
**COLLABORATIVE
LEARNING
TECHNIQUE**
29
Team Anthologies

Characteristics

Group Size	4 THEN 2 THEN 4
Time on Task	SEVERAL HOURS
Duration of Groups	MULTIPLE SESSIONS
Online Transferability	MODERATE

DESCRIPTION AND PURPOSE Student teams compile, annotate, prepare, and print an anthology of course-related materials. This CoLT provides an organizational structure for students to investigate a topic, read and review the most valuable materials on that topic, and describe and print information in a useful collection of resources. Fundamentally, it allows students to experience the research process without writing a formal research paper.

PREPARATION The amount of preparation involved in this CoLT depends on the level of the students. If students are new to the discipline and to research, provide examples of appropriate materials. If students have backgrounds in the field and have experience with doing research papers, simply create a time frame that sets deadlines to help you and students monitor the various steps.

PROCEDURE

1. The teacher organizes students into base groups of four and guides groups as they determine an appropriate topic for research.
2. The group splits apart, and individual students each research and identify five to ten of the most important resources on the topic.
3. The team rejoins and compiles all four team members' bibliographies and makes initial decisions as to the relevancy and currency of each entry, eliminating sources they deem to be of low value and aiming for a composite anthology of about ten citations.

4. The team subdivides into pairs and assigns half the bibliography to each pair.
5. Pairs divide their part of the bibliography, with each student taking half.
6. Individuals photocopy and write a brief reflective commentary on each source.
7. Pairs re-form and exchange, read, and reflect upon each other's reviews, looking for divergent and convergent thinking and ideas, and together create a composite annotation for the sources in their half of the bibliography.
8. Pairs rejoin the base quad and prepare their work for submission by adding a cover sheet, introduction (with a statement of purpose and the anthology's value to the intended audience), and a conclusion (with suggested applications of the anthology, unanswered questions, and suggestions for future research).
9. Teams submit their anthologies to the instructor.

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EXAMPLES

Composition and Reading

Professor Anne O'Tate taught a freshman composition class and used this technique to help students develop topics for essays. She asked student teams to select a topic they would like to research. Each member of the team gathered and submitted manuscripts related to the topic. The team then followed the Team Anthology process to create a collection of readings from which to draw when writing their essays. She assigned five anthologies throughout the semester, each one corresponding to a paper.

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Health Education

Professor Sal Monella wanted students to read authors that make the field of health science exciting and interesting. He decided to have students develop a Team Anthology of newspaper and magazine articles written by renowned health science writers. Professor Monella formed teams of four students each and asked each team to research and identify five famous scientists who had researched health-related issues. During the next class period, he asked groups to prioritize the list according to the scientists they were most interested in studying. When they were finished, he worked with the

class as a whole, asking for each team's top nominations, writing names on the board, and dividing up and assigning each scientist to a single team to study. He then shared with the teams the procedures for Team Anthology. When the teams had completed their anthologies, he put the anthologies on reserve in the library along with an assignment that required students to review all anthologies in order to answer worksheet questions.

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Educational Foundations

Professor Rita Booke determined that students in this course had not had much prior exposure to writings in the field of multicultural education. She asked students to form teams and asked each team to develop a bibliography of relevant writings, photocopy select writings for inclusion in the anthology, and respond to the writers' main points. Teams made a brief presentation on their anthologies to the class, and the anthologies were available as resources for students throughout the semester.

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Introduction to Photographic Expression

Professor Matt Finnish designed this course to provide students with a survey of the contributions to the field of photography by artists of diverse ethnic and cultural backgrounds. He also intended to guide students in developing their personal approach to photographic expression. The professor believed that emulation was an important technique to help students accomplish both goals. He explained to students that to imitate an artist who had created something that one admired was a tradition that goes back to the earliest educational institutions. He told students that in contemporary times, there has been negative feedback to students about "copying" artwork, but clarified that although emulation does require imitating, it is not copying and pretending the style is one's own. Rather, it is analyzing and extracting the essential qualities in the original and then striving to equal those qualities in one's own work.

