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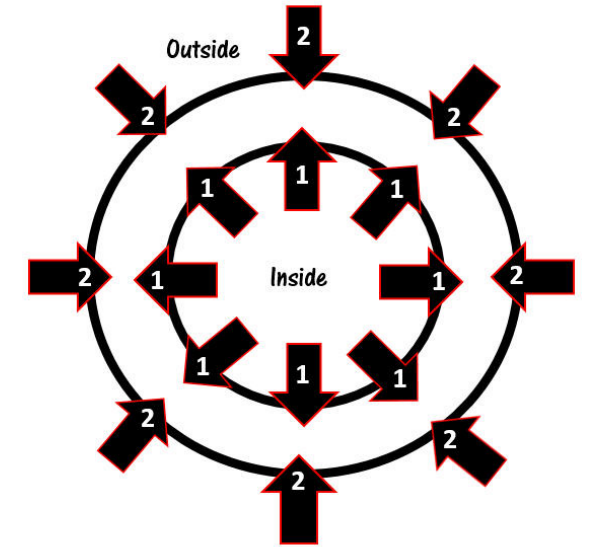
Collaborative & Cooperative Learning

09 November 2023

Icebreaker

Inside-Outside Circles

1. **Inside**: What does cooperative and collaborative learning mean?
2. **Outside**: List 5 key words related to collaborativ/cooperative learning
3. **Inside**: What skills are being promoted during collaborative and cooperative learning?
4. **Outside**: What is the role of the teacher in collaborative and cooperative learning?
5. **Inside**: Why should we use collaborative and cooperative learning in our practice?
6. **Outside**: List collaborative and cooperative learning strategies

Objectives

Compare and contrast between cooperative and collaborative learning

Evaluate the principles underpinning cooperative Learning

Explore different collaborative and cooperative learning strategies

Design cooperative learning activities

Call to Action

1. Design and deliver a lesson using one of the following cooperative learning strategies
   a. Jigsaw
   b. Placemat consensus
   c. Showdown
   d. Celebrity Heads
   e. Jot Thougts
   f. Inside-Outside Circles
   g. Rally Robin
   h. Graffiti Carousel

2. Invite your line manager and/or a colleague to attend this lesson
3. Meet with the visitor(s) to reflect on the lesson plan - WWW, EBI, next steps
4. Post on this padlet an image/video along with a breif summary of the Cooperative Learning Strategy in Action

Repeat steps 1 & 4 until you have applied each one of the 8 learning strategies in your practice

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Collaborative Vs Cooperative Learning

Prior knowledge
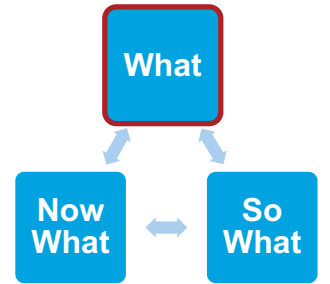
Using a **Venn Diagram**, consider the similarities and differences between Collaborative & Cooperative learning

- Consider: role of teacher, role of students, resources, relationship between students, skills developed

Distribute Roles in table groups:

- Collaborative learning
- Cooperative learning
- Recorder / Time Keeper
- Speaker / Encourager

