Workshop day 1

Kagan Cooperative Learning

The 7 keys to Cooperative Learning

Principles

Team formation

P
I
E
S

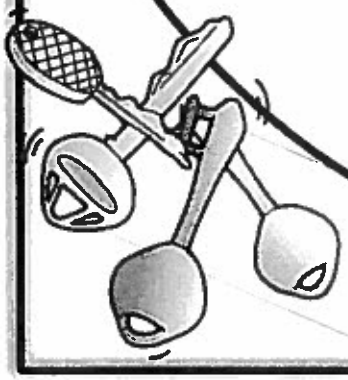
Social Skills

Structures

Classbuilding

Management

Teambuilding



Classroom: A, B and C

A

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B

Simultaneous Interaction

But

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C

- Organizes interaction between students to foster learning and social skills
- Structures based on PIES principles
- Easiest choice: to be active

What are Cooperative Learning structures?

Cooperative Learning structures are content free, repeatable sequences that organize the interaction between students in step-by-step learning processes.

The formula is: **Content + structure = learning activity**

Classbuilding and Teambuilding

Classbuilding comprises organized activities the aim of which is to get individuals with different backgrounds and experiences to experience themselves as a part of a caring and active learning community.

Teambuilding does for the team what Classbuilding does for the class: builds a sense of security among those who will be learning together.

CB and TB form the foundation of a positive learning environment and a same-side-classroom where students support each other in the learning process and do not belittle, bully or ignore each other.

Classbuilding is defined as:

How often?

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Teambuilding is defined as:

How often?

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Examples of CB structures:
Stand up, Hand up, Pair up
Mix, Pair, Share
Quiz, Quiz, Trade
Inside, Outside Circles
Corners, etc.

Aim
To get to know each other
To build a class or team identity
To develop mutual support
To create a synergy effect
To value differences

Examples of TB structures:
Round Robin
Timed Round Robin
Three Step Interview
Placemat Consensus
Fan 'n Pick, etc.

General content ideas:

- Favourite thing to do/ place/ object
- Best time of day/ the week/ the year
- Sharing experiences / interests / ideas/ values / differeences / future plans
- Solving fun cooperative tasks together

TB Ideas for Timed Round Robin:

There are many more ideas in the following books:

- Miguel, Laurie and Spencer Kagan, **Teambuilding**, Kagan Publishing, 1997.
- Miguel, Laurie and Spencer Kagan, **Classbuilding**, Kagan Publishing, 1995.
- Miguel Kagan, **Higher Level Thinking Skills: Personal and Social Skills**, Kagan Publishing, 2001.

You can order them directly from www.kaganonline.com
Or via our Danish homepage: www.cooperativelearning.dk

Structure

Quiz, Quiz, Trade

Each student has a question card

1 Students stand up, circulate and find a partner from a different team.
2 Partner A asks the question on the card.
3 Partner B answers.
4 Partner A checks, helps if necessary, comments and praises.
5 Partners swap roles so that B asks and A answers.
6 Partners trade cards!
7 Partners say farewell, show that they are free, find a new partner and repeat the process from step 2.

Why use Quiz, Quiz, Trade?

- A major increase in each student's active participation in learning
- Physical movement – an outlet for excess energy
- More oxygen to the brain gives better learning
- Practice communicating with everyone

Social Skills:

- Interacting with everyone in class
- Starting and ending an interaction appropriately
- Active listening
- Feedback skills
-
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Management tips:

- Talk to students about why they should not avoid anyone when finding a partner
- Hold question cards up high when you are free
-
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Ideas for my class:

For fun - Classbuilding:

Themes such as

- Summer holidays
- Birthdays
- Extramural activities
- Favourite occupations
- Spare time activities
- Family
- Well-being

Academic content:

Formation of CL Teams

CL-teams are formed with students at different levels and with different backgrounds.

- All students are therefore members of a good team.
- We signal to everyone: "We believe you can!"
- Everyone has access to the same opportunities and resources
- Maximal contact between gender, different ethnic groups and level of mastery
- Classroom management is a lot easier

"Although there is good theoretical rationale for using a variety of team formation methods, it is important to note that almost all of the empirical studies showing academic achievement gains are based on heterogeneous teams. Heterogeneous teams are research-based.
- Kagan 2009, s.7.3.

