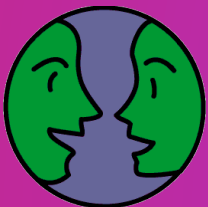# PISA 2015: Assessing Collaborative Learning

Gerry Stahl

- An *impressive* operational analysis of collaboration

- The CPS framework is a *rationalist model*; student collaboration is highly situated, tacit, interactive

- The student moves are constrained for test purposes; but student collaboration relies on unconstrained expression

- The options for chat are literate, not chat-like; collaboration is all about subtle linguistic practices

- Students can learn to game the rationalist system: The framework values are clear in the choices.

- Collaboration skills will be taught to the test model of rational collaborative problem solving

www.GerryStahl.net

CSCL 2013

➢ **How will school systems prepare for this testing? With real collaborative learning or techniques based on the testing?**

➢ **How can the CSCL research community view this as an opportunity to promote collaborative learning?**

➢ **Do we have clear, operational, research-based and well-tested instructions in how to promote and teach collaborative learning?**

➢ **Are there techniques of collaborative learning or is CL a pedagogical philosophy? Can we provide technologies to support it or approaches to promote it?**

CSCL 2013

PISA CPS Chat Examples

CHAT

Abby: Its not great. What should we do now?

You: Let's change the temperature

Abby: Wait. I'm not sure that this is the right strategy

You:
- Why do you think that?
- Let's change the [scenery ▼]
- I know that this is the right thing to do

CHAT

Mark: Did you know guys that I've designed all the previous logos for our class?

Sarah: Why does that matter?

You:
- Let's concentrate on our drafts.
- What should we do now?
- Agree, it makes no difference for us right now.
- Mark, can you tell us more about that.