

Chapter 1 : What is Cooperative Learning?

Cooperative learning involves more than students working together on a lab or field project. It requires teachers to structure cooperative interdependence among the students. These structures involve five key elements which can be implemented in a variety of ways. There are also different types of.

Receive free lesson plans, printables, and worksheets by email: Cooperative learning is termed as a learning way in which the students learn in groups. In this type of learning the students interact with each other and build upon their school relationships, which is different from the traditional way of teaching. The main idea behind cooperative learning is to teach the students to be a functional part of a group so that they have grouped responsibilities as well as individual responsibilities. This type of learning not only increases the study skills of a student but also develops the communication skills. In order to understand deeply the cooperative learning one must explore the main theories of this type of learning. Due to the vast information available on the internet, the teachers can implement different knowledge in their classroom rapidly, and it is the best way to increase the teacher resources. Upon going to Google about cooperative learning you can find many sites, which provide useful information, which can help the teachers in their teaching as well as the students in their learning. In order to develop the communication and social skills of the student, a teacher must use cooperative learning in his or her classroom. However, it is best to compare and contrast between the major theorists of cooperative learning. It starts from reflection and planning, small group or interpersonal learning skills, individual responsibility, simultaneous interaction and to the last positive interdependence. These five can also be regarded as the basic five principles of cooperative learning. The main idea behind this model was to understand that the students need to learn together in a noncompetitive atmosphere. The model of Dr. Robert Slavin is more based on the providing needs of individual students. Those five principles were, team recognition, individual improvement scores, quizzes, teams, and class representation. His model was discredited apart from it being on a good basis but because of his lack of experience in the needs of today. The third model which I am going to mention here is that of Dr. His model mainly advocated two basic principles. His first principle stated that the world is very much competitive while in some respects not that much. For two, he did not support the idea of the only use of cooperative learning methods. He wanted to have a learning method which had a balance between individualistic, competitive, and cooperative classroom organization, which is used to prepare the students for complete sort of social skills. Cooperative learning is really important as it binds the communication skills with social skills, which are in need to be developed by every student.

Chapter 2 : Cooperative | Definition of Cooperative by Merriam-Webster

The Cooperative Learning Institute is a (c)3 organization dedicated to furthering the practice and study of cooperation in the classroom.

October 7, What is Cooperative Learning? Cooperative learning is a teaching method where small groups of learners work collaboratively towards a goal. It can be a very effective teaching model that allows students to interact with each other and be an active participant in their learning. Advantages to Cooperative Learning Students actively participate in their education by exploring and learning from each other. They are able to experience a wide range of thoughts and opinions on a subject from working with their peers. More importantly, they arrive at their own conclusions after having done research or exploring a topic thoroughly. Students are able to practice and hone social skills such as working in a group, resolving conflict, problem solving, and taking directions from a peer leader to name a few. These important, life long skills are needed in the workplace but are rarely practiced in a typical lecture style classroom. Cooperative learning is a teaching model that is heavily supported by research as being very effective. The teacher becomes a facilitator instead of a lecturer. They can work with the small groups individually, assisting and intervening when needed. A deeper level of understanding can take place within groups as students delve into subjects they are interested in. Groups can be assigned topics based on skill level or difficulty. Disadvantages to Cooperative Learning Not all students work well with others, and may cause conflict within a group. This can potentially sabotage a cooperative learning environment. Not all lessons are ideal for group work. Easy or straightforward concepts may not be as interesting or successful in a cooperative learning assignment. Groups will finish at different times. This can add a layer of classroom management complexity for the instructor. Cooperative learning groups can create a level of noise within the classroom that the teacher might not be comfortable with, or know how to manage well. Some students may not do their fair share of work, or certain students may monopolise the task. This can lead to challenging grading situations for the teacher. We will address many of these disadvantages in the coming series of posts, and discuss how to work around these challenging aspects.

Chapter 3 : What is Cooperative Learning? â€™ Cooperative Learning Institute

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences.

