Targeted Goals for Cooperative Learning

Much training time is devoted to helping teachers arrange appropriate interaction between students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, <u>but how students should interact with one another is relatively ignored.</u>

Exposing students to life skills, such as:

- Problem solving within a group
- Conflict resolution, planning
- Communicating
- Coordinating
- Managing

and much more will allow them to experience cohesion, empathy, and responsiveness towards one another.

A key component of social development and **emotional intelligence** is acquired through allowing students to interact with one another **in a controlled environment**.

Emotional intelligence: skill in perceiving, understanding, and managing emotions and feelings.

Hidden Curriculum: A hidden curriculum is a side effect of education, "[lessons] which are learned but not openly intended" such as:

- The transmission of norms
- Values, and beliefs conveyed in the classroom and the social environment.
- Organizational skills

Any learning experience may teach unintended lessons.

Table of Content

(1) The Five Elements of Cooperative Learning.

1. Face-to-Face Promotive Interaction

By using face-to-face promotive interaction, learning becomes active rather than passive. Teams encourage discussion of ideas and oral summarization. Peer assistance clarifies concepts for both helper and the student being helped. Cooperative teams help students learn to value individual differences and promote more elaborate thinking.

2. Positive Interdependence

Students must feel that they need each other in order to complete the group's task, that is, they either "sink or swim together." Positive interdependence can be built into the task by jig sawing information, by limiting materials, by having a single team product, through team roles (recorder,

reporter), or by randomly selecting one student to answer for the team. It can be built into a reward structure by assigning team points based on team averages, on members reaching predetermined criteria, or on team improvement rather than outright grades.

3. Individual Accountability/ Personal Responsibility

Students must feel that they are each accountable for helping to complete a task and for mastering material. They must know that a "chauffeur/hitchhiker" situation will not be productive. Ways to build in individual accountability include: students take individual quizzes; each student is responsible for a specific portion of a task; each must be able to summarize another's ideas; any student may be called on at random to answer for the team.

4. Interpersonal and Collaborative Skills

These include skills for working together effectively (staying on task, summarizing, recording ideas) as well as group maintenance skills (encouraging each other). Ways to foster skill development include teacher modeling, brainstorming characteristics of "good" skills, direct practice, process observing, and reflection. Skill practice can be "tacked on" to academic lessons through games (e.g., Talking Chips) or by making social skills a separate objective to be practiced and observed.

5. Reflection/Group Processing of Interaction

Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary collaborative skills. Processing can be individual, team-wide, or at the whole collaborative class level. Examples include: How well did I listen? Did we take turns and include everyone? How could we have coached each other better? How can the class function more smoothly?

CL Group Rule and Procedures

1. **Group Communication**: All students in a group are not allowed to communicate with students in another group, unless authorized by teacher.
2. **12 inch Voice**: Students within their group must talk at a low tone. Use a 12 inch voice (the tone that is used when you are speaking to someone 12" away, not 12 meters away).
3. **On task**: Groups must stay on task. Groups will be given specific task or work to accomplish. Wasting time will cause the group to loose points.
4. **Group Cohesion**: All members in a group must work to help one another to accomplish the cooperative learning objective.
5. **The Group Leader**: Group leaders are the only members allowed to seek clarification from the teacher during CL activity.
6. **Runners:** All available resource and supplies must be submitted before activity begins.
7. **Request for Supplies:** If students need resources from the school and written request must be submitted during planning and coordination.

Grading Procedure and Rubric

Each CL group will start the week with 100 points. CL activity day will be conducted every Thursday. Goals and objectives will be assigned throughout the week and evaluated on Thursday.

Group _____   Members_____

Evaluated Areas	Above Average = 0	Average = 1	Below Average = 2
Group Communication			
On Task			
Accomplished Task			
All resources available			

CL Work Sheet

Group Name _____   Group Members_____

_____

Date _____   _____

_____

Evaluated Areas	Above Average = 0	Average = -1	Below Average = -2	Total
Group Organization				
Group Communication				
Accomplished Task				
All resources available				
On Task				
All requisitions submitted				
Accomplished Objective				