness quizzes, and pleasant exercises for the class. The size of the groups that the students work in will depend on the task at hand. Working in pairs or groups to finish a homework assignment is only one example of the many various ways that groups might work on materials, problems, studies, educational routines, and group assessments (Panitz & Panitz, 2018).

Classes are interesting and enjoyable since the instructor has a variety of projects at their disposal. It encourages the peer mentoring of students' approaches to problem-solving skills. Due to collaborative learning, more difficult activities can be assigned without increasing the burden excessively (Price, 1997).

Davidson (1995) notes that "students in groups can frequently manage hard circumstances that are much above the capacities of individuals at the cognitive stage." When students are taught to collaborate, their competence and production substantially rise. Relatively weak students also perform better when placed in groups with stronger students. There is no need to wait for assistance while studying collaboratively since it is readily accessible from other learners or the instructor, who moves between the groups. Additionally, it encourages the development of more and more difficult exam questions. In a secure context, students also investigate other approaches to solving problems since many of them are reluctant to voice their thoughts in front of others in a typical classroom environment for concern of seeming silly. As a result, it fosters a secure atmosphere where students may present

themselves and pursue their perspectives without worrying about failing or receiving negative feedback.

Large lecture sessions may be personalized through cooperative learning exercises. It may be tailored to include students in participatory, reflective practice exercises after lengthy lectures. Cooperative learning has the benefit of being adaptable to large courses. When questioned to constitute pairs or small groups in a classroom, students may be required to spin around in their seats or perform with the person seated beside them. Large lecture halls make it almost impossible to have classroom discussions, but it is still possible to assign students an activity that necessitates their ability to think critically by giving them ten minutes to work with a colleague before having representative groups present and defend their answers to problems. This method aids in concentrating students' focus on a specific subject, fosters a dynamic learning environment that engages students immediately in their own education by enabling them to bear some responsibility for their own and their groupmates' knowledge acquisition (Gasen, 1996).

Learning in a collaborative way is particularly beneficial in digesting a foreign language, where language-related communication is valued. This is frequently seen in French club members because members typically converse in the language more proficiently than non-members. Therefore, collaborating with others is a smart method to speed up language learning and practice the topic and dialogue norms that are common in a certain academic discipline, such as economics, philosophy, or politics. Collaboration with the instructor outside of the classroom and during class is another way to speed up the socialization stage. Numerous tactics can be employed to deal with mathematical issues. Groups of students can teach one another different approaches to a common issue (Chamot, 1993).

### **III. THE ADVANTAGES OF COLLABORATIVE LEARNING IN SOCIAL CONTEXTS**

Collaborative learning promotes integration and diverse knowledge. With the ability to speak with the students individually or in small groups, collaborative learning facilitates collaboration and closeness between the instructors and students. By discussing activities and behaviors that affect student classroom performance as well as methods of problem solving, there is a general tendency to interact professionally with the classmates.

Through cooperative learning, students also enhance their social abilities. Students are fully informed of the significance of having balanced, beneficial interactions when they collaborate in teams by requesting group



members to consider their behavioral responses. So, participants are asked to assess their contributions to the group's success or failure in a way that facilitates collaboration and encourages members to consider their role in the group's successes or failures (Cohen, 1991).

Collaborative learning enriches encouraging environments for managing problem solving and encourages favorable social and cultural responses to issues. It lessens violence in all contexts, gets rid of guilt and disgrace, and raises respect, amiability, reliability, and common understanding. It strengthens the social circle of endorsement among students. Students' social perspectives are used in collaborative learning to promote their participation in the educational procedures. All throughout the course, social support was built through warm-up activities and group practices. The lecturer's involvement in guiding the learning method and communicating with each student is essential. Incorporating senior instructors, administrators and families into the cooperation process gives it numerous opportunities for help for anybody who has difficulties due to factors outside of the classroom, such as economic, social, or familial issues (Johnson, 1999).

In collaborative learning, improvements in social interactions among students are brought about by the increasing dependency on groups to support them as they count each other's acting skills, the mutual support generated by both individual and group evaluation and performance enhancement, and the common framework of the teamwork educational process. Learning in a collaborative way promotes groups to work outside of the classroom, connecting individuals together for extended durations of time for integrated intellectual and social skills (Bruffee, 1981).