Base-teams are heterogeneous: Criteria

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Other heterogeneous criteria:

The team sits together for 5-6 weeks

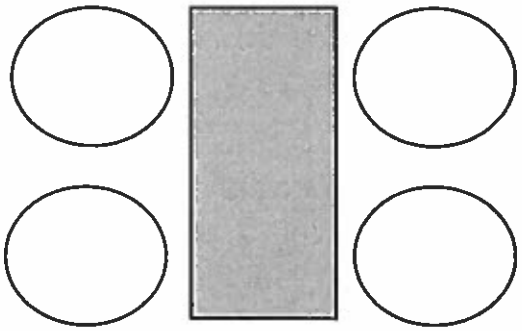
It is recommended that you sometimes vary things so that students also work with those outside their base team, e.g. for a single lesson or a single activity, and return to their base teams afterwards.
Here you might argue for the formation of

Random teams:

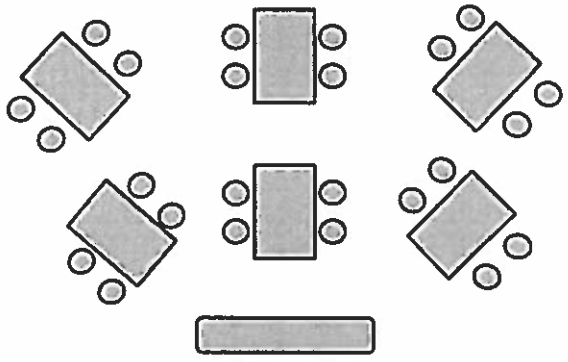
Homogenous teams:

Student-selected teams:

Placement in teams



Arrangement



Why is oral communication so important?

Talking to understand

Vygotsky (1978) said that what we say does not represent a completed thought or idea. His point is that thoughts are constructed and reconstructed when they are formed into speech. What we have formulated in our heads is not completely worked out, nor understood, nor cut and dried. The ideas our thoughts encompass are actually constructed when we formulate into words what we mean to other listeners. Words serve to set thought processes in motion both with the speaker and the listener. Both the speaker and the listener will understand more than they did before the words were spoken.

- Loosely translated from Liv Gjems, At samtale sig til viden

Memory

"To be able to remember and completely understand new input, you need to reformulate it yourself as soon as possible after you have received it." - Lone Frank

When it is not just the teacher but also the students themselves who actively use the new words and concepts, they are remembered far better. And when concepts are remembered, they can be used in follow-up learning processes and result in real progression.

Language and identity

According to Social Constructivism, "who we are" is not a foregone conclusion. Instead it is something that is developed over the course of a life time's social interaction with other people. What we call *knowledge* and *truth* and what we call *identity* and *self* are all created in social interaction with others and are therefore woven into the cultural and linguistic understandings we have available and that we use.

- Loosely translated from Allan Holmgreen: www.leksikon.org/art.php?n=5014

Need for communication and confirmation

Communicating with others is a fundamental need. Most disruptions in class come as a result of this need. In CL, students communicate a lot and thereby largely fulfill this need in a manner that is both legal and constructive. The contrast between the students' need to talk and the teacher's requirement to learn disappears. Teachers no longer need to spend energy stopping students' intercommunication but rather encourage what students actually want: to be seen and heard. This means much less wasted teaching time and a greater focus and motivation from the students.

Authentic assessment

When students put their learning into words, the teacher can actually hear what they can do and where they have problems. By walking about and listening to students communicating in CL structures, the teacher can continually follow an individual's learning – without exposing him/her in front of the whole class. This large amount of knowledge that can be gained from listening to communication gives the teacher a better insight into who has learnt what, what has been misunderstood, and what content the class needs to work on some more. In other words, there is a better basis for planning and adjusting relevant learning processes and hereby ensuring that learning has taken place before proceeding to the next topic.

- Spencer Kagan, Kagan Cooperative Learning, 2009

The PIES principles

All of the Kagan structures are very carefully designed to ensure that the four basic principles of Cooperative Learning, PIES, are in place. All the structures include all four principles.

Positive Interdependence

There are two questions to ask here: "Does a student benefit if his partners do well?" and "Is it necessary to work together?" Positive Interdependence places students on the same side and makes sure they can only succeed by working together. In classroom A, students are not on the same side. They are competing (for the teacher's recognition) and often feel they are better off if they do not support each other. In classroom B, students feel on the same side, but their interaction is not structured, so one or two students can complete the task without involving the others. In a CL classroom, the structures make it necessary for each student to participate and cooperate. To need to work with the others to do a People Hunt.

Individual Accountability

This principle is in place if we can say yes to the question: "Is individual public performance often required?" Or in other words: Is each student responsible for part of the process on his own? Individual Accountability means that students must perform – e.g. explain or present – on their own in front of at least one other student. This is something the occurs often and routinely. Classrooms A and B fail the test of Individual Accountability because students can choose not to take part in the work. On the other hand, a CL structure like People hunt requires each individual student to perform publicly.

