


EDUC6775

Cooperative and Collaborative Learning

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ESSENTIAL FEATURES OF EFFECTIVE GROUP WORK

- A clear focus on student learning.
- Preparation of (and by) the students.
- Careful management of the learning environment.
- Direction, but not intrusion, by the teacher.
- Willing participation by all students.
- Monitoring and feedback by the teacher.
- Time managed by the teacher and the students.
- A teacher-directed conclusion to the lesson.



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GROUP WORK SUPPORTS QUALITY TEACHING WHEN

- Discussion remains focused on deep knowledge.
- Students are given structured opportunities to develop deep understanding.
- Students are challenged to engage in higher-order thinking.
- Students are encouraged to explore conditional knowledge.
- The task given to students provides opportunities for substantive communication.
- The significance of the learning is emphasized, and the learning goals and processes are made explicit.
- Teachers set high expectations for involvement in the group activity.
- Design the tasks so everyone is included.



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COMPARE AND CONTRAST		
	WHOLE-CLASS DISCUSSION	SMALL-GROUP WORK
Best for	Students of all ages	Students of all ages
Stimulus for learner engagement	Preparation task set by teacher	Task set by teacher
Focus of learning	Discussion topic	Discussion topic or task
Main learning activity	Discussion directed by the teacher	Discussion within small groups
Pace and timing	Directly under the control of the teacher	The responsibility of group members
Breadth and depth of issues covered	Directly under the control of the teacher	Guided by discussion framework set up by teacher
Potential for individual student participation	Low if the class has many students	High if group numbers are kept small
Sharing of student contributions	All students hear all contributions	Most contributions heard only in one group

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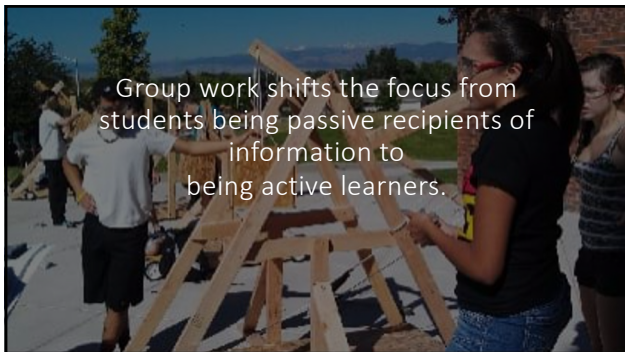
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The teacher's main roles in small-group learning are to

- Frame the issue or problem so that students understand what they have to do and what they are expected to learn.
- Organise the groups and the learning materials.
- Monitor the group activities and students' learning.
- Provide feedback and help students consolidate their learning.
- You may need to establish incentive structures to garner motivation.

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What is expected of students?

Prepare	Each student should prepare for the group work in whatever way you have asked them (such as doing directed reading, finding information on the internet or gathering information from the community).
Contribute	Each student should take an active role in the group work by contributing ideas, responding to the input from other students, sharing the workload and deliberately trying to learn.
Listen	All students should listen carefully and respect the right of other group members to offer opinions that might be different from their own.
Commit	The group should commit to decisions and plans of action and each student should remain focused on the achievement of collective results.
Include	Interactions should be limited to things relevant to the group's task, and those interactions should be free and open - no student should feel that the group does not welcome their ideas.

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TYPES OF COLLABORATION			
	TEACHER-DIRECTED	ASSIGNED	STUDENT-DIRECTED
STUDENT'S ROLE	Student works on assigned tasks.	Students can plan roles, devise solutions, and navigate group dynamics.	Students take charge of generating ideas, organizing the project, assigning roles, and finding solutions.
TEACHER'S ROLE	Teacher plans concept, organizes individual components, and assembles final product.	Teacher selects task or challenge and organizes materials and needed information.	Teacher supports students as needed.

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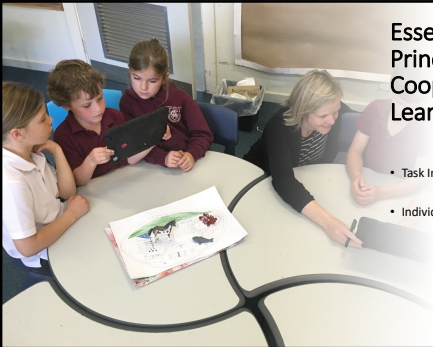
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### Essential Principles of Cooperative Learning

- Task Interdependence
- Individual Accountability

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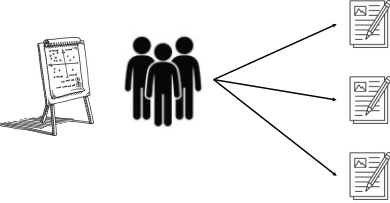
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### Group Process > Individual Product



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## Individual Roles > Group Product



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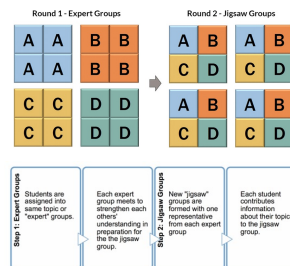
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## Jigsaw

**Benefits:**

- ♥ **Less Overlapping:** The students can focus their learning on one aspect of a topic, which allows for greater understanding of a concept.
- ♥ **Student Accountability:** The students understand that they will be responsible for presenting the information to another group of students.
- ♥ **Response to Student Learning:** As you observe these groups in action, you will quickly see who is not "getting it." If you see students struggling to present the information in their "Thinkboard Groups," then you can assign them the "Expert Group" mission.



