# Anticipatory Set

Add your thoughts to our KWL chart on COOPERATIVE LEARNING . . .
- What do you know about CL?
- What do you want to know about CL?

Then, share any prior experiences of CL with a colleague. Be ready to share ideas with all....

10 minutes

# Why use Cooperative Learning?

- promote student learning and academic achievement
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop social skills & promote student self-esteem
- help to promote positive race relations

- can lead to a gain as high as 28 percentiles in measured student achievement (Marzano, Pickering, and Pollock 2001)**.

**The Five Basic Elements Needed to Make Cooperative Learning Work**

1.Positive Interdependence
2.Social Skills
3.Individual Accountability
4.Group Evaluation
5.Face-to-Face Interaction

# The Five Basic Elements Needed to Make Cooperative Learning Work

## 1.Positive Interdependence

## Some Ways to Ensure Positive Interdependence

1. One pencil, paper or book given to group
2. One paper written for group
3. Task divided into jobs; can't finish unless all help
4. Pass one paper around group, each person must do their part. Can use different color pens.
5. Jigsaw materials; each person learns a part and then teaches it to the group
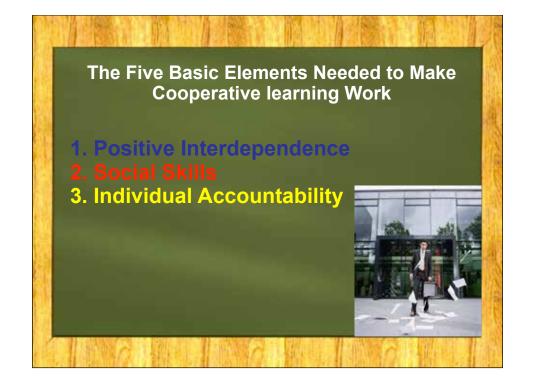6. A reward if everyone in the group succeeds
7. Use of STAD

(keep in mind individual accountability -when I get there....)

**The Five Basic Elements Needed to Make Cooperative learning Work**

**1.Positive Interdependence**
**2.Social Skills**

# Some Expected Behaviors to Tell Students

1. Everyone contributes and helps

2. Everyone listens to others with care

3. Praise helpful actions and good ideas

4. Ask for help if you need it (Ask 3 then me)

5. Check to make sure that everyone understands

6. Stay with your group

**G**ive encouragement

**R**espect others

**O**n task (stay)

**U**se quiet voices

**P**articipate actively

**S**tay in our Group

**The Five Basic Elements Needed to Make Cooperative learning Work**

**1. Positive Interdependence**
**2. Social Skills**
**3. Individual Accountability**

# Some Ways to Ensure Individual Accountability

1. Students do the work first to bring to the group

2. Everyone writes, then certifies the correctness of all papers: All students have to hand in something!! No FREE RIDES

3. Assign roles and jobs to each student: MUST DO

4. Students get bonus points if all group members do well individually

Have to balance group interdependence with accountability

# Group Roles for Individual Accountability

●**Organizer**—provides the group with the overall process structure

●**Recorder**—writes down important information (e.g., directions or group work)

●**Checker**—Makes sure that all team members understand the concepts and the team's conclusions.

●**Questioner**—generates questions and involves all students

●**Assessor**—evaluates the progress of each work session

●**Encourager**—models and reinforces appropriate social skills

●**Summarizer** - Restates the team's conclusions or answers.

# Group Roles

●**Spokesperson**—represents the group and presents group work to rest of the class

●**Timekeeper**—keeps group on task and on time

●**Team facilitator**—Moderates discussions, keeps the team on schedule, ensures that work is completed by all, and makes sure that all have the opportunity to participate and learn.

●**Elaborator**—Relates the discussion with prior concepts and knowledge.

●**Research runner**—Gets needed materials and is liaison between teams and between their team and the instructor.

