

COOPERATIVE LEARNING



WHAT IS COOPERATIVE LEARNING?



- *Blosser* states that cooperative learning is defined, as not only working in groups, but students must also be interdependent, interact with one another, be individually accountable, and use interpersonal skills.
- Cooperative learning takes place when teachers structure a healthy, interdependent relationship among students while doing group or partner work. According to the U.S. Department of Education the strategy is more efficient when used with small groups of students with different mastery levels.
- 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
- Bertucci, Conte, Johnson, & Johnson state that the size of the group can vary, but groups of 2 are best for building self-esteem and introducing cooperative learning group expectations to new participants

BENEFITS OF COOPERATIVE LEARNING

- Extensive research has compared cooperative learning with traditional classroom instruction using the same teachers, curriculum, and assessments.
- On the average: 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.
- **Informal Cooperative Learning Groups were used here**

These groups are organized "on-the-fly" as an aid in direct teaching. They are Informal groups that help me break -up the lecture into shorter segments. And it will increase the amount of material retained by students as well as their comfort working with each other. (Johnson, et al., 2006, p.3:10)

FIVE ELEMENTS OF COOPERATIVE LEARNING

Johnson states that, **Five key elements** differentiate cooperative learning from simply putting students into groups to learn (Johnson et al., 2006).

1. **Positive Interdependence:** Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well. Mutual goals among group members.
2. **Individual Accountability:** The essence of individual accountability in cooperative learning is "students learn together, but perform alone."
3. **Face-to-Face (Promotive) Interaction:** Important cognitive activities and interpersonal dynamics occur. Teamwork develops
4. **Interpersonal and Small Group Social Skills:** a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.
5. **Group Processing:** 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 tasks at hand and teamwork, with an eye to improving it on the next project.

<https://serc.carleton.edu/introgeo/cooperative/index.html>

PARTICIPANTS & SETTING

- Participants 15 total students: 8 girls , 7 boys
- 5 groups; 3 students per group with one academically strong student strategically placed in each group
- 20% Caucasian , 7% Asian , 33% Hispanic , 40% African-American
- 13% in ninth grade , 47% in tenth grade , 40% in eleventh grade , and 0% in twelfth grade
- This study took place in a high school classroom with ROTC students
- Socioeconomic status (SES): Title I School (economically disadvantaged)
- Time: over the span of three class periods during one week (A days)

PROCEDURES

1. I showed the students a video on interviewing techniques and pass out previously done resumes. I explain that their interview will be assessed as well as the quality of their resume.
2. Each student was asked to formulate a 5-question list, as if they were employers at a job interview. I walked around to make sure questions are appropriate. I then split them into groups of 3, making sure to put one of my academically stronger students in each group.
3. Students began their mock job interview. The student playing the role of The Employer collected and reviewed the resumes of the other two students, the job applicants, and asked the five questions that they came up with.
3. I walk around to the groups and check their progress and give positive reinforcement.
4. The students switched roles until everyone had been the employer once.
5. Following the interview, they were allowed to give one another feedback about their strengths and weaknesses during the process.
6. They then broke from their groups and rated their peers on a rubric provided by me.
7. To conclude the study, the students turned in their ratings and hiring recommendations.
8. Students with highest rating were hired and get to lead the next class discussion. And a pack of pens were shared with group

ASSESSMENT RESULTS AND IMPLICATIONS FOR FUTURE USE

- The study proved effective and I will definitely implement more structured group activities in my classroom. My weaker students were able to receive encouraging feedback on work that they produced, without feeling pressured. My stronger students helped their peers and exercised real world skills, necessary for obtaining a job.
- The study also proves my research to be true. The small groups required for interpersonal skills, the questions made for individual accountability, and the even mix of strong and weak students provided the base for an interdependent relationship.
- I observed a 60% increase in the kids in the class, who were normally quiet, asking more questions and participating during peer feedback.



WHAT WOULD I CHANGE AND WHAT I WOULD KEEP

What to change?

The main variables in this experiment are the number of students in each group and the strategic placement of students with their peers so, I would like to try this with the students divided into:

1. Experiment with different size groups.
2. a more interesting prompt, with a little more humor and fun.

What to continue?

1. The peer feedback time was very productive and would be continued.
2. Real world lessons would still be implemented.
3. Make sure there is a reward given of some kind
Slavin's research shows that in order for cooperative learning groups to be most effective, group rewards should be given for individual learning of group members.

REFERENCES

- <https://serc.carleton.edu/introgeo/cooperative/index.html>
- Bertucci, A., Conte, S., Johnson D., & Johnson, R. (2010). The impact of size of cooperative group on achievement, social support, and self-esteem. *The Journal of General Psychology*, 137(3), 256-272.
- Blosser, P. (1992). Using Cooperative Learning in Science Education. *ERIC CSMEE Bulletin* 92-1.
- D.W. Johnson, R.T. Johnson, and E. Johnson Holubec (1998) . *Cooperation in the Classroom*. Edina, MN: Interaction Book Company.
- Ormrod, J. E. (2017). *Educational psychology: Developing learners with MyEducationLab with enhanced pearson eText, Loose-Leaf version – access card package*, (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Slavin, R.E. (1991). *Student Team Learning: A Practical Guide to Cooperative Learning* (3rd Edition). National Education Association Washington D.C.
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APPENDICES

Name: _____

Grading Rubric

- 1) The applicant is definitely qualified for the position and you would want them to work for you. ~5
- 2) The applicant's resume is sufficient but they didn't do well during the interview process ~ 4
- 3) The resume isn't impressive but the applicant was very eager during the interview ~ 3
- 4) The resume nor the interview were impressive but the applicant took the constructive criticism under consideration ~ 2
- 5) The applicant appeared to be disinterested in the whole process and didn't take the task seriously ~ 1

Number assigned: _____

Notes: _____

Template Example

Name (15-16 pt. font, bold) email (11 pt.) phone number	
Local Contact (11 pt) left justify this side	Permanent Contact (11 pt) right justify this side

Education (12 font, bold – may use SMALL CAPS, but avoid too much emphasis)
 Degree, Major, University, Graduation Date (11 pt font)
 Second Major
 minor, thesis title, etc (each on a separate line)

Certification (12. font, bold)
 Name of certification, expiration date

Experience (12 pt. font, bold)
 Position, Organization, Location, Date (11 pt. font)

- bulleted list of action oriented phrases detailing your duties, qualities
- and again
- and again

Organizations (12 pt. font, bold)
 Name of org., location, dates (11 pt. font)

- bulleted list of offices held,
- membership duties
- activities

Skills (12 pt. font, bold)

- bulleted list of special skills you have, including computer skills and language skills (use different subheadings as appropriate)

Interests (12 pt. font, bold)

- bulleted list of things like "captain of soccer team" "competitive dancer", etc. with associated locations and dates

Honors/Awards (12 pt. font, bold)

- bulleted list of awards/honors/scholarships/officially recognized accomplishments (____ of the Year), Date