10 minutes

Cooperative Learning
التعلم التعاوني

Collaborative Learning
التعلم التشاركي

similarities
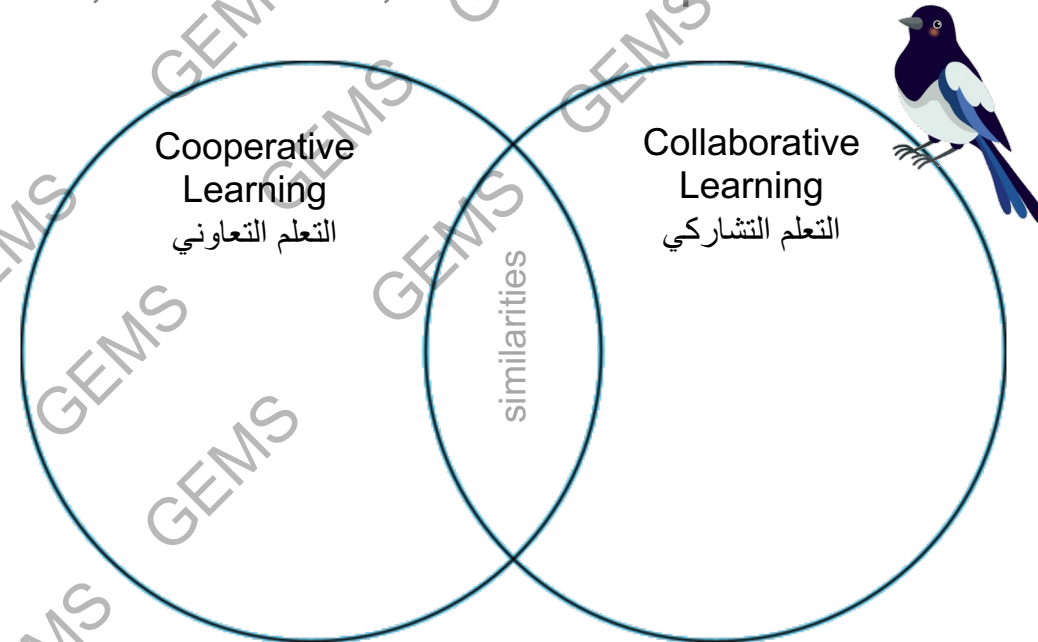
Cooperative Learning
التعلم التعاوني

- Each student assigned a specific role (teacher-structured)
- Teachers supply information (or let students know where info can be found)
- Teachers observe, listen and intervene where necessary
- Students submit work at the end of lesson for evaluation/assessment
- The success of the group depends upon the efforts of everyone involved
- Promotes accountability with interdependence