Equal Participation

The question to ask here is: "How equal is the participation?" In classroom A we end up hearing most from the students who least need the practice and hearing least from those who most need it. In classroom B the same problem of unequal participation is created in group work: the students who are the most fluent and outgoing take over. The weaker, uncertain or shier students can hide. When Cooperative Learning structures are used, the interaction is very carefully designed so there is far more equal participation, either by giving them an equal number of opportunities (Quiz, Quiz, Trade) or an equal amount of time to participate (Timed Pair Share).

Simultaneous Interaction

When it comes to the principle of Simultaneous Interaction, the important question to ask is: "What percentage of the students are active at any one moment?" When we let one student in classroom A answer our question, with 25 students in the class we have only 4% of the students producing language. When we have students in teams of four, participation goes up dramatically. With one student at a time talking in their teams, there is always 25% of the class producing language. When you use Quiz, Quiz, Trade you even double the active participation: 50% of the class is producing language at any one moment. For this reason many Cooperative Learning structures include pair work.

From Kagan Structures for English Language Learners,
www.Kaganonline.com

Research into Cooperative Learning

- Higher academic achievement across the board
- Faster language acquisition
- Higher sense of self esteem
- More positive attitude towards schooling
- Better social relations – also across ethnic divides
- Better development of thinking skills

Structures

The Daily Four

(Timed) Round Robin

1. Teacher poses a question with numerous lengthy responses. (Teacher indicates how long each student will have to share.)
2. Teacher gives think time.
3. Teacher indicates who is to start.
4. Students take turns responding (in the alloted time).

Types of tasks:

Stand up, Hand up, Pair up

1. Teacher says: "Stand up, Hand up", and students stand up and indicate that they are free.
2. Teacher says: "Pair up."
3. Students form pairs with someone from a different team.
4. Teacher poses a question and gives think time.
5. Students share or discuss in the allotted time.
6. Students return to their places when the teacher says so.

Types of tasks:

Timed Pair Share

1. Teacher announces a topic and states how long each student will have to share.
2. Teacher provides think time.
3. In pairs, partner A shares; partner B listens.
4. Partner B responds.
5. Partners switch roles.

Types of tasks:

Tips:
Visible clock
Concrete feedback phrases

Rally Robin

1. Teacher asks a question with lots of different answers.
2. In pairs, partners take turns giving one of their many answers at a time.

Types of tasks:

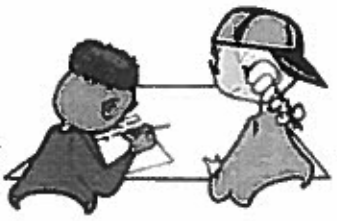
Tips:
Who starts?
Written or oral?

How long does it take?

Navn:	Navn:
From 8.30 to 9.45?	**From 9.15 to 12.30?**
From 6.38 to 14.45?	**From 2.45 to 5.56?**
From 10.45 to 17.31?	**From 3.35 to 9.12?**
From 22.10 to 8.36?	**From 19.49 to 6.10?**
Ekstra **How many seconds in 11 minutes and 24 seconds?**	**How many seconds in 32 minutes and 10 seconds?**
How many minutes in 291 seconds?	**How many minutes in 479 seconds?**

Struktur

Rally Coach



One set of high-consensus problems and one pencil per pair

1. Partner A solves the first problem while thinking aloud
2. Partner B watches, listens, praises, and coaches if necessary
3. Partner B solves the next problem while thinking aloud
4. Partner A watches, listens, praises, and coaches if necessary
5. Repeat from step 1 with the next problem.

Why use Rally Coach?

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Practical tips:

- Teach students how to coach and practice doing this
- Students can check with their face partners if in doubt
- Have extra tasks ready for those who finish early
- Make sure partners use their short voices
- Remove the extra pencil!

Ideas for my class

Coaching:

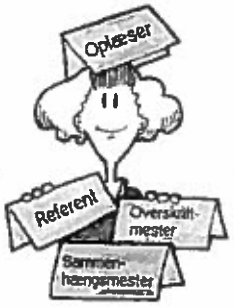
Your job is to help the person you are coaching to think and do it themselves. Coaching is **not** about making them guess as in "Starts with a T", "Has 3 syllables".

You can:

- Divide the process up into steps and take one step at a time.
- Remind them of a previous example that was similar: "Do you remember the last problem where you had to..."
- Link the problem to real life or give a concrete example. "For example, if you wanted to pay with 20$, you would need to ..."
- Remind them of a rule that can be applied: "Let's look at the rule for 3rd person singular."
- If repeated coaching attempts fail, then use: ***Tip, Tip, Tell, Retell*** (give your partner the answer and ensure that he/she explains it back to you).

