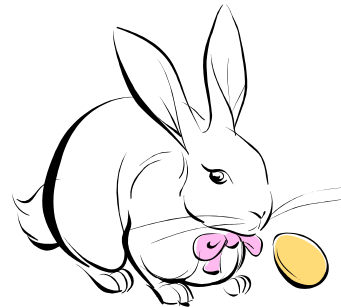


Cooperative Learning



Roots of Cooperative Learning

- Can be traced back to 1867
- First introduced by educational reformer W.T. Harris
- Initiated in St. Louis, MO
- Goal- rapid promotion of elementary students





Five Defining Elements of Cooperative Learning

1. *Positive interdependence-* a sense of sink or swim together
2. *Face-to-face promotive interaction-* helping each other learn, applauding success and efforts
3. *Individual and group accountability-* each of us has to contribute to the group achieving its goals



Five Defining Elements of Cooperative Learning (con't)

4. *Interdependence and small group skills*- communication, trust, leadership, decision making, and conflict resolution
5. *Group processing*- reflecting on how well the team is functioning and how to function even better



Cooperative Learning Research Results

- 28 percentile gain (in general)
- Cooperative vs. intergroup competition
= 0 percentile gain
- Cooperative vs. individual competition
= 28 percentile gain
- Cooperative vs. individual student tasks
= 28 percentile gain



Cooperative Learning

3 Generalizations

1. Organizing groups on ability levels should be done sparingly
 - Homogenous groups vs. Heterogeneous
 - High ability students: 3 percentile gain
 - Medium ability students: 19 percentile gain
 - Low ability students: **-23 percentile gain**



Cooperative Learning

3 Generalizations (con't)

2. Cooperative groups should be kept rather small in size
 - Group size of 2 students = 6 percentile gain
 - Group size of 3-4 students = 9 percentile gain
 - Group size of 5-7 students = -1 percentile gain



Cooperative Learning

3 Generalizations (con't)

3. Cooperative learning should be applied consistently and systematically, but not overused
 - Effective when used one time per week
 - Misused when tasks are not well structured
 - Overused when students do not have enough time for individual practice of skills and mastery of processes



Use a Variety of Criteria for Grouping Students

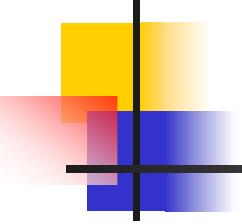
- Interest (same pets, etc. allows common experiences to unify)
- Birthday month
- Colors they are wearing
- Alphabetically
- Randomly pick names from a hat
- Use grouping patterns



3 Types of Grouping Patterns

1. Informal-

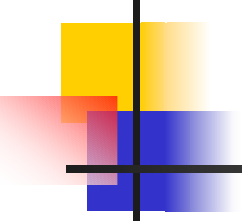
- Pair-share
- Turn to your neighbor
- Can last a few minutes or class period
- Used to:
 - clarify expectations for tasks
 - Focus students' attention
 - Allow students time to process more deeply
 - Provide time for closure



3 Types of Grouping Patterns (con't)

2. Formal groups-

- Designed for students to have enough time to thoroughly complete an academic assignment
- May last several days or weeks
- Design tasks to include
 - Positive interdependence
 - Group processing
 - Face to face promotive interaction
 - Individual and group accountability



3 Types of Grouping Patterns (con't)

3. Base groups-

- Created to provide students support throughout a semester or academic year
 - Routine tasks (check or review homework)
 - Plan activities
 - Run errands
 - Fun activities

Results: general sense of belonging to class



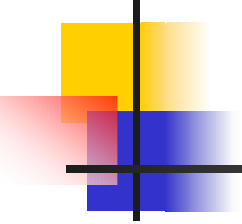
Cooperative Learning in the FCS Classroom

- Foods and Nutrition
- Parent/Child Development
- Personal Finance
- Adult Living
- Textiles
- Housing
- Career Exploration



Cooperative Learning Obstacles

- How do you make sure all students contribute to group?
 - Self-assess on specific skills
 - During presentation-
 - Have students demonstrate individual contributions
 - Demonstrate accomplishments of whole group



Cooperative Learning Conclusion

- Of all classroom groupings strategies, cooperative learning may be the most flexible and powerful.
- Teachers can use cooperative learning in a variety of ways in many different situations.