Active learning

Group work

Interdependence

Communication, Social, problem solving, metacognitive skills

Collaborative Learning
التعلم التشاركي

- Students organize their effort/roles between themselves
- Students source material
- Activity is not monitored by the teacher (can help when assistance is requested)
- Students assess their own individual and group performance
- Success depends on individual strengths
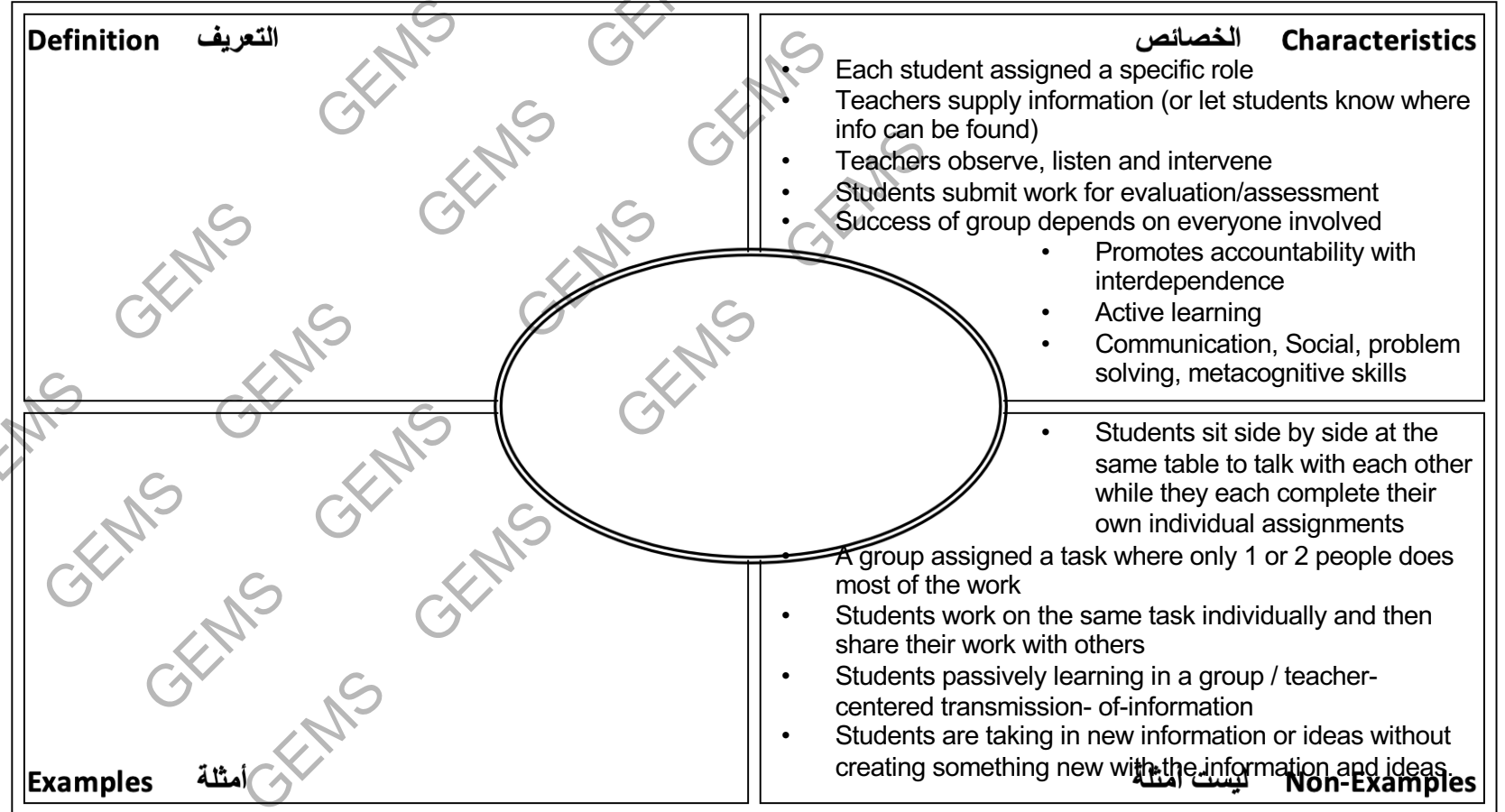- Students make progress in tandem with others

Cooperative Learning
Characteristics, definition, examples, non-examples

Complete the **Frayer Model** to unpack the concept of Cooperative Learning.

10 minutes

Pairs

Definition التعريف	الخصائص Characteristics
	• Each student assigned a specific role
	• Teachers supply information (or let students know where info can be found)
	• Teachers observe, listen and intervene
	• Students submit work for evaluation/assessment
	• Success of group depends on everyone involved
	• Promotes accountability with interdependence
	• Active learning
	• Communication, Social, problem solving, metacognitive skills
Examples أمثلة	ليست أمثلة Non-Examples
	• Students sit side by side at the same table to talk with each other while they each complete their own individual assignments
	• A group assigned a task where only 1 or 2 people does most of the work
	• Students work on the same task individually and then share their work with others
	• Students passively learning in a group / teacher-centered transmission- of-information
	• Students are taking in new information or ideas without creating something new with the information and ideas

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Cooperative Learning

Cooperative learning focuses on working in an interdependent fashion, where each member of the group is often responsible for a "piece" of the final product (Johnson & Johnson, 2009).

The division of labor is normally systematically structured, with clear, accountable roles assigned to each member of the group.

Built into cooperative learning work is regular 'group processing,' a 'debriefing' time where students reflect on how they are doing in order to learn how to become more effective in group learning settings (Johnson, Johnson and Holubec, 1990).

Collaborative Learning

More fluid, shifting roles, with group members crossing boundaries between different areas of work, or co-deciding the best ways to collaborate on their joint project (Dillenbourg, 1999; Bereiter & Scardamalia, 2006).

