The Course "Design, Learning and Collaboration"
Spring Semester 2005

This course will consist of

- lectures,
- guest lectures,
- demonstration of existing major prototype systems
- readings
- small assignments
- independent research activities by students
- a major project by groups of students.

small assignments

in order to be able to conduct class meetings as discussion sessions, students need to informed; reading assignments for a class session will be before the class and students will be asked to reflect upon their readings in small assignments

Independent Research Activities by Students (in groups)

This part of the course will provide students with an opportunity to engage in self-directed learning in the context of independent research explorations (this work is more conceptual and *complements* the work in the course project). Students will present their research about these topics in class some ideas. A list of suggested topics will be provided by the instructor.

Major Project (in groups)

purpose: to gain an in-depth understanding of a theme relevant to the course. Projects need to be carried out through a learning-by-doing approach throughout the semester, preferably as a collaborative activity of team(s).

Requirements for Projects include:

- An Initial Description of your Course Project
- Project Proposal
- Progress Report
- Final Report

Expectations about Involvement of Students

- active participation → presence in class
- readings and small assignments
- independent research
- projects
- create a community: (peer-to-peer learning, website)

Course Information Environment

- a Swiki at: http://l3dswiki.cs.colorado.edu:3232/dlc-2005
- all course work (lecture notes, assignments, questionnaire) will be distributed, documented, and shared via the Swiki

Grading

Grades will be based on:

active and meaningful participation in class — this will be measured primarily by the quality of the contributions, not by the quantity (obviously zero quantity does not indicate any quality), by interesting, unsolicited contributions of relevance to the class, and by answers to small assignments

independent research activities — including written report and presentation in class

the quality of the process and outcomes of the **semester project** (a handout about projects will be provided and discussed in an upcoming class meeting)

a **self-assessment** of the students provided to the instructors at the end of the course.

Weight distribution

- assignments and contributions in class   25 percent
- independent research   25 percent
- semester project   35 percent
- self-assessment (which will be honored "as is") 15 percent

Self-Application: A "New Culture" for this Course

- "symmetry of ignorance" — stakeholders are aware that while they each possess relevant knowledge, none of them has all the relevant knowledge
- teacher, learner = f{person} → **teacher, learner = f{context}**
- the knowledge for (re)solving complex, real-world problems does not exist *a priori*, but is generated through collaboration among stakeholders