


# Chapter 17


## Collaborative Pedagogy for Deeper Learning in an Asynchronous Classroom

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### ABSTRACT

*Centering collaborative pedagogies, this paper captures faculty reflections in the asynchronous classroom. Through this reflection we conceptualize a three-pronged approach in analyzing, thinking, and implementing collaborative pedagogies for online learners and suggest these recommendations as strategy for other instructors aiming to think intentionally about their online course design approach. Our work directly responds to continued interest in pedagogical strategies for online instruction, as well as the attempt to humanize online courses to be engaging, critical, and inclusive places for learning. We demonstrate how asynchronous engagement online can support thoughtful and impactful collaborative learning experiences for*

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*students in asynchronous formats.*

## **INTRODUCTION: COLLABORATIVE PEDAGOGY FOR DEEPER LEARNING IN THE ASYNCHRONOUS CLASSROOM**

Few professions have experienced more profound disruption due to the pandemic than teaching, as universities have alternated between in-person, remote, and hybrid models of instruction. The COVID-19 pandemic has necessitated an immediate global transition for many faculty members from traditional in-person teaching in classrooms and lecture halls to online instruction across various platforms. As educators have been prompted to re-evaluate the adaptation of their traditional teaching methodologies for the online learning environment, the emphasis on intensified collaboration within the classroom has highlighted the potential for richer, more meaningful, and inclusive educational experiences for students (Daumiller et al., 2021). This focus on online collaborative learning serves as an effective means to foster positive, productive, and holistic experiences for online learners.

Collaborative learning is inherently complex and challenging (Adamson & Walker, 2011), and these difficulties are intensified in asynchronous online settings (Pacansky-Brock et al., 2020). Research indicates that students struggling with group work often become disengaged and lose interest in their assignments, which undermines the purpose of shared learning experiences (Bruffee, 1995; Jones, 2004; Oakley et al., 2004). As one of the most prevalent forms of student collaboration, group work can become increasingly intricate in online environments. Experts in collaborative learning emphasize numerous advantages tied to both in-person and online learning contexts. These benefits include enhanced reasoning skills (Hogan, 2000), improved creative problem-solving and communication (Jones, 2004), and engagement with diverse perspectives (Barkley et al., 2014; Bruffee, 1995), all of which enrich the educational experiences of online students. Ultimately, this leads to stronger teacher-student interactions, increased student success, better attitudes, persistence, and enhanced higher-order thinking and problem-solving skills (Jones, 2004; Light, 2001).

In this context, we use the term collaborative pedagogy in online learning as collective and intentional cyclical practice for instructors, to engage in intentional collaborative processes that best supports students' experiences in online exchanges. Drawing on critical and collaborative pedagogy (hooks, 2003; McLaren & Kincheloe, 2007) and culturally responsive and sustaining pedagogies (Gay, 2000; Alim & Paris, 2017), this practice brief highlights the collaborative, reflective, and dialogic opportunities available in the online classroom. This work centers this perspective and the necessity for consciousness-raising through collaborative learning, which

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