Top 10 facts about the world Cooperative learning CL is a type of education strategy that is gaining in popularity and can be successfully used in a variety of learning environments. Instead of each student learning without aid from other students, much of the classwork in a cooperative learning situation is done in small group settings. Instead it means that students regularly work on assignments together and may have a specific group to which they belong for a given semester or school year. Proponents of cooperative learning say they are many benefits to this type of learning environment. Shy students may feel more at ease in sharing thoughts and ideas in small groups than they would with a whole class. Successful groupings of students can foster more social and cooperative behavior, which is a very useful skill in many real life situations. Ad There are a few ways that teachers may help build cooperative learning environments that are successful. Since individual accountability is still important, teachers may choose to give both team and individual tests. Grading that can be partly based on group work and partly based on individual performance can help allay the fears of students who would typically perform better outside of a group. This includes some gifted students, who may not always benefit in cooperative learning situations, and may feel that lower levels of academic performance on the part of the group will negatively impact grade. Teachers also need to be aware of the potential pitfalls of students who may not be able to perform at the level of most other students due to learning disabilities or to behavioral problems. A person who cannot make a significant contribution to the group may need a different learning environment. There can be great benefit to CL instruction. There is much to be said for the idea that students may make excellent teachers to each other. Clearly defining the tasks of a group help to reinforce this. Students do have to care how they and their group members perform, and this may be achieved by receiving group grades on certain projects. Some teachers utilize cooperative learning at all times and others use it on an occasional basis. In high schools and middle schools, there are even some courses where students have the option to take a CL class or one that is more traditional in model. Giving this option may prove helpful because students will be less likely to be involved in the CL setting unless they really enjoy it. Meanwhile students that benefit from more traditional methods of teaching will be able to pursue their education in a way that best fits them.

Chapter 4 : NEA - Research Spotlight on Cooperative Learning

Cooperative Learning, sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school.

There are different kinds of groups for different situations, but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning. Cooperative learning can also be contrasted with what it is not. Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students. There is a crucial difference between simply putting students into groups to learn and in structuring cooperative interdependence among students. Learn more about cooperative learning [Why Use Cooperative Learning?](#) Extensive research has compared cooperative learning with traditional classroom instruction using the same teachers, curriculum, and assessments. Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes. Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course. Students are going to go on to jobs that require teamwork. Cooperative learning helps students develop the skills necessary to work on projects too difficult and complex for any one person to do in a reasonable amount of time. Cooperative learning processes prepare students to assess outcomes linked to accreditation. Learn more about reasons to use cooperative learning [How to Use Cooperative Learning](#) Cooperative learning exercises can be as simple as a five minute in class exercise or as complex as a project which crosses class periods. Cooperative learning can be used across a wide range of classroom settings ranging from small to large lecture, as well as in online classes. No matter what the setting is, properly designing and implementing cooperative learning involves five key steps. Following these steps is critical to ensuring that the five key elements that differentiate cooperative learning from simply putting students into groups are met. Learn more about how to use cooperative learning [Cooperative Learning Techniques](#) Cooperative learning techniques can be loosely categorized by the skill that each enhances Barkley, Cross and Major, , although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories. Each category includes a number of potential structures to guide the development of a cooperative learning exercise. For example, the category of problem-solving helps to develop strategic and analytical skills and includes exercises such as the send-a-problem, three-stay one-stray, structured problem solving, and analytical teams. Learn more about cooperative learning techniques [Testimonials and Videos](#) Testimonials about successful cooperative learning exercises and videos that demonstrate key aspects of cooperative learning exercises are available. Resources [Bibliography](#) of useful books and articles about cooperative learning. [Web Resources](#) which provide additional information on cooperative learning. [Examples](#) of ways to use cooperative learning in your classroom.

Chapter 5 : What is Cooperative Learning? (with pictures)

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Table of Contents Chapter 1. What Is Cooperative Learning? He climbed 14, feet on one leg and two crutches. It took him five days. If classrooms and schools are to become places where people achieve worthy goals, they must become places where students, teachers, administrators, and other staff cooperate in pursuit of those goals. Such cooperation must be consciously implemented until it becomes a natural way of acting and interacting. And it must take place at all levels of schooling from the classroom to the school to the district.