Goals and tasks may be more open-ended, and collaborative groups are generally more "self-managed" in terms of setting goals and establishing styles of interaction.

Reflection

"Why would we call on one when we can call on everyone?"
Dr. Spencer Kagan

What opportunities do you currently provide for your students to engage in cooperative learning? Collaborative learning?

o What is working well?

o What is challenging?

2 minutes

Principles Underpinning Cooperative Learning

What are the principles that underpin Cooperative Learning?

Round Robin (Team Writing) – Kagan

1. Group shares one piece of Flip Chart paper
2. Takes turns to write 1 new idea onto the flip chart paper
3. Keep going until there are no more new ideas to be added

5 minutes

2 groups together
5 minutes

Compare your lists and agree on the top 3 principles

Write each principle on a separate post it note

Rank the top 3 principles in order of imporance

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Principles Underpinning Cooperative Learning
Johnson et al. (2006)
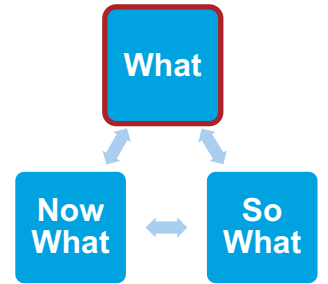
Johnson et al. (2006) assert the structure for cooperative learning involves five key components:

- **Positive Interdependence**: This can be achieved by way of mutual goals, division of labor, materials, roles, or by making part of each student's grade dependent on the performance of the group. Group members must believe that each person's efforts benefit not only them, but all group members.

- **Individual Accountability:** "students learn together but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group and (b) individuals are successful in achieving them.

- **Face-to-Face (Promotive) Interaction:** Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promotive interaction that members become personally committed to each other as well as to their mutual goals.

- **Interpersonal and Small Group Social Skills:** students learn academic subject matter (taskwork) and interpersonal and small group skills (teamwork). A group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.

- **Group Processing:** After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both taskwork and teamwork, with an eye to improving it on the next project.

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Principles Underpinning Cooperative Learning
PIES (Kagan, 2009)
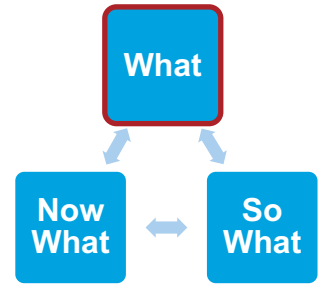
Cooperative learning requires four essential elements, the PIES principles (Kagan, 2009:

- **Positive interdependence:** the gains of individuals correlate with the gains of the group. In other words, I succeed if you succeed.
- **Individual accountability:** each member of the group should be held accountable for making a fair contribution to achieving the group goal. To promote individual accountability, the performance of each group member must be assessed in some way.
- **Equal participation:** each member of the group should contribute more or less equally.
- **Simultaneous interaction:** maximum participation and interaction can be achieved if multiple students are talking and exchanging ideas at any one time. (the smaller the group the more student interaction)

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Reflection
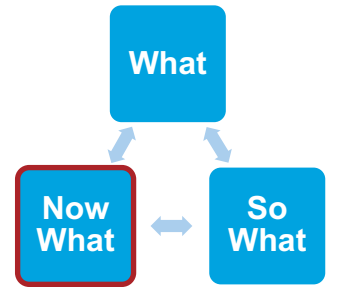
"Why would we call on one when we can call on everyone?"
Dr. Spencer Kagan

Which one of Johnson et al or Kagan's principles do you need to further develop in your practice?

o Identify one principle that you need to further develop

o What does it **currently look** like?

o What can you do to **enhance it**?

