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COOPERATIVE LEARNING

Teaching strategy based on social mediation

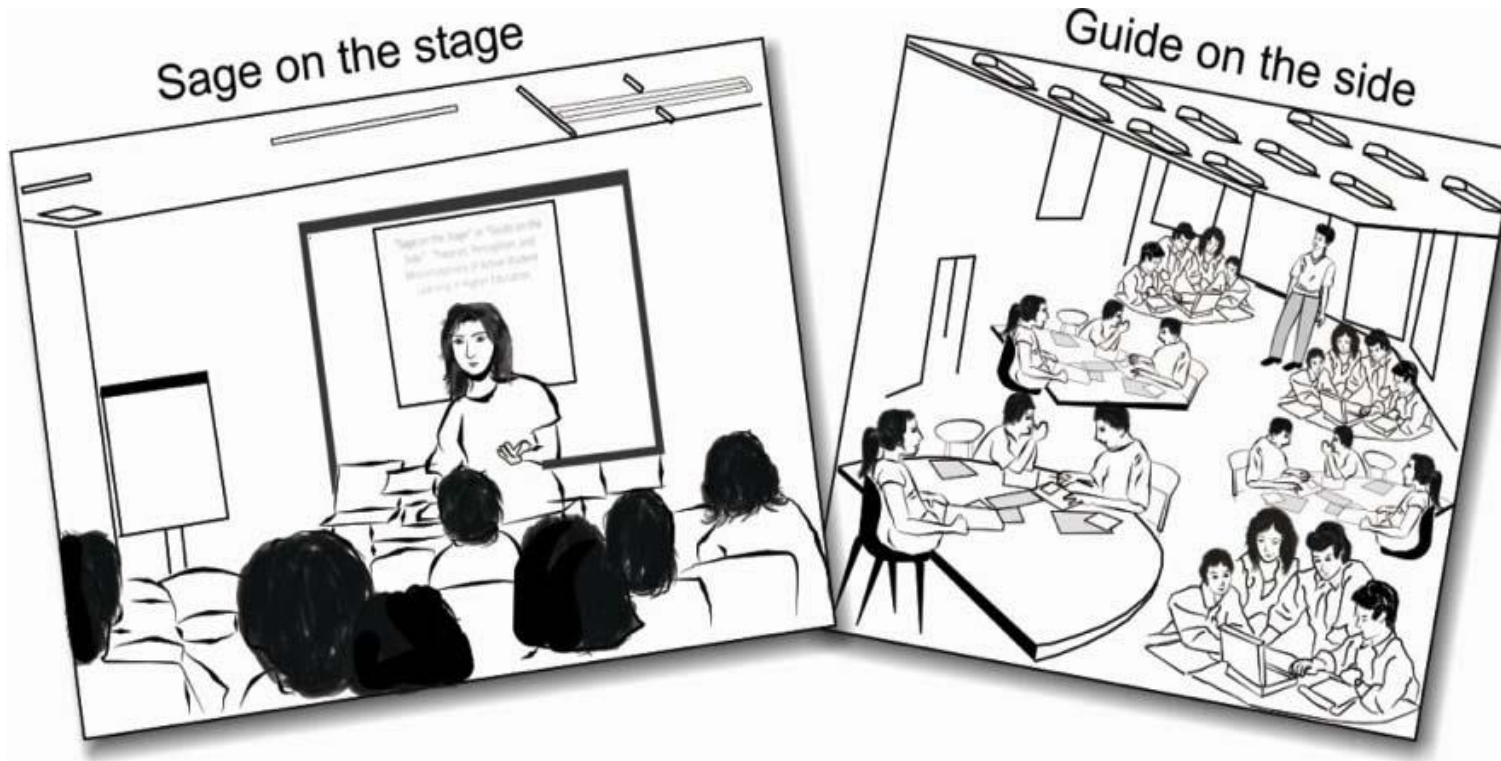
- Cooperative learning is always group work
BUT
- Group work is not always cooperative

Moving desks is not enough!