Cooperation in the Classroom In every classroom, no matter what the subject area, teachers can structure lessons so that students:

- Engage in a win-lose struggle to see who is best competition ;
- Work independently on their own learning goals at their own pace and in their own space to achieve a preset criterion of excellence individualism ;
- or Work cooperatively in small groups, ensuring that all members master the assigned material cooperation.

Competition When students are required to compete with each other for grades, they work against each other to achieve a goal that only one or a few students can attain. Students are graded on a norm-referenced basis, which requires them to work faster and more accurately than their peers. In doing so, they strive to be better than classmates; work to deprive others My winning means you lose. In competitive situations there is a negative interdependence among goal achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain theirs Deutsch ; Johnson and Johnson

Individualism When students are required to work individualistically they work by themselves to accomplish learning goals unrelated to those of the other students. Each student has his own set of materials and works at his own speed, ignoring the other students in the class. Students are expected and encouraged to focus on their strict self-interest How well can I do?

Cooperation Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. The idea is simple. Class members are split into small groups after receiving instruction from the teacher. They then work through the assignment until all group members have successfully understood and completed it. In the ideal classroom, all students would learn how to work collaboratively with others, compete for fun and enjoyment, and work autonomously on their own. Teachers must decide which goal structure to implement within each lesson. This book is designed to provide an understanding of cooperative learning that will enable teachers to create lessons based on cooperation in the classroom and improve current efforts to structure lessons cooperatively while also exploring the importance of cooperation at all levels of the school.

What Makes Cooperation Work Together we stand, divided we fall.

Circles of Learning Understanding cooperation includes understanding the five essential components that make cooperation work see Chapter 3. Educators must then know how to plan and implement formal cooperative learning lessons see Chapter 4 , informal cooperative learning lessons see Chapter 5 , cooperative base groups see Chapter 6 , and cooperative learning scripts or structures for repetitive lessons and classroom routines see Chapter 4, page

Once you plan, structure, and implement hundreds of cooperative learning lessons, you will achieve a routine-level of implementation and you will be able to integrate the various forms of cooperative learning see Chapter 7. In order to get to this level, it will be necessary for students to learn cooperative skills see Chapter 8 , which includes handling conflict see Chapter 9. Implementation of cooperative learning, furthermore, takes place within an organizational context, which ideally is the cooperative school see Chapter

Clearly, there is more to cooperative learning than a seating arrangement. Placing students in groups and telling them to work together does not in and of itself result in cooperative efforts. Sitting in groups can instead result in competition at close quarters or individualistic efforts with talking. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Mastering the essential components of cooperation allows teachers to:

- Take existing lessons, curriculums, and courses and structure them cooperatively;
- Tailor cooperative learning lessons to unique instructional needs, circumstances, curriculums,