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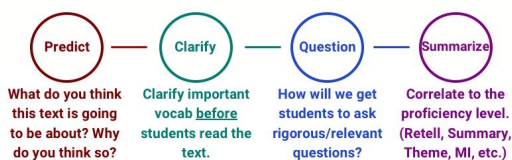
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## Reciprocal Teaching



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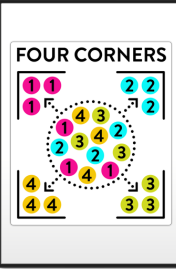
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### FOUR CORNERS



**Benefits**

- ♥ **Student Choice:** Students LOVE when they are given an opportunity to choose. They feel more engaged and motivated and this takes for more ownership over the outcome of the assignment.
- ♥ **Varies Perspectives:** The students are exposed to many different viewpoints in their corner, which can lead to a great discussion.
- ♥ **Early Response:** This activity requires very little preparation on the teacher's part. The teacher simply needs to think of four (1-4) ideas that he/she would like the students to discuss and then stand them in their way.
- ♥ **Easy Implementation:** This activity can take as little as five minutes and requires no advanced set-up (e.g., chairs set up, group formations, etc.), so teachers can use it spontaneously and then quickly return to the lesson.

**How it Works:**

1. Choose four aspects of a topic that your class is currently focusing on. For example, you can present a controversial statement or a question related to your topic of study.
2. Assign each of the following responses to a corner of your room: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" related to the statement. You can also assign four possible answer choices to a question in each corner. Place these in their paper in four different areas of your classroom. The assignments can also be chosen on the overhead or multiple choice board, while each corner of the room is labeled as A, B, C, or D.
3. Present the topic and the four related aspects to the whole group and give the students some "think time."
4. Students go to their chosen corner to discuss the topic. 5. Representatives from each corner can share what their respective group discussed.

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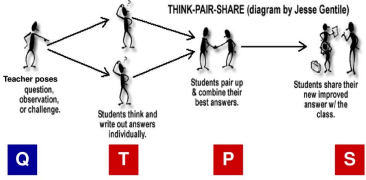
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### Cooperative Learning Strategies

#### Think-Pair-Share (TPS)



**THINK-PAIR-SHARE (diagram by Jesse Gentile)**

Teacher poses question, observation, or challenge. **Q**

Students think and write out answers individually. **T**

Students pair up & combine their best answers. **P**

Students share their new improved answer w/ the class. **S**

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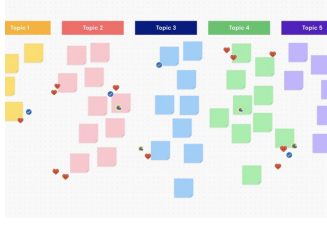
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### Affinity Mapping (or Diagramming)



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### Carousel Brainstorming

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graph LR; A[Topic A] --> B[Topic B]; B --> C[Topic C]; C --> D[Topic D]; D --> E[Topic E]; E --> F[Topic F]; F --> A;
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### 20 COLLABORATIVE LEARNING TIPS AND STRATEGIES FOR TEACHERS

1. Establish ground rules	2. Establish norms	3. Establish roles	4. Establish routines	5. Establish a shared purpose
6. Establish a shared vision	7. Establish a shared identity	8. Establish a shared culture	9. Establish a shared language	10. Establish a shared history
11. Establish a shared future	12. Establish a shared mission	13. Establish a shared vision	14. Establish a shared identity	15. Establish a shared culture
16. Establish a shared language	17. Establish a shared history	18. Establish a shared future	19. Establish a shared mission	20. Establish a shared vision

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### IN SUMMARY, USE SMALL-GROUP WORK IF

- You want to encourage learners to develop their social skills while learning academic content.
- You want learners to share their multiple perspectives through discussion and debate.
- You want to work with small groups of students while others are actively engaged in learning.
- The learning task is too big for individual students to undertake in the available time.

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### DO NOT USE SMALL-GROUP WORK IF

- Learning can occur more effectively through whole-class instruction.
- Learners do not have sufficient background knowledge to work productively on the group task.
- There is insufficient time for students to investigate, discuss and think about the things you want them to learn.



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What might go wrong during small-group work?

How can you avoid these problems?



How will you judge the success of LESSONS BASED ON GROUP WORK?

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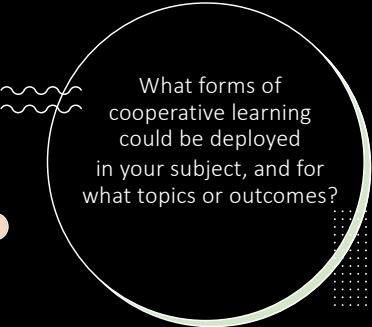
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What forms of cooperative learning could be deployed in your subject, and for what topics or outcomes?

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