

## Similarities and Differences between Cooperative and Collaborative Learning

### Similarities

- Stress the importance of active learning.
- The teacher acts as facilitator
- Teaching and learning are experiences shared by both the student and the teacher.
- Enhance higher order cognitive skills.
- Greater emphasis is placed on students' responsibility for taking charge of her or his learning.
- Involve situations where students must articulate ideas in small groups.
- Help students develop social and teambuilding skills.
- Increase student success and information retention.
- Utilize student diversity.

### Differences

Cooperative	Collaborative
<ul style="list-style-type: none"><li>▪ Students receive training in small group social skills.</li><li>▪ Activities are structured with each student having a specific role.</li><li>▪ The teacher observes, listens and intervenes in a group when necessary.</li><li>▪ Students submit work at the end of class for evaluation.</li><li>▪ Students assess individual and group performance.</li></ul>	<ul style="list-style-type: none"><li>▪ There is the belief that students already have the necessary social skills, and that they will build on their existing skills in order to reach their goals.</li><li>▪ Students organize and negotiate efforts themselves.</li><li>▪ The activity is not monitored by the instructor. When questions are directed towards the teacher, the teacher guides the students to the information needed.</li><li>▪ Students retain drafts to complete further work.</li><li>▪ Students assess individual and group performance.</li></ul>

Source: [Matthews, Roberta S.; Cooper, James L.; Davidson, Neil; Hawkes, Peter. Building bridges between cooperative and collaborative learning. Change July/August 1995 pp 34-4](#)

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Given what is known from research about the epistemological development of undergraduates as they move through university, i.e. a move from an absolutist view of the nature of knowledge to a relativist one, then we might want to match this with an instructional movement from cooperative learning to collaborative learning over the course of a student's undergraduate programme.