What is
Cooperative Learning?
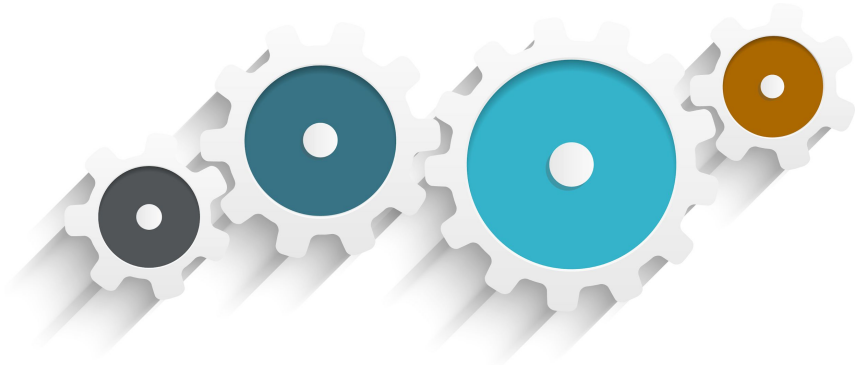
- Positive interdependence
- Face-to-face interaction
- Individual accountability
- Cooperative social skills
- Group processing

Cooperative Learning Models

Think-Pair-Share
Students think individually and then discuss with classmates.

Small Groups
Students work together on a product/project. Emphasis on team-building.

Jigsaw
Individual student "Experts" each learn one part of material and then teach other team members

Group Investigation
Students form interest groups and implement in investigation; present findings to class.

Frequency of Observed Behavior States | Structured and Unstructured Groups

	Structured		Unstructured		F Value
	M	SD	M	SD	
Cooperation	9.41	2.37	8.30	4.33	4.06
Noncooperation	0.04	0.34	0.78	1.96	10.98*
Individual Task-Oriented	1.45	1.83	1.70	2.22	0.62
Individual Non-Task	0.67	1.27	1.55	2.44	8.20*

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Student Perceptions of What Happened
Structured and Unstructured Groups

	Structured		Unstructured		F Value
	M	SD	M	SD	
Free to talk	4.31	0.94	4.06	1.07	2.44
Interrupting/Cutting off	2.06	1.2	2.95	1.44	17.57*
Listening to each other	4.35	0.72	3.67	1.07	21.56*
Asked to expand on point	3.63	1.03	3.13	1.2	7.95*
Opportunities to share ideas	4.23	0.80	3.87	0.88	6.91*
Domination by others	2.27	1.05	3.06	1.38	16.17*
Sensitive to needs of others	3.50	1.08	3.40	1.21	.028
Considers ideas of others	3.84	0.87	3.71	1.05	0.75
Agree on Decisions	4.00	0.93	3.79	1.09	1.61
Members helped each other out	4.16	0.90	3.81	1.03	5.10*

Structuring Cooperative Work in Classrooms, International Journal of Educational Research, Robyn Gillies (2003)

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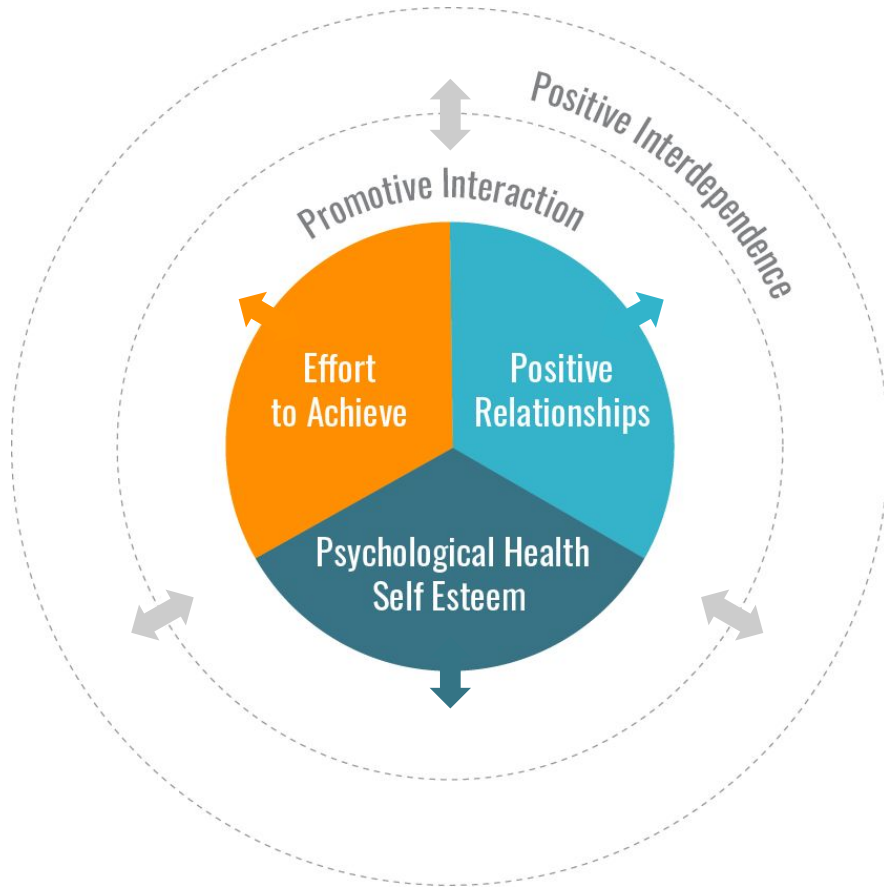
Over 305 studies have compared the efficacy of cooperative versus competitive versus individualistic learning.

