**Teaching Methods Chapter 10**

**Cooperative Learning**

**-goes beyond helping student acquire academic content and skills to address important social and human relations goals and objectives**

**Task structures-involves the way lessons are organized and the kind of work students are asked to do**

**Goal structures-refers to the amount of interdependent required of students as they perform their work**

**1.individual goals-requires no interaction with others and is unrelated to how well others do**

**2.competitive goals-exist when students perceive they can obtain their goals if the other students fail to obtain theirs**

**3.cooperative goals-exist when students can obtain their goal only when other students with whom they are linked can obtain theirs**

**Reward structures-can be individual, cooperative, and competitive**

**Cooperative learning lessons:**

**1.students work in teams to master learning goals**

**2.teams are made up of high, average, and low-achieving students**

**3.whenever possible, teams include a racial, cultural, and gender mix**

**4.reward systems are oriented to the group as well as the individual**

**Cooperative learning goals**

**1.academic tasks**

**-improving student performance**

**-raises the value students place on academic learning and changes the norms associated with achievement**

**-can benefit low and higher achieving students as higher students can tutor lower achievers so that higher achievers gain academically because serving as a tutor requires thinking more deeply about the relationships of ideas within a particular subject**

**2.tolerance and acceptance of diversity**

**-tolerance of people who are different by virtue of their race, culture, social class, or ability**

**-students can learn to appreciate each**

**3.social skill development**

**-students learn skills of cooperation and collaboration**

**Six phases of cooperative learning**

**1.lesson begins with the teacher going over the goals of the lesson and getting students motivated to learn**

**2.this phase if followed by the presentation of information, often in the form of text rather than lecture**

**3.students are then organized into study teams**

**4.in the next step, students, assisted by the teacher, work together to accomplish interdependent tasks**

**5.presentaiton of the group’s end product or testing on what students have learned**

**6.recogntion of group and individual efforts**

**Theoretical support**

**1.intergroup relations**

**-helps to combat racism through:**

**A.unmediated interethnic contact**

**B.occurring under conditions of equal status between members of the various groups participating in a given setting**

**C.where the setting officially sanctions interethnic cooperation**

**2.experiential learning**

**-learners learn from experience**

**-experience provides insights, understanding, and techniques that are difficult to describe to anyone who has not had similar experiences**

**3.the effects of cooperative learning**

**A.effects on cooperative behavior**

**-generates cooperative behavior, both verbal and nonverbal**

**-less competitive behavior and more cross-ethnic cooperation than those who came from whole class teaching classrooms**

**B.effects on tolerance for diversity**

**-influence tolerance and wider acceptance of students with special needs**

**-promotes better relationships among students of varying races and ethnicities**

**C.effects on academic achievement**

**-helps promotes cooperative behavior and better group relations among students while helping with their academic learning**

**-it is assumed that students with lesser abilities learn more by working alongside whose who have greater abilities and that the tutors benefit**

**-intellectually gifted students may not benefit**

**Planning Cooperative Learning**

**1.choose an approach-study cooperative learning from sources such as KAGEN**

**2.form student teams**

**-decider how student learning teams should be formed**

**-use teacher selected groups for reasons that make sense due to your relationships with students**

**3.develop materials**

**-this should not be done the night before**

**-gather materials that can be translated into a meaningful lecture or demonstration**

**4.plan for orienting students to tasks and roles**

**-the way learning tasks and rewards are structured influences the quality of student learning and interaction in cooperative learning groups**

**-students must have a clear understanding about their roles and the teacher’s expectations for them as they participate in a cooperative learning lesson**

**5.Plan for the use of time and space**

**-decide how you want to arrange your classroom-four cluster seating works the best with KAGEN-a lone student can sit at the end of one cluster**

**Conducting cooperative learning lessons**

**Phases**

**1.clarify goals and establish sets**

**2.present information**

**3.organize students into learning teams**

**-make sure teams know where they are to work and give procedures for having them move around the room**

**-decide if you need to assign roles to students**

**Task-oriented roles**

**-task master-keeps group members on task**

**-material monitor-picks up and returns materials**

**-coach or content helper-helps members with content of lesson**

**-recorder-records ideas, plans**

**Process-oriented roles**

**-gatekeeper-helps members share air space, equalizes participation**

**-encourager-encourages reluctant members to participate**

**-Checker-helps members check for understanding**

**-reflector/timekeeper**

**4.assist teamwork and study**

**-best for teams to work with minimum interruptions or assistance by a teacher**

**-for some activities, teachers may need to work closely with groups**

**5.test on the materials**

**6.provide recognition**

**Managing learning environment**

**-you will need to describe to students how to accomplish a complex group project**

**-it is more difficult to organize students into study teams and to get them to cooperate than it is to get them to line up for recess or sit and listen to the teacher**

**1.help with transitions**

**-write key steps on the blackboard or on the charts**

**-state directions clearly and ask two or three students to paraphrase the directions**

**-identify and clearly mark a location for each learning team**

**2.teach cooperation**

**-students may not know how to work cooperatively**

**-teach students how to share materials**

**-teach social skills which are behaviors that promote successful social relationships and enable individuals to work effectively with others**

**-teach them how to participate-use KAGEN structures to help students feel safe to speak and work in their groups**

**3.communicaiton skills**

**-promote listening skills during some discussions by having students repeat back parts teacher or students says**

**4.group skills**

**-use KAGEN team building skills**

**-use team interviews**

**-use team murals**