subject areas, and students; and Diagnose the problems some students might have working together and intervene to increase the effectiveness of student learning groups. For cooperation to work well, teachers must explicitly structure five essential components within each lesson see Chapter 3. The first and most important component is positive interdependence. Positive interdependence is successfully structured when group members perceive that they are linked with each other so that one cannot succeed unless everyone succeeds. Positive interdependence is the heart of cooperative learning. The second essential component of cooperative learning is promotive interaction, preferably face-to-face. The third essential component of cooperative learning is individual accountability. The purpose of cooperative learning groups is to make each member a stronger individual. Students learn together so they can subsequently perform better as individuals. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. The fourth essential component of cooperative learning is interpersonal and small-group skills. In cooperative learning groups, students are required to learn academic subject matter taskwork as well as the interpersonal and small-group skills required to function as part of a team teamwork. This makes cooperative learning inherently more complex than competitive or individualistic learning. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Skills such as leadership, decision making, trust-building, communication, and conflict management must be taught just as purposefully and precisely as academic skills. There are many successful procedures and strategies for teaching students social skills See Johnson and Johnson , ; and Johnson and F. The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Real expertise in using cooperative learning is gained by learning how to structure the five essential components into instructional activities Johnson and Johnson a. These essential components, furthermore, should be carefully structured within all levels of cooperative efforts—learning groups, the class as a whole, the teaching team, the school, and the school district. Types of Cooperative Learning Children sit for 12 years in classrooms where the implicit goal is to listen to the teacher and memorize the information in order to regurgitate it on a test. Little or no attention is paid to the learning process, even though much research exists documenting that real understanding is a case of active restructuring on the part of the learner. Restructuring occurs through engagement in problem posing as well as problem solving, inference making and investigation, resolving of contradictions, and reflecting. These processes all mandate far more active learners, as well as a different model of education than the one subscribed to at present by most institutions. Rather than being powerless and dependent on the institution, learners need to be empowered to think and learn for themselves. Thus, learning needs to be conceived of as something a learner does, not something that is done to a learner. Formal Cooperative Learning Formal cooperative learning is students working together, from one class period to several weeks, to achieve shared learning goals by ensuring that they and their groupmates successfully complete the learning task assigned. Any course requirement or assignment may be reformulated for formal cooperative learning. Informal Cooperative Learning Does the use of cooperative learning mean that teachers can no longer lecture, give demonstrations, show films, or use videotapes? Lectures, demonstrations, films, and videotapes may be used effectively with informal cooperative learning groups in which students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period. During a lecture, demonstration, or film, quick informal cooperative groupings can be used to focus student attention on the material to be learned, to set a mood conducive to learning, to help set expectations as to what will be covered in a class session, to ensure that students cognitively process the material being taught, and to provide closure to the instructional session. Informal cooperative learning helps teachers ensure that students do the intellectual work of organizing, explaining, summarizing, and integrating material into existing conceptual structures during direct teaching. Informal cooperative learning groups are often organized so that students engage in a three- to five-minute focused discussion before and after a lecture and two- to three-minute turn-to-your-partner discussions throughout a lecture see Chapter 5. Cooperative Base Groups Are all

cooperative learning groups temporary, lasting only for a short period of time? Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership that last for at least a year and perhaps until all members are graduated. These groups provide students with permanent, committed relationships that allow group members to give each other the needed support, help, encouragement, and assistance to consistently work hard in school, make academic progress attend class, complete all assignments, learn , and develop in cognitively and socially healthy ways Johnson, Johnson, and Holubec ; Johnson, Johnson, and Smith Base groups meet formally each day in elementary school and twice a week in secondary school or whenever the class meets. Informally, members interact every day within and between classes, discussing assignments and helping each other with homework. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advisees see Chapter 6. Cooperative Structures In order to use cooperative learning the majority of the time teachers must identify and cooperatively structure generic lessons and repetitive course routines. Cooperative learning scripts are standard, content-free cooperative procedures, which proscribe student actions step-by-step, for either a conducting generic, repetitive lessons such as writing reports or giving presentations or b managing classroom routines such as checking homework and reviewing tests. Scripted, repetitive cooperative lessons and classroom routines provide a base on which the cooperative classroom can be built. Once planned and conducted several times, they become automatic activities in the classroom. They can also be used in combination to form an overall lesson see Chapter 4. As teachers use formal, informal, and cooperative base groups and generic cooperative structures such as learning scripts they gain expertise and begin to automatically use cooperative learning as needed. When teachers achieve the routine-use level of teacher competence they are able to structure cooperative learning situations automatically without conscious thought or planning using various types of cooperative learning. Cooperative learning can then be used long-term with fidelity see Chapter 7. When conflicts are managed constructively, they add creativity, fun, and higher-level reasoning. When they are managed destructively, they can result in anger, frustration, and hostility. In order to manage conflicts constructively, students and faculty need to learn the procedures for doing so and become skillful in their use. In a conflict positive school or learning group , members promote and seek out conflicts in order to reap the many positive outcomes they can bring. Two types of conflicts are essential for cooperative groups to function effectively see Chapter 9. The second is peer mediation in which all students are taught how to negotiate solutions to their conflicts with schoolmates and faculty and how to mediate conflicts among their peers Johnson and Johnson When conflicts are managed constructively within a group, class, and school, the stage is set for cooperative learning and the cooperative school to reach their potential. The Cooperative School All of the elements and benefits of cooperative learning in the classroom must be applied and reflected in the school as a whole see Chapter The alternative context is a team-based, high-performance organizational structure in which individuals work cooperatively in teams that have responsibility for an entire product, process, or set of customers. The organizational structure of the classroom, school, and district are thus congruent. Each level of cooperative teams supports and enhances the other levels. Implementing Cooperation in the School The cooperative school begins in the classroom. Students spend the majority of the day in cooperative learning groups. What is good for students, furthermore, is even better for faculty.

