

Please quote as: Oeste, S.; Bittner, E.; Söllner, M. & Leimeister, J. M. (2015): How to Empower Lecturers to Leverage the Benefits of Peer Learning - Theory-Driven Design of Collaborative Learning Patterns. In: Annual Meeting of the Academy of Management -PDW 'Management Education and Learning Writers Workshop', Vancouver, BC, Canada.

**HOW TO EMPOWER LECTURERS TO LEVERAGE
THE BENEFITS OF PEER LEARNING –
THEORY-DRIVEN DESIGN OF COLLABORATIVE LEARNING PATTERNS**

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ABSTRACT

In the digital age, factual knowledge has become less important due to the rising ubiquity of information. Thus, teaching-learning scenarios in universities need to change to ensure high-quality education of future employees. Today, it is increasingly important to foster learners' soft skills and their ability to reflect information and apply knowledge. Interactive learning formats such as peer learning provide useful approaches for training these skills. However, these formats are known as complex and difficult to design. As a consequence, lecturers as domain experts but not necessarily experts in didactics and collaboration often face challenges when designing such formats. To support lectures, we combine insights from peer learning and collaboration research to develop and evaluate collaborative learning patterns (CLP) for peer discussion and peer review. We contribute to theory and practice by providing a theory for design and action empowering lecturers to design effective peer learning activities for their lectures.

Keywords:

peer learning, peer discussion, peer review, collaboration research, collaborative learning patterns, theory of design and action.