COOPERATIVE LEARNING

Teacher's role



Teacher becomes director, coach, facilitator



COOPERATIVE LEARNING

Teacher's role

BEFORE

- Decides working procedures (individual, pair, group) and organizes groups
- Plans activities accurately but flexibly
- Prepares materials and instructions
- Draws up (self)assessment rubrics

DURING

- Presents and discusses with the class: goals, tasks, procedure
- Explains and shares assessment criteria
- Observes and checks groups' work and interaction
- Supports without giving solutions

AFTER

- Collects feedback
- Discusses with the class on what has been done to be improved



COOPERATIVE LEARNING

- Learners actively participate
- Teachers become learners at times, and learners sometimes teach
- Respect is given to every member
- Projects and questions interest and challenge students
- Diversity is celebrated, and all contributions are valued
- Students learn skills for resolving conflicts when they arise
- Members draw upon their past experience and knowledge
- Goals are clearly identified and used as a guide
- Research tools such as Internet access are made available
- Students are invested in their own learning



COOPERATIVE LEARNING

- Highly structured group work/Student to student interaction
- Teachers form groups taking into account status and abilities
- Each group member is assigned a specific role
- Tasks require interaction, cooperation and variety of abilities and talents
- Nobody has finished until everybody has finished
- Students are responsible for individual as well as group learning



COOPERATIVE LEARNING

- Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994).

Basic principles:

PIES



- If PIES are in place it is good, cooperative learning
- If PIES are not in place, it is group work



COOPERATIVE LEARNING

PIES



- **P**ositive interdependence

The ideas of one student enrich the thinking of the other

- **I**ndividual accountability

Occurs when all students in a group are held accountable for doing a share of the work

- **E**qual participation

Roles are clearly defined with equitable workloads

- **S**imultaneous interaction

Students perform assigned tasks simultaneously



COOPERATIVE LEARNING ROLES

- **Facilitator/Organizer:** makes sure that everyone understands the instructions, makes sure that all group members participate, calls the teacher, only if no one in the group knows the answer,...
- **Reporter:** takes notes of the group's answers, organizes the group's presentation for the class (who does what), discusses with the group what will be reported and how,...
- **Material Manager:** collects whatever materials are needed to complete the activity and puts it away afterwards. He/she is the only one who is allowed to stand up to get the materials.
- **Planner/Time Keeper:** develops a time schedule for the work and keeps an eye on the time, warns the group when they are losing time and decides when to stop.
- **Harmonizer:** encourages the group members to make their contributions to the work together, encourages them to help each other and makes sure that nobody is put down or left out.
- **?:**



TEACHING METHODS

CRITICAL THINKING



SPACED LEARNING



DEBATE





COOPERATIVE LEARNING

Activities

JIGSAW





COOPERATIVE LEARNING

Jigsaw

Step 1: Organize students into a group of 4-6 people.

Step 2: Divide the day's reading or lesson into 4-6 parts, and assign one student in each group to be responsible for a different segment.

Step 3: Give students time to learn and process their assigned segment independently.

Step 4: Put students who completed the same segment together into an "Expert group" to talk about and process the details of their segment.

Step 5: Have students return to their original "Jigsaw" groups and take turns sharing the segments they've become experts on.

Step 6: Have students complete a task or a quiz that's reliant on them having understood the material from the contributions of all their group members.

ASSESSMENT





ASSESSMENT

- Clear goals
- Assessment rubrics to be shared and discussed with students
- Focus on the process rather than the final product

The final mark might be the result of

- (Self)Assessment of the group
- Projects/Tasks/Activities
- Individual assessment
- Oral/written tests





Peer Evaluation Form for Group Work



Self-Assessment

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Myself	Group member:	Group member:	Group member:
Participated in group discussions.				
Helped keep the group on task.				
Completed group assignments on time.				
Contributed useful ideas.				
Demonstrated a cooperative and supportive attitude helping others with their work when needed.				
Overall was a valuable member of the team.				
TOTALS				

SELF ASSESSMENT

- Do I think I have listened to others' ideas/opinions?



- Do I think I have respected/accepted other perspectives?