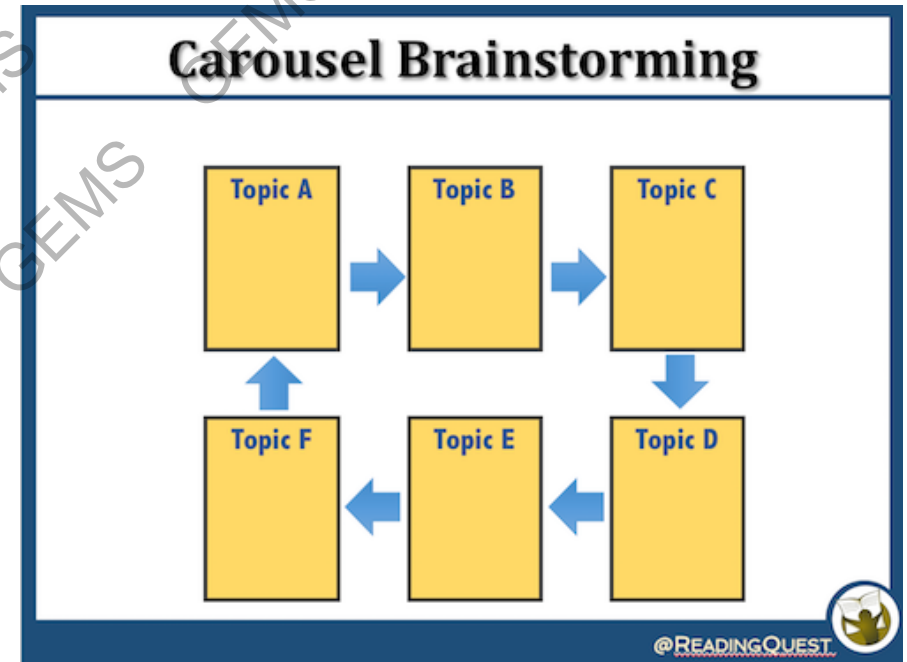o What do you want it to look like in your future practice?

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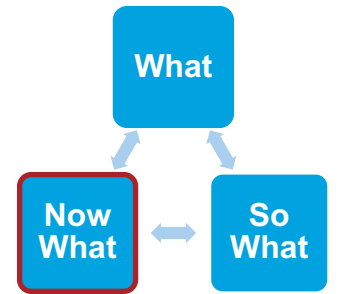
Cooperative Learning

So What?

Graffiti Carousel / VTR Chalk Talk

2 minutes per flipchart

Respond to the prompt on the flipchart

- Write comments
- Ask questions
- React to others' comments
- Answer questions posed by others

Only move to the next flipchart when the timer rings

Common Mistakes

1. **Group size too large!**
2. **Not preparing students to work in cooperative groups**
3. **Not teaching students appropriate interaction skills**
4. **Letting students choose their own groups**
5. **Not doing cooperative activities often enough for students to develop cooperative skills**
6. **Not planning cooperative lessons with care**
7. **Assuming that cooperative groups can handle complex tasks before learning how to complete simple ones successfully**
8. **Emphasizing paper or project completion as a group goal**
9. **An unclear learning goal**
10. **Assuming that students will magically develop needed social skills**
11. **Not understanding the power of positive relationships on achievement**
12. **Not carefully monitoring the groups while they are working**
13. **Giving group grades**
14. **Using Jigsaw with material that is too difficult for individuals to learn**
15. **Assuming that implementing cooperative learning is easy**

Prepare a flipchart

What **impact** this will have on Teaching and learning?

What can you do to **prevent** these mistakes from occuring in your practice?

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Cooperative Learning Strategies

Kagan Cooperative Structures

Using Kagan's **Give-One, Get One** Cooperative Learning Structure

10 minutes: Review the Kagan Structure assigned to you and consider an example of what this could like like in your practice – summarize the strategy in the '**Give-One**' box on the recording sheet.

