information- and technological-rich work where they work in teams. (p. 785)

Toward this end, the teaching of collaboration and knowledge-sharing skills is essential. However, some authors claim that there has been a widespread failure of schools at all leve Johnson & Johnson, 2007). As Roberts (2004) pointed out, although "co hardly a new idea…almost all formal learning today, particulclairly at univers environment in which students are expected to learn individually" (p. vi).

Educational Benefitslls

oration and knowledge-sharing into the classroom? First, when working together students construct new knowledge, often understanding course co longer than via individual lclaearni (Dawley, 2007; Johnson & Johnson, 1990 Kumar (2008) explained that: "Collaborative learthors students interact a

rse content and concepts, collaborative learning also

ngton, and Mathews

ly

in any one discipline, nor are they limited to online

t wave, which last

the instructor is more a learning facilitator than a deliverer of

sophy in the last two decades [of education in general] calls

The students from all three courses listed a number of keys to successful teaching/learning via collaboration and knowledge sharing. These key factor Leas fell into two sub-categories Lea: 1) instructor 3( )]T that the more active the instructor was during the course and the more interested she appeared tb(ree(eni)7(n)5( )]T.

Students also cited improvement in teamwork skills resulting from the course design, which included student group work lasting over multiple weeks of the course: “The continuous group work [over the term] made it easier to develop and understand the