

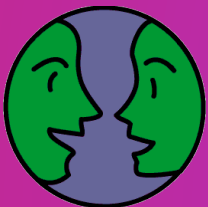
*PISA 2015: Assessing  
Collaborative Learning*

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





- 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?





# PISA CPS Chat Examples

**CHAT**

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

 Let's change the temperature  
**You**


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





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

**You**

**CHAT**

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

 Why does that matter?  
**Sarah**



- 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.

**You**