Ther results point to overall improvements in:
- **Effort to Achieve**
- **Positive Relationships**
- **Psychological Health & Self Esteem**

https://www.researchgate.net/publication/225557996_The_State_of_Cooperative_Learning_in_Postsecondary_And_Professional_Settings [accessed Oct 01 2020].

Benefits of Cooperative Learning

Improvements in Effort to Achieve

More... critical thinking, creative problem-solving, willingness for rigor, intrinsic motivation, persistence towards goal, time on task

Improvements in Positive Relationships

Greater... linking between students, cohesiveness, trust, social support for each other and instructors

Improvements in Psychological Health and Self Esteem

More... self-acceptance, freedom from conditional acceptance, socially skilled, multi-dimensional views of self

Challenges

SCHEDULING AND TIME

INTERPERSONAL CONFLICTS

UNEVEN CONTRIBUTIONS

OFF-TASK BEHAVIOR

How do we set up for success?

Clarify Purpose

Agree on Ground Rules

Itemize Jobs

Assign Roles

Clarify Purpose

What is the purpose of the project?

What are groups expected to produce?

What are the main components?

What are the deadlines?

What are the guidelines?

What will success look like?
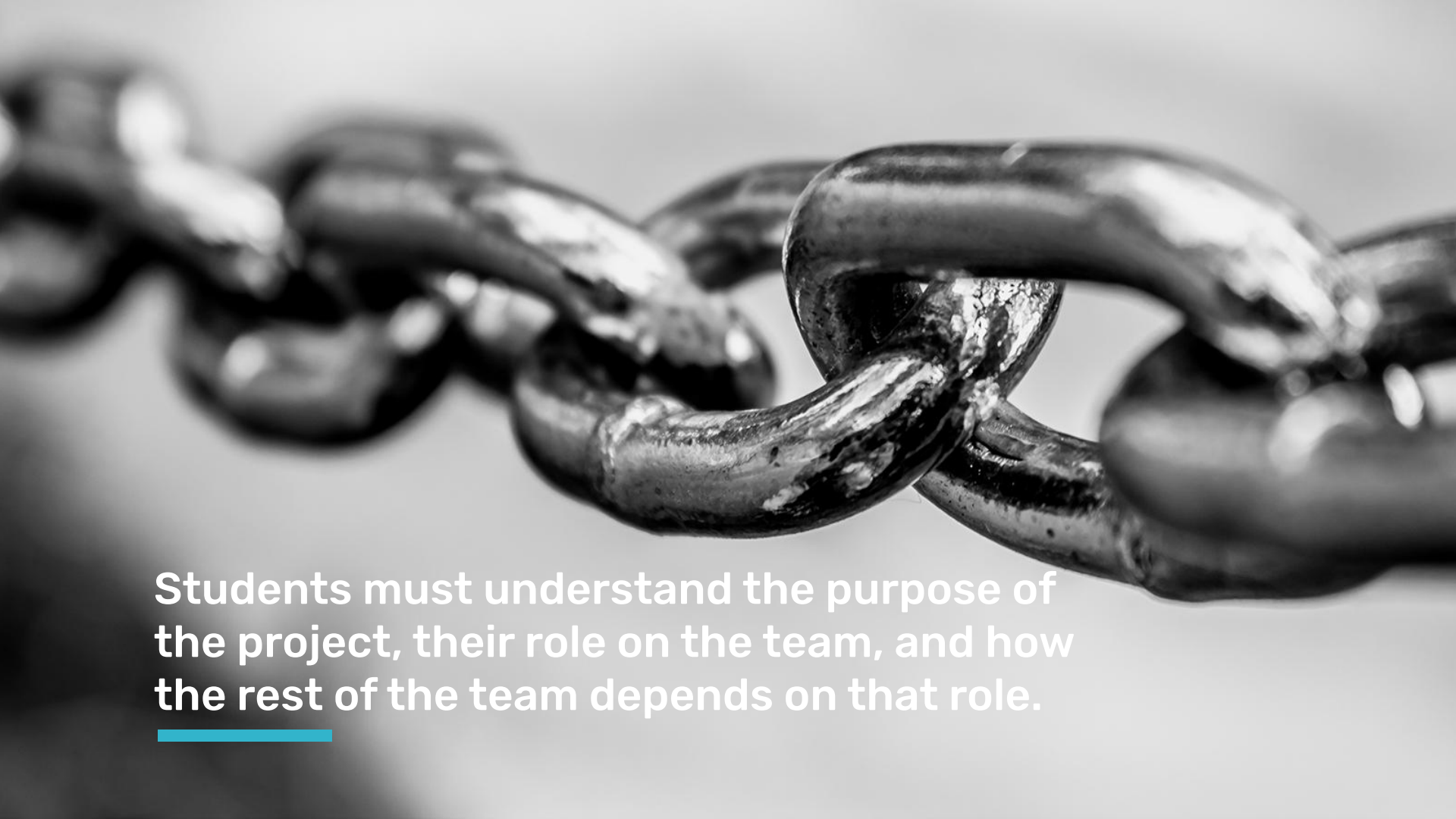
Students must understand the purpose of the project, their role on the team, and how the rest of the team depends on that role.

Designing Ground Rules

What are your group's values? (honesty, good listening...)

What communication process will you use? What are effective means of interaction?

How will you avoid issues? (arriving late, not contributing...)

When issues arise, how will you address them?

What strengths/experience do you bring to the group? What do you already know about this topic?

All ideas and contributions will be valued	**Everyone will have a chance to speak and contribute**	**Address problems as they arise**
Work will be divided evenly	**Notes taken will be circulated**	**Never use hurtful language or comments**
Members will take turns being in charge	**Tasks will be completed by agreed dates**	**Conduct an ongoing review of these rules**

Sample Ground Rules

JOBS TO BE DONE

What needs doing?	How long will it take?	Who will do it?

Encourage students to revisit and edit the jobs list throughout the project.

Group by Proximity
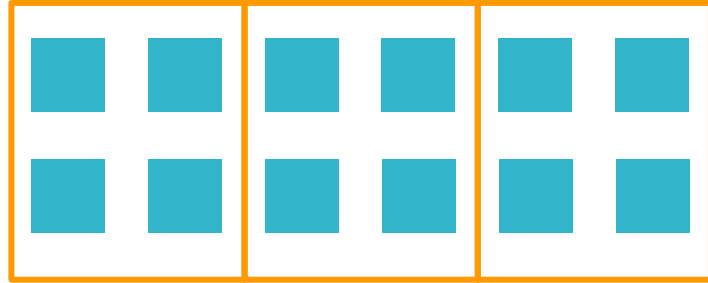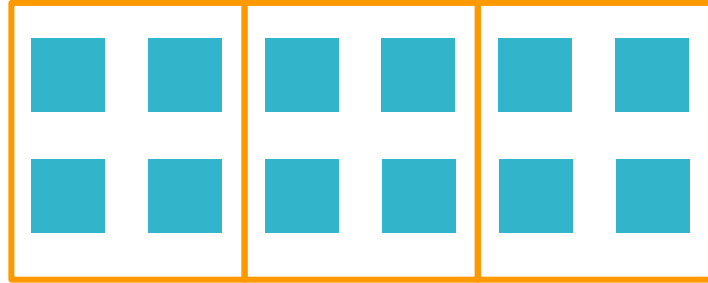
Group by Resources