He formed student teams and asked groups to select a photographer whom they found particularly interesting or inspiring. Together students identified a list of the photographer's most important works and then divided up the list for individuals to

locate and photocopy the images. In class, students discussed each image, trying to identify the salient aspects of the image that enhanced the image's expression (such as use of light, color, and composition; any specialized developing and printing techniques; unique subject matter, and so forth). The team wrote a summary of their analysis for each image. Students then individually took and developed their own photographs emulating that photographer's style. They also wrote a paragraph on what they had learned, noticed, and experienced in the exercise. Students gathered back together as a team and collected all of their work into an anthology, adding a cover sheet, table of contents, and one-page biography of the artist they had emulated.

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ONLINE IMPLEMENTATION

Implementing this CoLT in an online course will be most successful if it is assigned to mature students in advanced courses. Students can use a designated discussion area combined with e-mail exchanges to communicate with each other as they identify sources, create a bibliography, and construct composite annotations. Although students can generate an actual "hard copy" anthology, it will be most accessible and useful to other students if they create the anthologies as Portable Document Files (PDFs) that can be posted online.

VARIATIONS AND EXTENSIONS

- If time is limited, disregard the anthology portion of this CoLT and have students simply create an annotated bibliography. Reduce student time and effort even further by putting the sources on reserve in the library. Either way, student pairs review the same articles, chapters, or content areas and exchange notes for reading and reflection. Students discuss key points and look for divergent and convergent thinking and ideas. Together students prepare a composite annotation that summarizes each article, chapter, or concept.
- Instead of creating an anthology, have students use this process to develop an archive, catalogue, chronicle, collection, digest, directory, fact file, glossary, handbook, photo essay, or relief map (Bull, Montgomery, & Kimball, 1999).
- Extend this CoLT by combining it with others. For example, have student teams use their anthologies as the basis for writing a paper (*CoLT 28: Collaborative Writing*). Or have them create the anthology to support their teaching role in *CoLT 11: Jigsaw*.

OBSERVATIONS AND ADVICE Assign Team Anthologies so that they are used for a specific purpose (such as resources for writing a paper, completing a project, teaching their peers, and so forth). If the purpose of the Team Anthology is not clear, or if the class does not use the anthology in some way, students may perceive this task as busy work.

This CoLT can be an effective technique to help students learn the important sources and tools of the discipline. Additionally, it provides a structured alternative to the standard term paper for students to practice research skills.

To increase accountability, consider implementing both individual and group grades. To provide a basis from which to assign individual grades, have students submit their individual work at specific time intervals or as attachments to the final product. For example, students can submit to you a document that shows their initial individual identification of resources and retain a copy for their group work. Along the same lines, partners can submit their individual reflective commentary on each source as well as the composite annotation.

Consider assessing this activity by using *Group-Work Evaluations* (CAT 47, Angelo & Cross, 1993, pp. 349–351) and create a questionnaire that collects feedback on students' reactions to this assignment. For example, ask students to rate how effectively the group worked together as a quad and as partners, how prepared each group member was for each stage of this activity, and so forth. Teachers can also include questions asking students to identify what they learned most from the anthology itself (as distinguished from the process of creating the anthology).

KEY RESOURCES Bull, K. S., Montgomery, D. L., & Kimball, S. L. (Eds.). (1999). *Quality university instruction online: An advanced teaching effectiveness training program—An instructional hypertext*. Stillwater: Oklahoma State University. Available: <http://home.okstate.edu/homepages.nsf/toc/EPSY5213Reading3a>

Millis, B. (1994). Increasing thinking through cooperative writing. *Cooperative Learning and College Teaching*, 4(3), 7–9.

Millis, B., & Cottell, P. G. (1998). *Cooperative learning for higher education faculty*. Phoenix, AZ: Oryx Press, pp. 120–121.

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College Faculty

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