# Collaborative Learning Techniques (CoLTs) Quick Reference

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

| *This CoLT* | *is a technique in which students...* | *It is particularly useful for...* |
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| 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. |

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| 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 answe 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. |