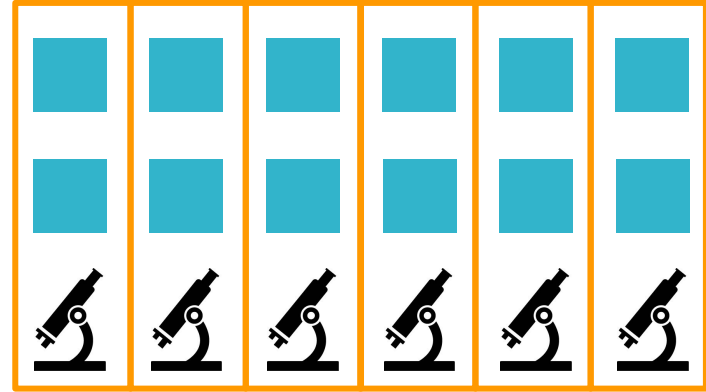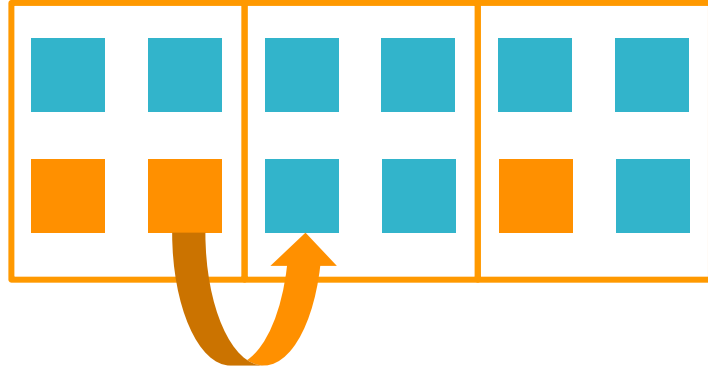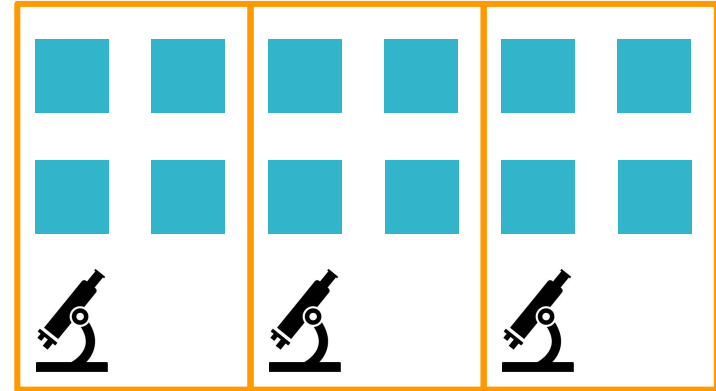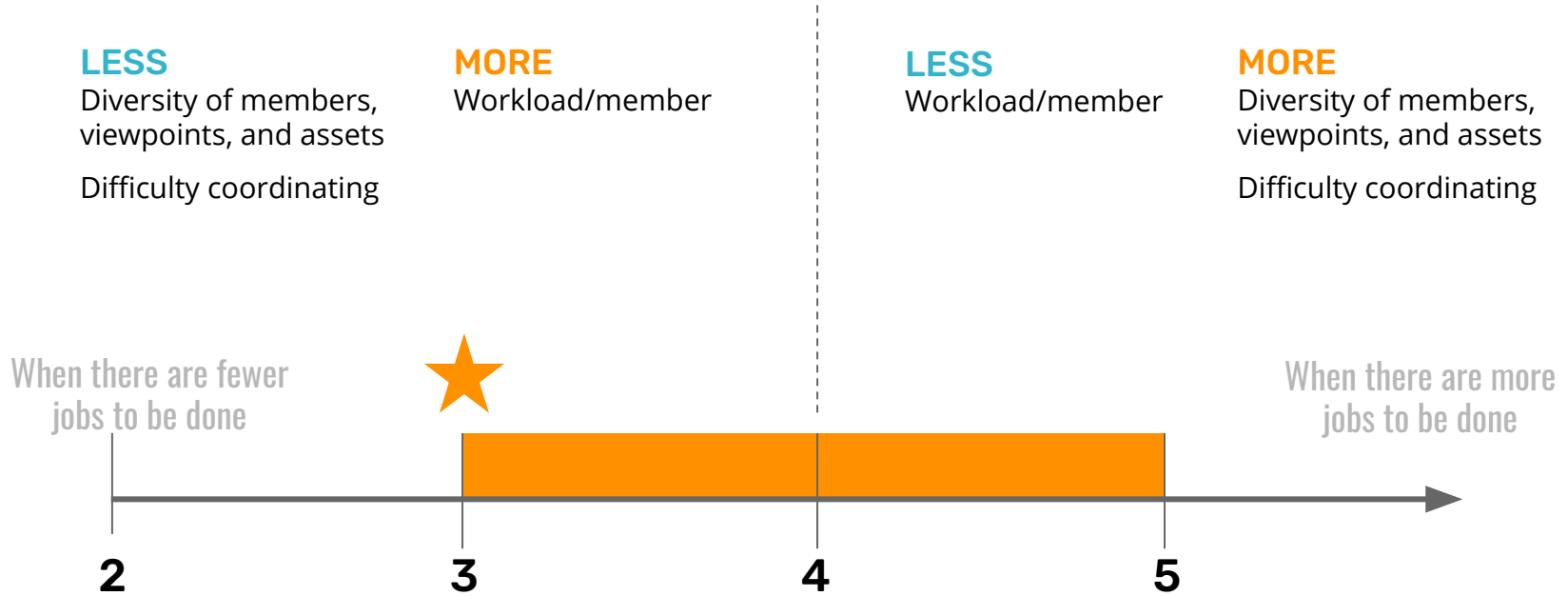# How do we make groups?