Chapter 6 : Cooperative Learning Instruction Strategies

Cooperative learning is a technique that allows students to learn from each other and gain important interpersonal skills. Learn more about the benefits, strategies, and techniques involved in.

Conflict-management skills Group processing Group processing occurs when group members a reflect on which member actions were helpful and b make decision about which actions to continue or change. In order for student achievement to improve considerably, two characteristics must be present: Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member. There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Hundreds of techniques have been created into structures to use in any content area. Think-pair-share Originally developed by Frank T. Lyman , [29] think-pair-share allows students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her ideas and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. Jigsaw learning technique Students are members of two groups: In the heterogeneous home group, students are each assigned a different topic. Once a topic has been identified, students leave the home group and group with the other students with their assigned topic. In the new group, students learn the material together before returning to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic. Each member must become an "expert" on his or her assigned portion and teach the other members of the home group. Reverse jigsaw This variation was created by Timothy Hedeon [31] It differs from the original Jigsaw during the teaching portion of the activity. In the Reverse Jigsaw technique, students in the expert groups teach the whole class rather than return to their home groups to teach the content. This approach enables students to use important metacognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other. For instance, it was found that children who were taught using this strategy showed higher levels of accuracy in mathematical computations in comparison with those who were not. These studies also cover learners from elementary to college levels. The Williams[edit] Students collaborate to answer a big question that is the learning objective. Each group has differentiated questions that increases in cognitive ability to allow students to progress and meet the learning objective. The class in its entirety is presented with a lesson and the students are subsequently tested. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. In this process, the class or the students are divided into groups. This is done to encourage group learning, team building and cooperative learning. It is the written version of Robin Table. This gives students incentive to learn and have some fun learning the material. This is a group exercise so not one student is to blame Introduction[edit] Team game tournament is an effective technique of cooperative learning wherein groups are created that function in the class for a period of time. In this technique the groups revise a portion of material before writing a written test. This motivates those students that have the fear of writing the test and to learn and reinforce what has been already learnt. This method is one of the learning strategies designed by Robert Slavin for the purpose of review and mastery in the learning. In this technique the students study in the class. The material is supplied and are taught in groups or individually through different activities. The students after receiving the material review it and then bring points from their study into their assigned groups. Since the tournament is based on a material there is a specific answer. Students are working in heterogeneous groups. Playing the games makes the students to move into homogeneous and higher level groups. This ensures that students of the same ability are competing with each other. The students have the independence to have interactions with different students. The benefit of this activity is that it holds the students responsible for the material they have to prepare. The students get excited