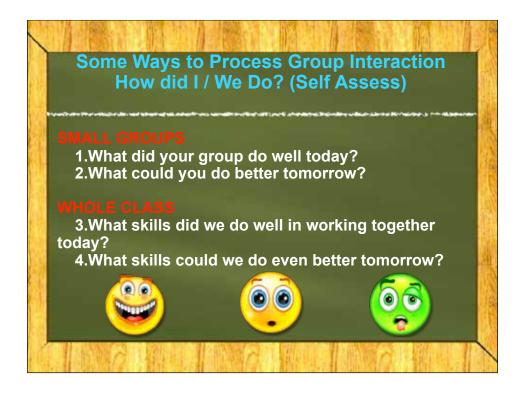# Class Norms and Setting Responsibility

●**Individual Responsibility**: "**I** am responsible for . . ."
**Trying:** Improvement counts
**Asking:** Ask for help from teammates
**Helping:** Offer help to teammates
**Courtesy:** Make polite requests and show appreciation
**Support:** Give praisers, encouragers, and build ups (no put downs)

●**Team Responsibility**: "**We** are responsible for . . ."
**Solving:** We try to solve our own problems
**Team Questions:** We ask teammates before asking the teacher
**Helping:** We help other teams, classmates, and the teacher
**Inner Voice:** We use a voice heard by teammates, but not other teams

- *Dr. Spencer Kagan (watch the youtube KAGAN vids....)*

**The Five Basic Elements Needed to Make Cooperative learning Work**

1.Positive Interdependence
2.Social Skills
3.Individual Accountability
4.Group Evaluation

# Some Ways to Process Group Interaction
## How did I / We Do? (Self Assess)

**SMALL GROUPS**
1. What did your group do well today?
2. What could you do better tomorrow?

**WHOLE CLASS**
3. What skills did we do well in working together today?
4. What skills could we do even better tomorrow?

**Some Ways to Process Group Interaction**
**Group Processing Forms:  All Must Do Every Time**

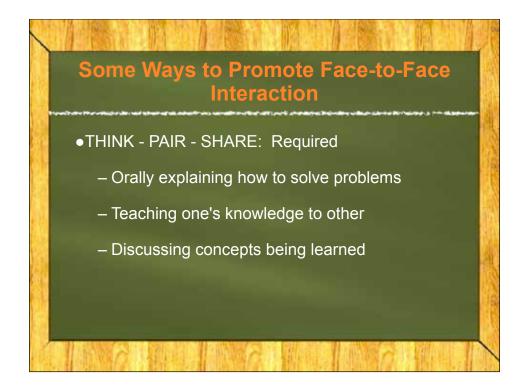**INDIVIDUAL (SELF)**
- What did you do well in helping your group today?

- What could you do even better tomorrow?

**INDIVIDUAL (OTHERS)**
- Name one thing that a group member did which helped your group?
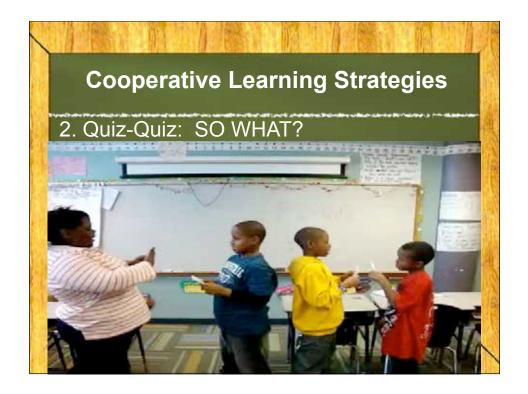
- Tell your group members that you appreciated their help

**The Five Basic Elements Needed to Make Cooperative learning Work**

1.Positive Interdependence
2.Social Skills
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4.Group Evaluation
5.Face-to-Face Interaction

David Johnson and Roger Johnson (1999),

Cooperative Learning
What Are Your Take Aways for YOUR Situation

# Cooperative Learning Strategies

1. Think-Pair-Share (training wheels)
2. Quiz-Quiz
3. Prairie Fire
4. Numbered Heads Together
5. Jigsaw** (HL)
6. STAD (Student Teams Achievement Division)** (HL)
7. Group Investigation (group roles)** (HL)

# Cooperative Learning Strategies

2. Quiz-Quiz:

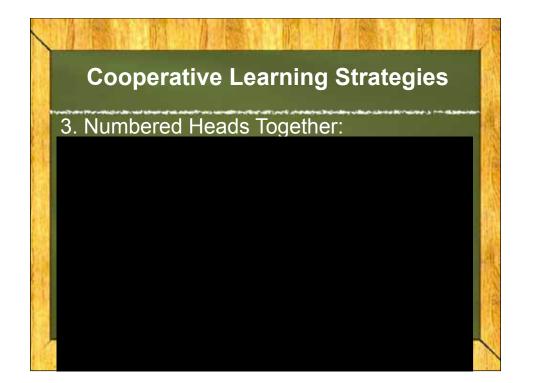Watch video clip and identify the major aspects with a partner and explain how you could customize for your situation.
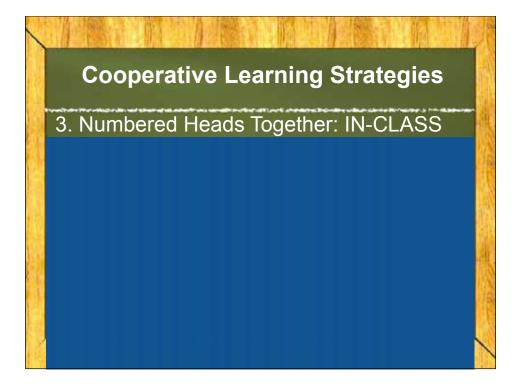
**Cooperative Learning Strategies**