Adaptable Roles for Collaborative Group Work

Team Dynamics

Documentation Presentation

Discussion/ Critical Thinking
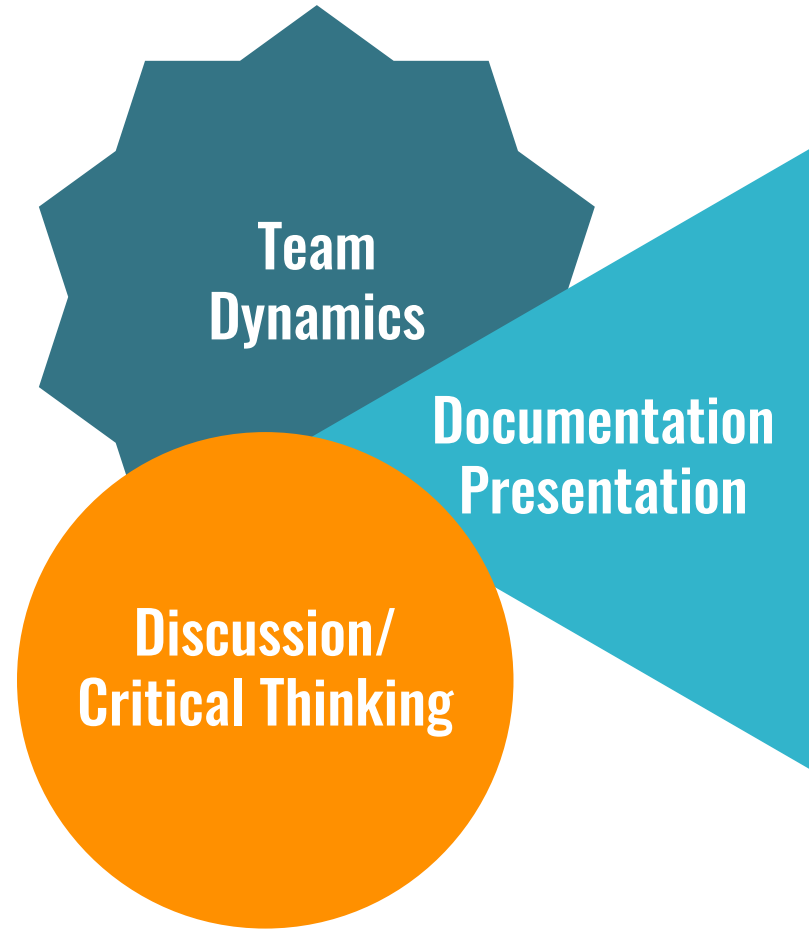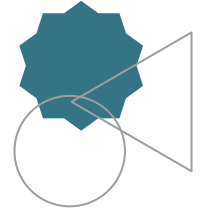
Team Dynamics

| Manager/ Coach	Negotiator/ Consiliator
Ensures on-task and focused	Observes team dynamics
Makes room for every voice	Guides consensus-building process
Assesses interactions and dynamics among group members	Intervenes with strategies for improving team processes