Struktur

Role Reading



There are 4 roles: Reader, Summarizer, Headline Master and Linking Master

1. The Reader reads the first paragraph aloud for his/her team.
2. The Summarizer gives a short summary of the paragraph in his/her own words.
3. The Headline Master states the main point of the paragraph in one good topic sentence. Everyone writes this down.
4. The Linking Master indicates how the paragraph links to what has gone before.
5. And/or makes a prediction about what is to come next.
6. Roles rotate clockwise so that no. 2 now reads the next paragraph aloud, etc.

Why use Role Reading?

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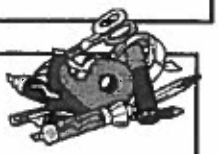


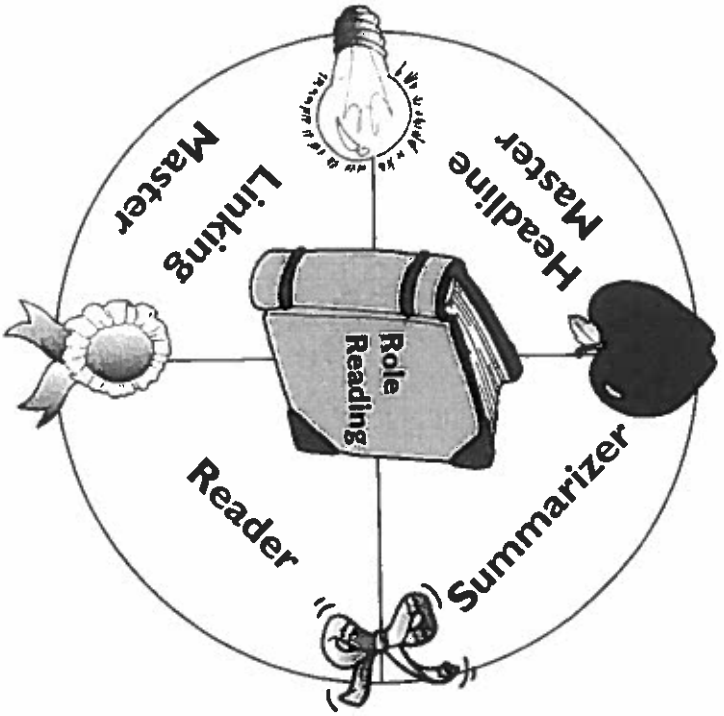
Practical tips:

- Create roles that fit the purpose of the reading task.
- Practice each of the roles so students know how to carry them out.
- Decide in advance how to help weak readers.
- Explain how teams of 3 or 5 work.
- Put a "role card" in the center of the table to facilitate the process.

Role Reading for Foreign Language Teaching

There are 4 roles: Reader, Vocabulary Master, Summarizer, Re-reader

1. The Reader reads the first paragraph aloud for his/her team
2. The Vocabulary Master identifies, then helps explain or look up difficult words
3. The Summarizer gives a brief summary of the paragraph
4. The Re-reader reads the paragraph aloud once more.
5. The roles rotate clockwise and the new Reader reads the next paragraph aloud.



Other possible roles:

Kindness Boosts Popularity

Students who are assigned to perform acts of kindness have more friends. Nineteen classrooms of students ages 9-11 years old were assigned to one of two conditions: 1) Perform three acts of kindness per week for 4 weeks or 2) Visit three places. Examples of kindness: "gave my mom a hug when she was stressed by her job", "gave someone some of my lunch" and "vacuumed the floor." Examples of visits: Visited grandma's house", "went to the mall".

Headline:_____

Results: students in the kindness condition gained friends! At the outset and end of the experiment, peers listed who they wanted as friends. Those in the kindness condition gained an average of 1.5 friends by the end of the 4-week study! Students in both conditions significantly increased their sense of wellbeing, but only those performing acts of kindness increased the number of students who wanted them as a friend. Further, this increase in popularity was not due to the increase in well-being – they were two independent outcomes.

Headline:_____

The findings are remarkable for three reasons: 1) Preteens establish their friendship patterns over years, yet in just four weeks these patterns were significantly changed; 2) The study was conducted in the second half of the school year indicating the intervention worked even after friendship patterns had been established; 3) Many of the acts of kindness were not aimed at classmates – they included things like helping mom or vacuuming. Without trying to gain more friends and with relatively little effort, in just four weeks students were chosen as friends significantly more often.