2. Quiz-Quiz:  SO WHAT?

# Cooperative Learning Strategies

2. Quiz-Quiz:


Logistics:  How would you structure this? Talk with a partner for 5 minutes about the routines you would have to develop to make sure this runs smoothly and does not devolve into a nightmare.....

## Cooperative Learning Strategies

3. Numbered Heads Together:

Watch video clip and identify the major aspects with a partner and explain how you could customize for your situation.

# Cooperative Learning Strategies

3. Numbered Heads Together:

# Cooperative Learning Strategies

3. Numbered Heads Together: IN-CLASS

# Cooperative Learning Strategies

3. Numbered Heads Together: So What?

Logistics:  How would you structure this? Talk with a partner for 5 minutes about the routines you would have to develop to make sure this runs smoothly....

# Design Time

1. Think-Pair-Share (training wheels)
2. Quiz-Quiz
3. Prairie Fire
4. Numbered Heads Together

Choose 2: 40 minutes plus a break. You can plan with a partner, etc. Think of lessons coming up within the next week.

Cooperative Learning Strategy:JIGSAWS

# What is a JIGSAW?

The jigsaw is a cooperative learning technique with a three-decade track record of successfully increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.
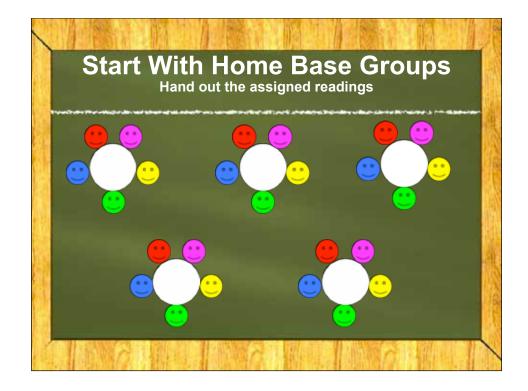
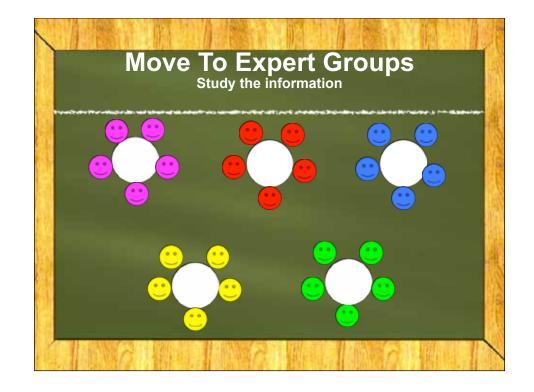*Social Psychology Network, 2007*

# Why Use a JIGSAW?

- To learn a lot of material quickly
- To hold students individually accountable for learning
- To maximize student collaboration
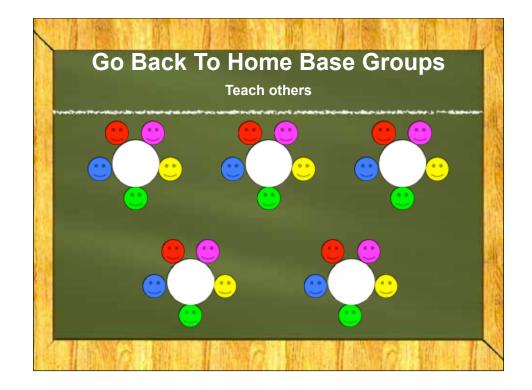- To encourage higher order and critical thinking skills