about learning. Knowledge is obtained from the student rather than solely from the teacher. Fosters positive attitude in the students, such as cooperation, tolerance. Trains students to express or convey ideas. It is time consuming for new teachers. Requires adequate facilities and infrastructure. Can create confusion in the classroom. TGT is an effective tool to teach mathematics as it motivates and helps students acquire skills and mastery with the help of their peer and through healthy competition. Sharan describes the constant evolution of cooperative learning as a threat. Because cooperative learning is constantly changing, there is a possibility that teachers may become confused and lack complete understanding of the method. The fact that cooperative learning is such a dynamic practice means that it can not be used effectively in many situations. Also teachers can get into the habit of relying on cooperative learning as a way to keep students busy. While cooperative learning will consume time, the most effective application of cooperative learning hinges on an active instructor. Teachers implementing cooperative learning may also be challenged with resistance and hostility from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team. Peer review and evaluations may not reflect true experiences due to perceived competition among peers. Students might feel pressured into submitting inaccurate evaluations due to bullying. To eliminate such concerns, confidential evaluation processes may help to increase evaluation strength. There are many factors that lead students to experience these feelings of group hate some of the more crucial elements include: A past bad experience Group fatigue overuse of cooperative learning Simply liking to work alone When students are given a choice to choose learning activities group based or individual work students often evaluate several factors that lead them to a chose if they would like to work in groups or not. The three most common factors listed are: More often the students choose to do the work individually because they feel as if they can do a better job individually than they can as a group. It is difficult to say A, B, and C cause group hate simply due to the fact that each group is unique and everyone is different. However, there are several concerns that lead to students developing group hate. It is difficult for a teacher to strike the sweet spot of not being a helicopter teacher and remain involved in the project while also not being too "loosey goosey". While a good teacher may be able to strike the balance every time this is a difficult task and most teachers tend to lean one way or the other. This can cause confusion with the students. This is only amplified when the students are put into groups and asked to complete a project with little instructions on how to do so. The way a teacher chooses to structure a project can influence how a student perceives the project overall. Whether or not a student likes a teaching style or not can influence if they develop group hate. Students express opinion such as "so many group projects with the same people", "we are all up in each others business". Unfortunately, it is common to have group members that exhibit signs of loafing within the group. Many students fear that this will not take place. This leads to the students developing group hate. Some students hoard their intellectual capital to make sure that no one unjustly benefits from it. Ironically, some of the students most indignant about "slackers" or "freeloaders" make immediate assumptions about their peers and insist from the outset that they will have to take care of everything in order to maintain control. There are many ways for a concern about equity to warp the function of a group. This can be a difficult task. It is often difficult to gage what students are loafing while the project is taking place unless, other students in the group bring the problem to the attention of the instructor. Assessment of groups[edit] It is a common practice to have the groups self assess after the project is complete. However, "Assessment can be the Achilles heel of cooperative learning" [53] Students often will assess their group positively in hopes that they will in return be assessed the same way. This often leads to inaccurate assessments of the group. The problem is that most students have had a negative experience in groups and consequently are apprehensive to get into such a situation again. Group hate exists in almost all student groups. Whether it be because of past bad experiences, concerns about how the project will play out, worries about group members loafing, or not knowing how to effectively manage conflict that may arise within the group. However, group based learning is an important aspect of higher education and should continue to be used. More and more companies are turning towards team based models in order to become more efficient in the work place. However, it is not uncommon to hear students expressing negative opinions regarding cooperative learning. One of the main flaws that we see with previous research is that the research is almost

always done from the perspective of the instructor. We had never really considered what a disastrous experience some frustrated students must endure, or why some students reported only positive experiences from classes utilizing group learning techniques. Cooperation vs competition vs individualistic efforts[edit] There are many reasons why competitors tend to achieve less than they would if they were working cooperatively. But studies also show that competition and individualistic efforts can be constructive and should be encouraged when they are appropriately structured. There are clear and specific rules, procedures, and criteria for winning. Conditions for Constructive Individualistic Efforts Cooperation is too costly, difficult or cumbersome because of the unavailability of skilled potential cooperators or the unavailability of the resources need for cooperation to take place.

Chapter 7 : Cooperative | Define Cooperative at blog.quintoapp.com

Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are different kinds of groups for different situations, but they all balance some key elements that distinguish.