Adaptable Roles for Collaborative Group Work

Discussion + Critical Thinking
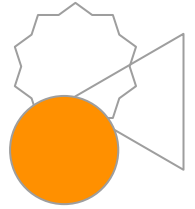
Questioner	Encourager	Connector/ Elaborator	Reflector
Asks, "What else?" Imagines what others might ask	Encourages group to think through approach and ideas	Connects current work and discussion with past topics/themes	Summarizes to help group come to a common conclusion
Pushes back when group comes to consensus too quickly	Makes sure group is not avoiding rich areas of disagreement	Highlights overlaps in teammember's suggestions and ideas	Restates a team member's idea in their own words
Facilitates deeper thinking and consideration of ideas	Prompts teammates to build on each other's ideas		Checks for clarity and understanding among teammates

Adaptable Roles for Collaborative Group Work

Documentation/Presentation
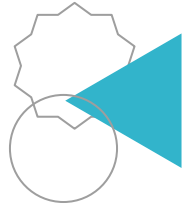
Documentor	Editor/ Analyst	Educator/ Researcher	Spokesperson/ Presentor
Captures critical points from discussions	Checks work when problem-solving	Seeks answers to questions as they arise	Communicates with teacher
Records questions, findings, and answers	Reviews group work before finalizing presentation	Leads research gathering in support of investigations	Communicates with other teams
Leads group reflection focusing on work and interactions	Reviews data and content checking for inconsistencies		Presents team's ideas, questions, findings

Adaptable Roles for Collaborative Group Work

RULE 8

Don't try to create and analyse at the same time. They're different processes.

Corita Kent, Immaculate Heart College Art Department Rules

Lab + Studio Roles

Timekeeper
Tool Operator
Resource/Materials Monitor
Data Collector

Jobs to Be Done

Adaptable Roles for Collaborative Group Work
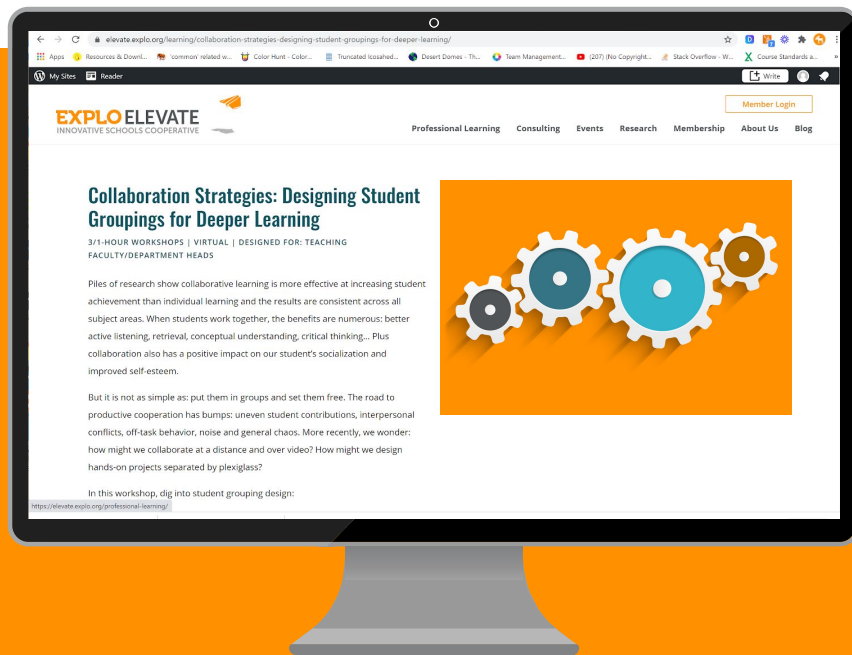
All members agree to contribute to the group as an active learner.

Professional Learning

- Facilitation <u>during</u> group work
- Documentation approaches
- Reflection, feedback, and assessment strategies
- Scaffold for more student agency

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