



## Definitions and Examples of collaborative, cooperative, team-based and problem-based learning

<p style="text-align: center;"><b>Collaborative Learning</b></p> <p><b>Definition:</b> “in collaborative learning, the focus is on working with each other (but not necessarily interdependently) toward the same goal... toward discovering, understanding, or production of knowledge” (Davidson &amp; Major, 2014, p. 21)</p> <p><b>Examples:</b> Reports or presentations in which tasks are split among group members.</p>	<p style="text-align: center;"><b>Cooperative Learning</b></p> <p><b>Definition:</b> “students work and learn together actively in small groups to accomplish a common goal in a mutually helpful manner” (Davidson &amp; Major, 2014, p. 14); this group work can be structured or unstructured</p> <p><b>Examples:</b> Jigsaw activities Think / Pair / Share Three-Step Interview</p>
<p style="text-align: center;"><b>Team-Based Learning</b></p> <p><b>Definition:</b> “TBL shifts the focus of instruction away from the teacher as dispenser of information and instead places the focus on students actively engaging in activities that require them to <i>use</i> the concepts to solve problems... <i>every</i> aspect of a TBL course is specifically designed to foster the development of self-managed learning teams” (Michaelsen, Davidson, &amp; Major, 2014, p. 58)</p> <p><b>Examples:</b> Flipped classroom model</p>	<p style="text-align: center;"><b>Problem-Based Learning</b></p> <p><b>Definition:</b> “PBL fosters the ability to identify the information needed for particular applications, where and how to seek that information, how to organize that information in a meaningful conceptual framework, and how to communicate that information to others” (Duch, Groh, &amp; Allen, 2001, p. 7); PBL is often interdisciplinary with “real world” applications</p> <p><b>Examples:</b> Case method Simulated client interaction</p>

### References:

- Davidson, N. & Major, C.H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching*, 25 (3&4), 7-55.
- Duch, B.J., Groh, S.E., & Allen, D.E., eds. (2001). *The power of problem-based learning: A practical 'how to' for teaching undergraduate courses in any discipline*. Sterling, VA: Stylus.
- Michaelsen, L.K., Davidson, N. & Major, C.H. (2014). Team-based learning practices and principles in comparison with cooperative learning and problem-based learning. *Journal on Excellence in College Teaching*, 25 (3&4), 57-84.