Give and accept feedback from peers Cooperative Learning for ELLs Cooperative Learning is particularly beneficial for any student learning a second language. Cooperative Learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. It is important to assign ELLs to different teams so that they can benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams. If you decide to assign each student in a team a role such as reporter, recorder, time keeper, and materials manager , you might want to rotate roles each week or by activity. This prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice. Some Cooperative Learning strategies There are some popular strategies that can be used with all students to learn content such as science, math, social studies, language arts, and foreign languages. However, they are particularly beneficial to ELLs for learning English and content at the same time. Most of these strategies are especially effective in teams of four: Round Robin Present a category such as "Names of Mammals" for discussion. Have students take turns going around the group and naming items that fit the category. Roundtable Present a category such as words that begin with "b". Have students take turns writing one word at a time. Writearound For creative writing or summarization, give a sentence starter for example: Ask all students in each team to finish that sentence. Then, they pass their paper to the right, read the one they received, and add a sentence to that one. After a few rounds, four great stories or summaries emerge. Numbered Heads Together Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through rich discussions. Team Jigsaw Assign each student in a team one fourth of a page to read from any text for example, a social studies text , or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle. Tea Party Students form two concentric circles or two lines facing each other. You ask a question on any content and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation, students can write questions on cards to review for a test through this "Tea Party" method. After each Cooperative Learning activity, you will want to debrief with the children by asking questions such as: What did you learn from this activity? How did you feel working with your teammates? If we do this again, how will you improve working together? Other ideas A simple way to start Cooperative Learning is to begin with pairs instead of whole teams. Two students can learn to work effectively on activities such as the following: Assign a math worksheet and ask students to work in pairs. One of the students does the first problem while the second acts as a coach. Then, students switch roles for the second problem. When they finish the second problem, they get together with another pair and check answers. When both pairs have agreed on the answers, ask them to shake hands and continue working in pairs on the next two problems. Literature circles in groups of four or six are also a great way to get students working in teams. You can follow these steps: Have sets of four books available. Let students choose their own book. Encourage readers to use notes, post-its, and discussion questions to analyze their books. Have teams conduct discussions about the book. Facilitate further discussion with the whole class on each of the books. Have teams share what they read with the whole class. For the next literature circles, students select new books. Cooperative Learning for Bilingual Instruction: Manual for Teachers and Teacher Trainers. Calderon, El A B C del apendizaje cooperativo. Theory, research, and practice 2nd ed. For commercial use, please contact info@colorincolorado.com.

Chapter 8 : A Cooperative Learning Primer

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members.

An Overview Of Cooperative Learning David W Johnson and Roger T Johnson Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group. Ashley Montagu, How students interact with each another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have. In the mid-20th century, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. Materials on cooperative learning have been translated into dozens of languages. Cooperative learning is now an accepted and highly recommended instructional procedure. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis. While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively. Theorizing on social interdependence began in the early 1930s, when one of the founders of the Gestalt School of Psychology, Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. For interdependence to exist, there must be more than one person or entity involved, and the persons or entities must have impact on each other in that a change in the state of one causes a change in the state of the others. Deutsch conceptualized three types of social interdependence—positive, negative, and none. Positive interdependence tends to result in promotive interaction, negative interdependence tends to result in oppositional or contrient interaction, and no interdependence results in an absence of interaction. The relationships between the type of social interdependence and the interaction pattern it elicits is assumed to be bidirectional. Each may cause the other. Teachers a formulate both academic and social skills objectives, b decide on the size of groups, c choose a method for assigning students to groups, d decide which roles to assign group members, e arrange the room, and f arrange the materials students need to complete the assignment. In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and

provides data for group processing. Explaining the instructional task and cooperative structure. Teachers a explain the academic assignment to students, b explain the criteria for success, c structure positive interdependence, d structure individual accountability, e explain the behaviors i. Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize a the social skill objectives of the lesson and b the interaction patterns such as oral rehearsal and jointly building conceptual frameworks teachers wish to create. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve taskwork and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing. Teachers a bring closure to the lesson, b assess and evaluate the quality and quantity of student achievement, c ensure students carefully discuss how effectively they worked together i. The assessment of student achievement highlights individual and group accountability i. The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of promotive interaction and the patterns of interaction need to maximize student learning and retention. During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre cue the next session, and provide closure to an instructional session. Two important aspects of using informal cooperative learning groups are to a make the task and the instructions explicit and precise and b require the groups to produce a specific product such as a written answer. The procedure is as follows. Teachers assign students to pairs or triads and explain a the task of answering the questions in a four to five minute time period and b the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required. Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question specific enough so that students can answer it in about three minutes that requires students to cognitively process the material just presented. Each student formulates his or her answer. Students share their answer with their partner. The question may require students to: Summarize the material just presented. Give a reaction to the theory, concepts, or information presented. Predict what is going to be presented next; hypothesize. Relate material to past learning and integrate it into conceptual frameworks. Resolve conceptual conflict created by presentation. Teachers should ensure that students are seeking to reach an agreement on the answers to the questions i. Randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together i. Group celebrations add reward interdependence to the pairs. Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture. Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being as well as increase the individual accountability of participating in the discussions. In order to ensure the base groups function effectively, periodically teachers should teach