Students also learn to be accountable for one another because to the supportive atmosphere that is created when they help each other and take responsibility of the growth of their complete group. Individual and group acknowledgement of successes develops a good way of learning and sheds light on each one's commitment to their groupmates in general. Additionally, learning collaboratively increases both instructors' and students' comprehension of differences. It enhances diverse knowledge and fosters the development of more beneficial diverse interactions. It cultivates in students a stronger capacity to see things from other people's viewpoints. Students who are employing collaborative learning techniques are expected to assess one another, argue points, and discuss one another's theories and strategies for providing answers and resolving challenges. Students get a far greater grasp of their own individuality and cultural diversity. Students are considerably more likely to

embrace alternative ways because they work in a life-filled situation where group cognitive talents are qualified than if they were in a competitive environment that prioritizes single initiative over collective effort. In comparison to lectures given by professors, collaborative learning exposes students to a far wider range of techniques. Additionally, it teaches students in the same class how to collaborate. As a result of their frequent, supervised interactions and active exploration of concerns, students are better able to appreciate one another's uniqueness and understand how to deal with any potential social conflicts (Deen, 1994).

Students learn how to evaluate concepts in cooperative learning, not as individuals. Students should be taught how to question assumptions and argue for their viewpoints without putting themselves in the perspective of the other person in order for collaborative education to be actual in assisting students in resolving conflicts peacefully. Additionally, students are equipped with conflict resolution techniques that are helpful in both academic and real-world settings. In collaborative classrooms, students also practice imitating social and professional responsibilities; they may be assigned duties in order to enhance group collaboration. For each new assignment or task, group members alternate in the roles of readers, organizers, presenters, materials controllers, timekeepers, critics, and others. Students are thus urged to acquire and implement the skills necessary to operate in society and the workplace. These include the ability to lead, collect data, communicate results both verbally and through writing, challenge ideas in a positive way, take part in brainstorming, fulfill deadlines, and others. Therefore, while keeping individual responsibility, collaborative learning promotes team development and a cooperative strategy to resolving issues. It gives the instructor the chance to see how the group functions and take appropriate action to promote engagement from all students (Schneider & Nakakoji, 1995).

Outside the classroom and student courses, additionally, cooperative activities create social and intellectual bonds. If groups are maintained for a sufficient amount of time throughout a course, members will be able to become acquainted with one another and continue their activities outside of the lecture hall; however, this effect is not necessarily related to the fact that it happens outside of the lecture hall. This comprises getting together for food or black tea on campus, creating study groups, and gathering at one another's homes on Saturdays and Sundays in the evening to complete assignments or prepare for tests. Students swap phone numbers and get in touch with one another to ask inquiries or solve difficulties. In a cooperative manner, students can form study groups and

make new acquaintances more easily. As a result, collaborative learning makes advantage of students' social interactions to promote their participation in the process of learning. The course's opening exercises and team-building activities foster positive reinforcement. Additionally, it promotes groups to collaborate outside of class, bringing people together for extended durations of time for integrated educational and social benefits (Chamot, 1993).

#### **IV. THE ADVANTAGES OF COLLABORATIVE LEARNING IN PSYCHOLOGICAL CONTEXTS**

In contrast to individual, competitive methods, where many students fall behind, collaborative activities among students lead to a better degree of performance by all students. Competition encourages a system where the best students gain all the accolades and awards while the average or low-achieving students get nothing. In contrast, a collaborative workplace is advantageous to everyone. The collaborative community that is created when students provide a hand to one another elevates everyone's performance levels and improves their overall happiness with their educational experiences.

Instead of encouraging a vulnerable attribution trend, collaborative learning encourages a core knowledge attribution trend. It promotes asking for assistance and accepting instructional support from its students. Due to the negative perception that asking for help or teaching from peers signals dependency, students are extremely hesitant to do so. Help-seeking can result in low self-esteem, disappointment, or feelings of sovereign debt. Additional social psychology research shows that helping behaviors negatively affect a person's intelligence and that students have a decreased affinity for those who offer assistance. Students also experience negative emotions when they do not perceive chances to offer assistance in return (Wiener, 1986).