5 minutes: pair up and share ideas with your partner (2 min. per person); write your partner's idea in the **Get-One** column

1. Write the name of the strategy/structure
2. Example shared by partner
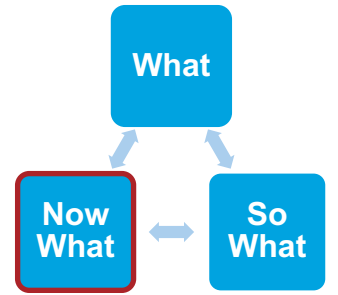
Repeat X3

Name _____

Give-One-Get-One

Topic: _____

My idea: Cooperative Learning Strategies	___'s idea
___'s idea	___'s idea
___'s idea	___'s idea

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Examples
Collaborative Learning Activity

Jigsaw

Home group: Each one in group assigned
1. List words that begin with letter
2. Word hunt in text being read
3. Use words in a sentence
4. List verbs
5. List nouns

Expert group (regroup with others with same task)

Home group (return to home group and share)

Poems for Two Voices

Teacher assigns a topic (new vocabulary)

Pairs: Students co-write a poem

Pairs: students recite it to the rest of the class/other pairs/table group

*Tip: the class can give feedback based on success criteria

What

Now What

So What

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Examples
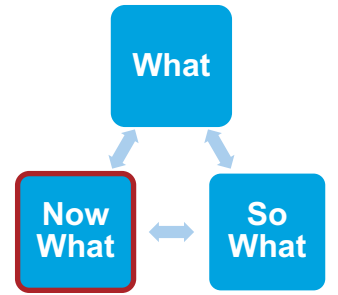## Collaborative Learning Activity

Think-Write-Pair-Share

Teacher assigns a task (e.g.,*animal* research presentation/information leaflet)
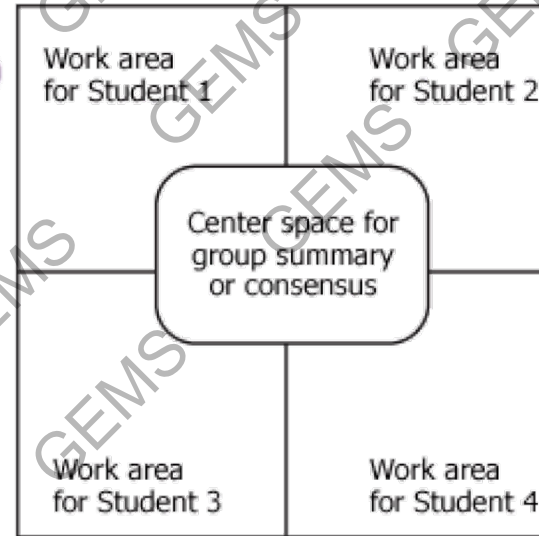
Students A: physical characters

Student B: habitat

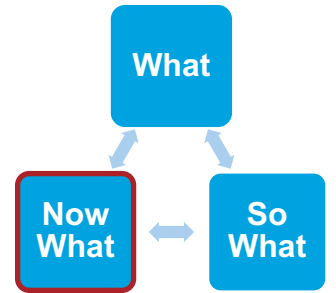Students A & B: work on presentation/leaflet together

Placemat Consensus

Topic: Mosque rules

Work area for Student 1

Work area for Student 2

Center space for group summary or consensus

Work area for Student 3

Work area for Student 4

What

Now What

So What

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Examples
Collaborative Learning Activity

Celebrity Heads

1. Three students sit at the front of the class
2. Above their heads (where they can't see) are written the names of three characters in the story/hadeeth that they are supposed to be
3. In turn, they ask yes/no questions of the class, they keep asking until they get a 'no' repsonse
4. When a student recieves a 'no' response the turn passes to the next of the line of three

Rally Robin

Teacher shares the title of a story they are going to read and asks students to predict what they think the story is going to be about / list words they expect to see

Pairs: students take turns stating their responses

*Modification: read part of a story/hadeeth – students to predict what happens next / moral of the hadeeth /

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Thank You