needed social skills and have the groups process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership especially in terms of achievement motivation and task orientation, meet regularly for example, daily or biweekly, and last for the duration of the class a semester or year or preferably for several years. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life. A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting. Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: Mastering the basic elements of cooperation allows teachers to: Take existing lessons, curricula, and courses and structure them cooperatively. Tailor cooperative learning lessons to unique instructional needs, circumstances, curricula, subject areas, and students. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups. The first and most important element is positive interdependence. If one fails, all fail. If there is no positive interdependence, there is no cooperation. The second essential element of cooperative learning is individual and group accountability. The group must be accountable for achieving its goals. The group has to be clear about its goals and be able to measure its progress in achieving them and the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

Chapter 9 : Give Every Student a Stake in Group Work | Common Sense Education

Cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance.

Cooperative learning involves more than students working together on a lab or field project. It requires teachers to structure cooperative interdependence among the students. These structures involve five key elements which can be implemented in a variety of ways. There are also different types of cooperative groups appropriate for different situations. More than Just Working in Groups Five key elements differentiate cooperative learning from simply putting students into groups to learn Johnson et al. The essence of individual accountability in cooperative learning is "students learn together, but perform alone. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promotive interaction that members become personally committed to each other as well as to their mutual goals. Interpersonal and Small Group Social Skills: In cooperative learning groups, students learn academic subject matter taskwork and also interpersonal and small group skills teamwork. Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones. After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both taskwork and teamwork, with an eye to improving it on the next project. Similarly, Kagan has developed the easily recalled acronym PIES to denote the key elements of positive interdependence, individual accountability, equal participation, and simultaneous interaction where the latter 2 components encompass the final three described above. Implementing the Elements of Cooperative Learning There are a variety of techniques that can be used to promote one or more of the elements of effective cooperative learning groups. The list below is intended to be representative rather than exhaustive. This is the usual motivation for assigning students to work in groups in the first place, a learning task that a student cannot accomplish alone in a reasonable length of time. Often these projects are more interesting and can teach more than simplified versions. See examples of projects. Divide the group into specialists on particular areas of the material to be learned. Specialists in one area work together to develop expertise in their specialty, then return to their original group to combine their new expertise with those of experts on other aspects of the material to finish the project. For a complete description of this technique, see the jigsaw module. Providing students with the opportunity to learn how to provide and received constructive feedback is an important part of process of conducting research. The peer review module describes how to use student pairs or groups to help each other with written work. Ways to promote positive interdependence include Smith and Waller , p. Individuals can be given quizzes and exams. See the assessment of cooperative learning page for more information about how to encourage individual accountability. Encourage students to interface with multiple parts of the project by assigning roles that require interaction with the rest of the group as they work, such as checking data, keeping the group on task, or keeping records. If students have limited time to meet face-to-face common on commuter campuses and online courses , the instructor can set up an online asynchronous bulletin board for students to post what is essentially an e-mail to the group. Many forms of classroom management software such as WebCT and Blackboard make this possible. It also allows the instructor to monitor interaction. It may be helpful to explain to your students why they are working together and how the group can promote their learning. Give students time to learn to work together before expecting spectacular results from cooperative learning. It may be worthwhile for group members to write individual, private reflections on their learning after the project, citing which parts of the project and which group members contributed to various discoveries, then bring the group back together to discuss the project.