Collaborative learning and social interactions among students are different from a class lecture where the instructor is the sole authorized aide. Students who ask for assistance during a lecture may come out as uninterested or, perhaps worse, uninformed of the subject matter. Typically, they will be patient and wait for an appropriate opportunity to ask questions concerning the lecture topics (Johnson, 1999).

Students who do not ask for assistance but are having difficulties understanding the course material or conceptual frameworks can still learn from collaborative activities and gain knowledge of the material by watching the group and examining the supporting methods that are being used by their colleagues. By monitoring the asking

and responding process that takes place when students assist one another, students may compare their study methods and professional skills with those of other students and develop modifications (Deutsch, 2020).

Collaborative learning can reduce anxiety. It eases tension both before and during the presentation in the lecture. Competition makes students more anxious and less confident in their abilities. Because the students realize that the instructor can assess both their knowledge and their thinking, their text anxiety decreases. Students are forced to memorize and replicate fundamental abilities as part of the test process. The instructor improves his or her mastery of each student's learning pattern and performance via exchanges with them throughout each lesson. Thus, a chance is created to offer additional counseling and guiding kinds of examination. A class discussion obviously lacks this kind of engagement. Consequently, collaborative learning fosters more friendly perceptions among students regarding instructors and other department staff, as well as with their own students. In a collaborative education, each member is involved at a highly intensive and intimate level (Angelo & Cross, 1989).

Instructors get familiar with students individually. Because students have several chances to explain their actions to the instructor, they gain knowledge about their classmates' behavior. Open channels of communication are regularly promoted. Due to the inspired state that the numerous social encounters produce, all participants adopt a highly optimistic attitude. It also raises the bar for instructors and students because, by fostering group discussion and attempting to set attainable goals for groups, lectures create increased expectations that students will acquire the collaborative strategy and enhance their capacity to function well in groups, as well as through formative assessments and certain other means (Peel & Shortland, 2004).

Collaboration learning employs instructional strategies and a range of evaluations, including group observation, group self-evaluation, and brief individual tests. During collaborative learning, the instructor has a better chance to see students conversing, justifying their judgments, raising questions, and debating with their colleagues. Additionally, tasks offer students who are less adept at completing standardized assessments the opportunity to focus on subject imitation. Additionally, group assignments allow students to convey their understanding in a different manner by verbally presenting their answers to a colleague or group before formulating a proper response (Chamot, 1993).

## V. CONCLUSION

It has been concluded that considering students working together with their classmates has several advantages. When seeing simply the final result, a student may be seen going through a whole challenge or assignment revisions to gauge their degree of particular understanding and conceptual mastery. By examining if their presentations in groups or in pairs are verbal, cognitive, or experiential, one may determine their preferred learning method. If one provides in-class or extracurricular tutoring for the student, this information may be helpful. Adopting several preferred learning demonstrations in each lecture is conducive to collaborative learning. The instructor or other students may make short, targeted interventions to offer assistance and direction to struggling students. Informal discussions occur between individuals, groups, and the instructor that help identify potential issues the group of students may be facing. These consultations also contribute to the creation of great relationships as the students get to understand the instructor and the instructor becomes familiar with the students. Hesitant students will interact with their classmates more in smaller numbers than in a larger classroom, and you may monitor them as well. Recognizing hesitant students can assist you to engage them in activities without putting them in danger.

Various exams only provide a fragile foundation for comprehending and assessing student achievement. These techniques mostly include memorizing facts, mindless repetition, and sometimes some reflective practice in the form of a paper. Strategies for comprehending students' emotional learning abilities and a range of student learning styles are required in addition to of these historical evaluation methodologies.

Ultimately, there are several advantages to employing observations as a technique for evaluation to assist students determine if they have digested course content. This method puts students in charge of their own fate, significantly minimizes anxiety, and stresses that they are accountable for their education. It also increases students' self-esteem. Students' activities, not the instructor's, are what determine the outcomes they get.

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