

Cooperative Learning Strategies

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Cooperative Learning is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face promotive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

THINK - PAIR - SHARE

Purpose: To think about the theme or topic of the lesson and to tie this back to their own experience.

Procedure:

- A. *Think*: Invite students to think about a topic (e.g. A time when they were separated from someone, something, and somebody.)
- B. *Pair*: Next students find partners. They tell their story to their partner and they listen to the story their partner tells them. They can take notes to remember a detail if this helps.
- C. *Share*: The first pair gets together with another pair of students. Each person takes a turn retelling his or her partner's story. The group can then select one or two stories to share with the class.

THINK- QUICKWRITE - PAIR - SHARE

Purpose: To think and write about the topic students will explore in the reading.

Procedure:

1. *Think*: Ask students to think about a time "someone helped them".
2. *Quickwrite*: Ask students to write about the topic for 5 minutes without stopping. If students don't know what to write, they should write their name over and over until they get a new idea. Assure students that spelling and grammar are not important. The main idea is to get as many ideas down on paper as possible.
3. *Pair*: Ask students read what they wrote to a partner and listen to their partner's story.
4. *Share*: Pairs of students get together with another pair of students (groups of four). Students take

INSIDE-OUTSIDE CIRCLE

Purpose: To give English Learners real opportunities to give and get information from a number of other students. To practice asking and answering questions.

Procedure:

1. Ask students to stand in two circles, one inside the other. The students in the inside circle facing out and the students in the outside circle facing in.
2. Students in the inside circle ask the students in the outside circle a question. Then the students in the outside circle answer the question.
3. After asking and answering a question the students on the outside circle move to the right. They face a new partner and ask and answer questions again. Students rotate after each question.
4. The questions for Inside-Outside Circle can be presented in two ways.
 - the teacher asks a question and the students respond to their partners
 - the students hold flash cards with the question to be asked. The students show their partners their flash cards and get a response before rotating.

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NUMBERED HEADS TOGETHER

Purpose: Assures that all classmates know the answer to a question and are ready to respond to a question.

Procedure:

1. Students number off with in their groups.
2. Teacher asks a question.
3. Heads together. Group comes to consensus on an answer and makes sure that all members know the answer.
4. Teacher calls a number at random; students with that number raise their hand to be called upon. Additional responses may be added by others with the same number.

SEVEN GOALS OF QUESTION/ANSWER TIME

1. To check understanding of the content presented.
2. To correct misconceptions.
3. To discover gaps between what was said and what was heard.
4. To learn of possible resistance to the content.
5. To serve as a way to summarize.
6. To relate to the unique needs of individual participants.
7. To fill in info you wish you had covered earlier.



ASKING QUESTIONS

DO

Act as if you really want questions:

- A. Move toward the audience to connect with them
- B. Enthusiastically ask, "does anyone have any questions?"
- C. Pause for approximately six seconds so the audience has time to think. (length and quality of participants' answers increases when the trainer allows think time!)
- D. Raise your own hand as a visual signal so participants don't yell out questions.

DON'T

1. DON'T ASK YES/NO QUESTIONS

Resources:

Kagan, Spencer. "Kagan Structures for Emotional Intelligence." [Online] 15 October 2001. <<http://www.kagancooplearn.com/Newsletter/1001/index.html>>

<http://www.co-operation.org/> The Cooperative Learning Center, University of Minnesota
<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

David and Roger Johnson. "Cooperative Learning." [Online] 15 October 2001.
<<http://www.clcrc.com/pages/cl.html>>.

David and Roger Johnson. "An Overview of Cooperative Learning." [Online] 15 October 2001.
<<http://www.clcrc.com/pages/overviewpaper.html>>.

Howard Community College's Teaching Resources. "Ideas on Cooperative Learning and the use of Small Groups." [Online] 15 October 2001.
<<http://www.howardcc.edu/profdev/resources/learning/groups1.htm>>.