

# COOPERATIVE LEARNING



# WHAT IS IT?

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.





Each member of a team is **responsible** not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Students work through the assignment until all group members successfully understand and complete it.





COOPERATIVE EFFORTS RESULT IN PARTICIPANTS STRIVING FOR MUTUAL BENEFIT SO THAT...

... ALL GROUP MEMBERS GAIN FROM EACH OTHER'S EFFORTS



# COLLABORATIVE LEARNING CREATES POSITIVE INTERDEPENDENCE (SINK OR SWIM TOGETHER)



Each group member's efforts are required and indispensable for group success

Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

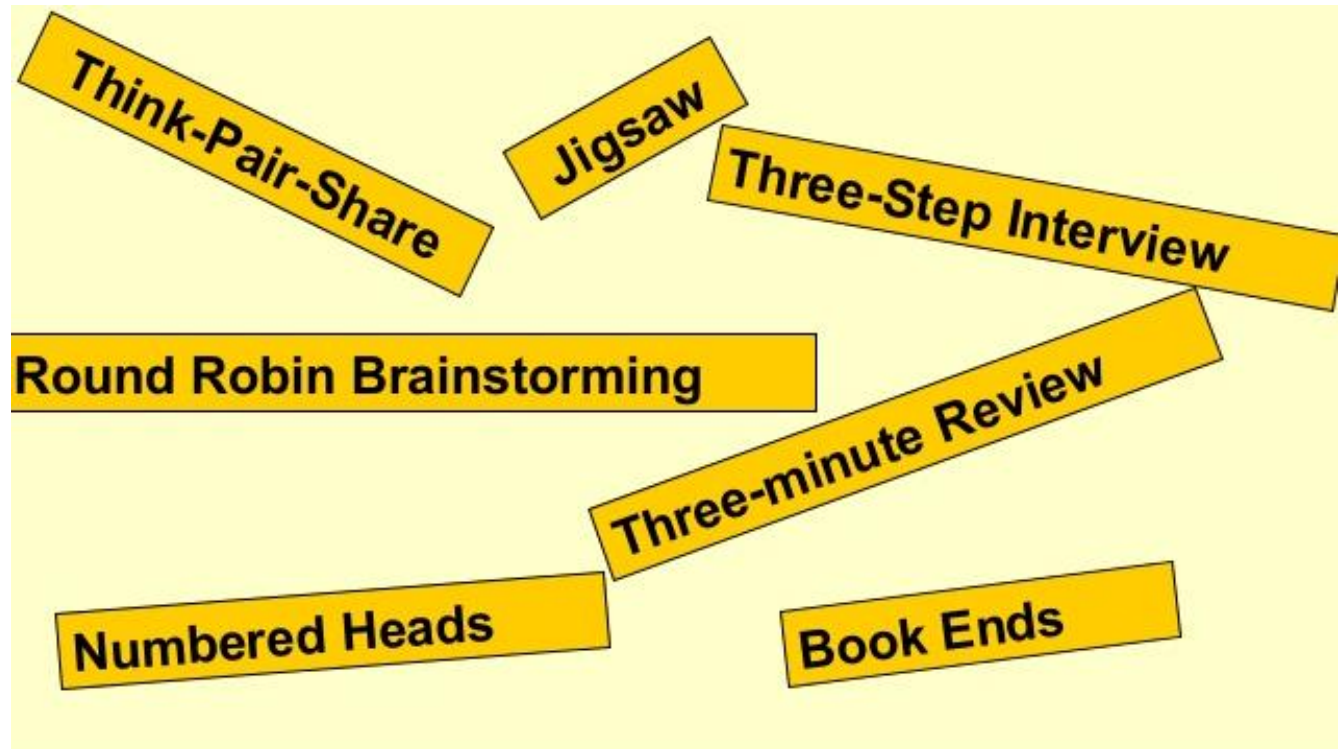


# RESEARCH HAS SHOWN THAT COOPERATIVE LEARNING TECHNIQUES:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop their skills in oral communication
- develop students' social skills
- promote students' self-esteem



# ACTIVITIES THAT USE COOPERATIVE LEARNING



# JIGSAW



Groups are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same subsection get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.





# THINK-PAIR-SHARE



Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.



# THREE-STEP INTERVIEW

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.



# ROUND ROBIN BRAINSTORMING



Class is divided into small groups (4 to 6) with one person appointed as the recorder in each group. A question is posed with many possible answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style (taking turns clock wise). The recorder writes all the answers. The list is used for further work in class (e.g. as a basis for a debate, a role play or a writing activity)

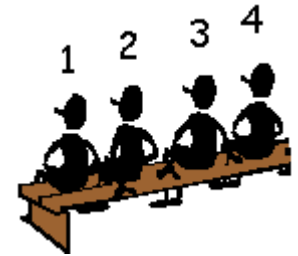


# THREE-MINUTE REVIEW

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.



# NUMBERED HEADS TOGETHER



A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the questions. Teacher calls out a number (two) and each number two is asked to give an answer.



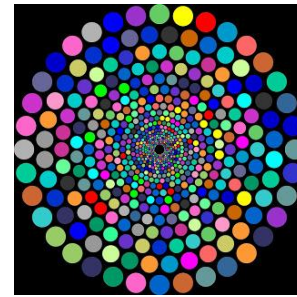
# TEAM PAIR SOLO



Students do problems first as a team, then with a partner, and finally on their own. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.



# CIRCLE THE SAGE



The teacher asks who has the answer to a particular problem. The classmates surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned.



# FOUR CORNERS

Label corners - Strongly Agree, Agree, Disagree, Strongly Disagree. Place strongest opinions in diagonal corners, the furthest apart.

Read aloud an issue or belief statement.

Have students move to their respective corner, meet and appoint one leader who will monitor the discussion. Discuss why they chose this corner, implications, etc.

Report to main group when finished.