Headline:_____

The finding is important: Being accepted and liked by peers predicts both positive adjustment and improved academic performance. Well-liked preteens exhibit fewer bullying behaviours. Further, when there is an even distribution of popularity in a classroom – fewer favourites and fewer isolates – the mental health of students in that classroom is improved.

Headline:_____

From Spencer Kagan: Brain-Friendly Teaching, 2014, pp. 3.11-3.12

Frequently asked question (FAQ) about Cooperative Learning
Spencer og Miguel Kagan, Kagan Cooperative Learning 2009.

If I call on a student, I hear that student's answer, I can check for understanding and offer correction if necessary. If students are all talking in pairs or teams at once, how can I check for understanding and offer corrective feedback? Won't wrong answers be shared?

In the traditional classroom, the teacher calls on students one at a time and has the luxury of hearing everything students say.; the teacher can respond to or correct every misconception that is verbalized. In the Cooperative Learning classroom, the teacher gives up that luxury. It turns out, however, that by giving up the ability to hear everything, we can offer more rather than less corrective feedback, and we can offer it where it is most needed.

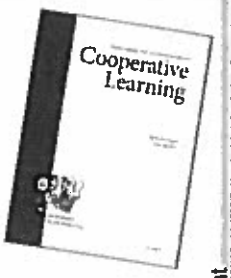
How? In the traditional classroom, the students most likely to have misconceptions are most likely to leave class with their misconceptions uncorrected! Let's take two examples: Example 1) The teacher asks a question. Students who think they know the answer raise their hands to be called on. They answer and the teacher offers correction if necessary. In this common scenario, who do not raise their hands and do not receive correction? It is the students who are most likely to need help, who are least likely to verbalize their thinking. Thus, those who most need it are those least likely to receive corrective feedback. Example 2) A teacher presents a skill or information, then asks, "Does anyone have any questions?" For fear of embarrassment or for lack of engagement, the students who most need to ask questions are those least likely to ask. Those without understanding or with misconceptions leave class without receiving clarification and without having their misconceptions corrected.

If instead, we have students interacting in pairs and give each partner a minute to verbalize, we can walk around and listen to a number of pairs, hearing the ideas of a much more representative sample of our class. We hear misconceptions that would never be verbalized in the traditional classroom. We may choose to give corrective feedback in the moment or to the whole class after the pair interaction. In either case, we have a more realistic assessment of the understanding level of our students. Because all students are verbalizing their thinking, not just the high achievers, those most in need of a corrective opportunity are most likely to receive the help, either from their partner or from the teacher.

Wrong answers will be shared in teams. Because the answers are verbalized in the Cooperative Learning classroom, there is a much greater probability of correction, either by a teammate or by the teacher. To increase the probability of correction, we set up a norm within teams: If you ever hear an answer you are not sure is correct, everything stops and you check a resource: another pair, the book, the Internet, and/or the teacher. In Cooperative Learning, we actually want wrong answers to be shared – only if they are shared can they be corrected!

(From Spencer Kagan and Miguel Kagan: Kagan Cooperative Learning, Kagan Publishing, CA, 2009, page 1.14)

References & Further Reading



Books in Danish:
Spencer Kagan og Jette Stenlev: **Cooperative Learning, Undervisning med samarbejdsstrukturer.** Alinea. (Læs om og bestil på www.alinea.dk)

Articles in Danish:
Jette Stenlev: "Cooperative Learning i Fremmedsprogsundervisningen" Sprogforum 25, 2003. Find artiklen på http://inet.dpb.dpu.dk/infodok/sprogforum/spr25/Stenlev.pdf
Se også www.cooperativelearning.dk

Books in English:
- Spencer og Miguel Kagan: **Kagan Cooperative Learning,** Kagan Publishing, California, 2009.
- Linda A. Baloche: **The Cooperative Classroom**, Prentice Hall, Inc, 1998.
- Julie High: **Second Language Learning through Cooperative Learning**, Kagan Publishing, California, 1993.
- Johnson, D.W. & Johnson, R.T., **Cooperation and Competition,** Interaction Book Company, 1989.
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- Jeanne Stone: **Cooperative Learning & Language Arts,** Kagan Publishing, California, 1994.

There are many more titles at www.cooperativelearning.dk and www.Kaganonline.com

Articles in English:
Spencer Kagan and Julie High: **Kagan Structures for English Language Learners** (Kagan Online Magazine, Summer 2002)
Visit www.Kaganonline.com for more articles on Cooperative Learning in English.

Contact details

Visit our Danish homepage at www.Cooperativelearning.dk where you can read articles and news about Cooperative Learning, as well as see an overview of the workshops you can request for your school or organisation.

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