# Jigsaw Steps

1. Put students into home base groups.
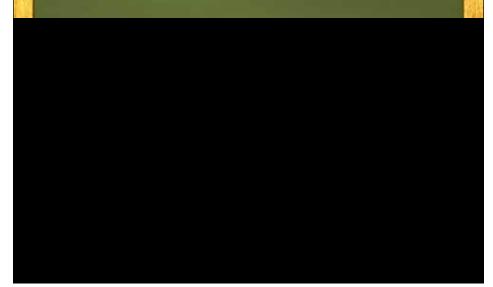2. Divide the day's lesson, readings, or problems into five segments.
3. Assign each student to learn only one of the five segments.
4. Move students into expert groups by having one student from each home base group join other students assigned to the same segment. They will discuss the main points of their segment and how to present the information to their home base group.
5. Bring students back to their original home base groups where experts will now teach their segment.
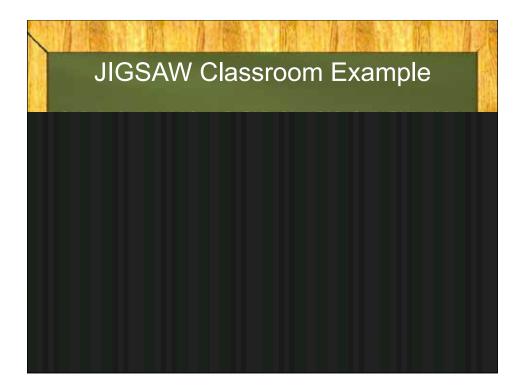
# Start With Home Base Groups
## Hand out the assigned readings

# Move To Expert Groups
### Study the information

# Go Back To Home Base Groups

**Teach others**

# JIGSAW Basics

# JIGSAW Classroom Example

# Your Turn to Jigsaw

**1. Form expert groups to learn about the Teacher Evaluation criteria for THE CLASSROOM ENVIRONMENT portion of the "Danielson" model.**

**2. Spend 15 minutes with your expert group. Present the ELEMENTS and explain the descriptors for each. Devise specific teaching strategies new teachers can use to be rated proficient.**

**3. Return to your home base group to EXPLAIN the criteria and present your teaching strategies.**

**4. All group members should be able to explain each aspect and give a teaching strategy for each.**

# JIGSAW LOGISTICS

**What do you need to do on the front end? Talk it over and let's come up with some design principles.....**

# Cooperative Learning Strategy:STAD (Student Teams Achievement Division)

1. Mixed ability groups of 4 students
2. Teacher presents a lesson
3. Groups work to make sure every member understands the lesson and can complete a demonstration activity.
4. Then, students complete an INDEPENDENT practice activity or quiz for individual accountability.

5. Scores are averaged for each group and compared to a class average.

6. Teams are awarded points for behavior/cooperation and individual are awarded their grades. Teams get bonus points if their subsequent team averages are maintained or improved.

7. Teams work toward a long-term performance goal (month) and weekly behavior goals.

# STAD

**Similar to JIGSAW in that it is good for learning info in a different way (not just reading the textbook independently.**

**Like the JIGSAW EXPERT group in way except all students in the class are learning the same thing.**

**Adds a competitive long-term and short aspect (behavior and grades)**

## STAD LOGISTICS:  Think it over

1. Mixed ability groups of 4 students
2. Teacher presents a lesson
3. Groups work to make sure every member understands the lesson and can complete a demonstration activity.
4. Then, students complete an INDEPENDENT practice activity or quiz for individual accountability.

5. Scores are averaged for each group and compared to a class average.

6. Teams are awarded points for behavior/cooperation and individual are awarded their grades. Teams get bonus points if their subsequent team averages are maintained or improved.

7. Teams work toward a long-term performance goal (month) and weekly behavior goals.

# Cooperative Learning Strategy: Group Investigation

In group investigations students collaborate to produce a group product for presentation. This is an open-ended investigation which students may help determine the focus of their investigation. The activity is structured to emphasize higher-order thinking skills.

# Group Investigation Steps

1) Students are assigned or decide on the topic for investigation.
2) Students divide the investigation into smaller parts.
3) Each student is responsible for researching one of the subtopics.
4) Students come together as a group and share their information.
5) Students synthesize information to produce an end product.
6) Each group member participates in the class presentation.

# Your Turn: Group Investigation

**Think of a situation where this might be useful. Perhaps the situation is not in your grade level but your idea can help a colleague in another level....**

# Closure

1. Individually complete the "L" on the KWL chart. What did you learn about cooperative learning today? [What IS YOUR TAKE-AWAY - BE SPECIFIC

2. Share and discuss with a partner. Be prepared to share your responses.

3. Reflect: Did you reach your goal for the day?

7 minutes.

# Design Time

1. **JIGSAW**
2. **STAD**
3. **Group Investigation**