In the group/partner team work I think I have:

- Used an appropriate tone of voice



- Offered to help others



- Actively contributed to the overall success of the project



LEGENDA|

- 😊 Yes, easily
- 😐 with some difficulties
- 😞 Not yet



GRIGLIA DI VALUTAZIONE ATTIVITA' DI GRUPPO...Assessment Rubric/Grid for group work

SUBJECT..... **DATE**.....

GROUP.....**MEMBERS**.....

	CATEGORY	CRITERIA	NOT YET (0)	SOMETIMES (1)	OFTEN (2)	ALWAYS (3)
PROCESS	Ability to interact	Interacts with the group				
	Ability to debate	Listens to, shares with and supports the ideas of others				
	Accepting roles and rules	Accepts roles and rules				
	Managing conflicts	Is open to change				
PRODUCT	Use of prior knowledge to achieve the given task	Knowledge has been selected and used in the correct way				
	Consistency with the instructions	The product is complete with all the useful and relevant information				
	Organization and readability	The product is clearly and exhaustively organized with a good/high level of readability				
	Use of specific language and accuracy	Specific language has been used and accuracy shown				



Self-Assessment

	Criteria				Points
	4	3	2	1	
Level of engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas, Blocks group from reaching agreements.	
Behavior	Student almost never displays disruptive behavior during class discussions and group activities.	Student rarely displays disruptive behavior during class discussions and group activities.	Student occasionally displays disruptive behavior during class discussions and group activities.	Student almost always displays disruptive behavior during class discussions and group activities.	
Preparation	Student is almost always prepared with assignments and required class materials.	Student is usually prepared with assignments and required class materials.	Student is rarely prepared with assignments and required class materials.	Student is almost never prepared with assignments and required class materials.	
Problem-solving	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	
Group/partner teamwork	Works to complete all group goals. Always has a positive attitude about the tasks and work of others. All team members contribute equally. Performed all duties of assigned team role.	Usually helps to complete group goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project. Performed nearly all duties of assigned team role.	Occasionally helps to complete group goals. Sometimes makes fun of the group tasks and work of others. Finished individual task but did not assist team members. Performed some duties of assigned team role.	Does not work well with others and shows no interest in completing group goals. Often makes fun of the work of others and has a negative attitude. Contributed little to group effort. Did not perform duties of assigned team role.	
				Total	

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Rubric Title

Rubric Description and Instructions

Score (No Score)

Rubric Title

Edit Me

Max Score: 100

Min Score: 50

Proficient

Emerging

Beginning

33 Points

25 Points

17 Points

Criteria/Topic

Edit Me

Edit Me

Edit Me

(x ↓)

Criteria/Topic

Edit Me

Edit Me

Edit Me

(↑ x ↓)

Criteria/Topic

Edit Me

Edit Me

Edit Me

(↑ x)

+ Add Row

+ Add Column


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COOPERATIVE VS COLLABORATIVE LEARNING



COLLABORATIVE LEARNING	COOPERATIVE LEARNING specific kind of collaborative learning
<p>Students progress personally, while collectively working towards a common goal. Students are accountable to one another and, with appropriate direction, will self-manage this. Pupils learn to better understand and anticipate difference, recognise it in themselves and others, and use it to their advantage.</p>	<p>Co-operation involves interdependence. Roles and responsibilities are clearly defined but are open for negotiation. This method of collaboration brings with it a strong sense of accountability.</p>
PROCESS	PROCESS
<ul style="list-style-type: none"> • Students organise their efforts between themselves (group-structured) • Students source material to help them complete the activity • The activity is not monitored by the teachers (although they can help when assistance is requested by the group) • Students assess their own individual and group performance • Success depends on individual strengths 	<ul style="list-style-type: none"> • Activities are structured with each student assigned a specific role (teacher-structured) • Teachers supply information for students to read and analyse (or let pupils know where this info can be found) • Teachers observe, listen and intervene where necessary • Students submit work at the end of lesson for evaluation/assessment • The success of the group depends upon the efforts of everyone involved

LET'S HAVE A GO!





Roles	Group 1	Group 2
Research runner	Adelfo	Lucia
Organizer	Vicente	Sandrina
Time keeper	Kirsten	Carmine
Reporter	Matti	Nuria

Sample Groups