A Framework for (CS)CL Support

The following dimensions may help you plan and / or evaluate support for (computer-supported, or face-to-face) collaborative learning.

Why?		Questions	Room for Notes
Goal	Which goal(s) does the support aim to achieve? - individual and /or group level? - now, or / and for future activities?	Are my goals clear? To me? To my students?	
What?			
Target	Which aspects of collaboration are targeted by the support? - cognitive (e.g. domain-help) - metacognitive (e.g. reflection, learning strategies) - motivational (e.g. positive interdependence) - social (e.g. group processing, participation) - affective (e.g. coping with frustration)	Does my support match the needs of the students for this collaborative learning task? Does my support enable promotive interactions? Is the support adequate, or do I over-script or under-script my students?	
Timing	At which point in time (relative to the start of collaboration) is support provided? - prior to the collaboration (e.g. instruction, training, group formation) - during the collaboration (e.g. prompts, resources): immediate, delayed - after the collaboration (e.g. reflection)		
Implemen-tation	Is the support is realized in a fixed, adaptive or adaptable manner? - fixed (one size/time fits all) - adaptive (i.e. automated) - adaptable (i.e. user-based)		
Granularity	How specific is the support provided? At what time level is it provided? - unspecific/ general / for the whole semester - task-specific - step-level; turn-level		

	Who?		
Source	Who provides support? E.g: teacher, researcher, tutor, peer,… Is support given directly to the learner or group in need, or is it mediated through other actors in the setting (e.g. tutors)?	Do my students trust the support that they receive?	
Adressee	Who is the support delivered to? e.g.: - class / semester - a specific group - an individual student	Will my students accept the support from the person that is delivering it to them? How well is this way of orchestrating support manageable?	
	How?		
Delivery	Through what channels is the support provided to the learners?, e.g. - face-to-face, lecture, Moodle / LMS, email,…	How easily do my students receive the support?	
Availability	How readily accessible is the support? How salient is the support for the learners?	How do they accept it?	
Directivity	Whether and how explicitly and concretely does the support give directions for possible or desired behaviors on the part of the learners? - no advice - implicit (i.e. enabling conditions, resources) - explicit: general advice - explicit: specific guidance	Would I like to experiment with other ways of implementing support?	
Foundation	How much and what kind of information about the state of their collaboration is provided to the learners? - no information on state (e.g. just alert) - show state (e.g. raw data) - show aggregated data (e.g. mean or other indicators) - show interpretation of state (e.g. assessment good vs. bad)		
Coercion	To what extent do learners have to react to the support? - no action required - some/any action is required - specific action is required		