Cooperative Learning

Competency

Educator creates a plan that uses a variety of instructional strategies to facilitate cooperative learning in the classroom.

Key Method

Educator implements strategies that foster cooperative learning. These learning activities support collaboration through positive interdependence, individual accountability, and the development of social skills.

Method Components

What is Cooperative Learning?

Cooperative learning is a teaching method in which students work together to accomplish shared learning goals. In small groups, students use a variety of learning activities to improve their understanding of content. Each member of the team is responsible not only for learning what is taught, but also for helping peers to learn, creating an atmosphere of achievement. Cooperative learning actively engages students in learning. Each student has an opportunity to positively contribute in a small group and claim ownership of the material (INTASC, 2011).

Elements of Cooperative Learning

- Positive Interdependence: Achieved through mutual goals and division of labor by dividing up the materials and roles, and making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only himself or herself, but all the other group members, too.

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- Individual Accountability: Students learn together, but perform alone. A lesson's goals must be clear enough that students are able to measure whether (a) the group has been successful in achieving them, and (b) individual members have been successful in achieving them as well.
- Development of Social Skills: In cooperative learning groups, students learn not only academic subject matter, but also interpersonal skills. A group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.

What Cooperative Learning Looks Like
- The educator provides students with a clear set of expectations for both academic work and cooperative learning.
- Students are broken into groups with assigned roles.
- Group members are responsible for their own learning, as well as for their fellow group members.
- Groups collaborate with each other in a positive manner.
- The educator is a facilitator of learning; instruction is not direct.

InTasc Standards
7(a) The teacher individually and collaboratively selects and creates learning experiences that are both appropriate for curriculum goals and content standards and relevant to learners.

8(a) The teacher uses appropriate strategies and resources to adapt instructions to the needs of individuals and groups of learners.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purpose of the instructions and the needs of the learners.

8(p) The teacher is committed to both deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Supporting Rationale and Research

Herreid, C. (1998). Why Isn't Cooperative Learning Used to Teach Science? Bioscience, 48:7, p. 553-559.

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https://drive.google.com/file/d/1B9bNEFuhnQVUwtkjkgzfejCy0bwTope-/view?usp=sharing

Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education, 93(3), p. 223-231.
https://www.engr.ncsu.edu/stem-resources/legacy-site/

Slavin, R. (2014). Making Cooperative Learning Powerful. Retrieved July 19, 2017, from https://www.ascd.org/el/articles/making-cooperative-learning-powerful

Slavin, R. (1991) Student Team Learning: A Practical Guide to Cooperative Learning. National Education Association: Washington, D.C.
This book describes five types of cooperative learning [Student-Teams-Achievement-Divisions (STAD), Teams-Games-Tournaments, Jigsaw, Team-Accelerated Instruction, and Cooperative Integrated Reading and Composition] and gives details on how to use them and provides research that shows how effective they are.

Resources

InTASC Teaching Standards- Download Resource Here

How to Create a Caring Classroom

Cooperative Learning Strategies

Cooperative Learning Tips

The Essential 5: A Starting Point for Kagan Cooperative Learning

What is Cooperative Learning? — Cooperative Learning Institute

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

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Part 1. Overview Questions (Provides Context)

500 word-limit total

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.
Answer the following:

- What are the demographics of your classroom?
- In your own words, what is cooperative learning as it relates to your classroom?
- How will cooperative learning benefit the learners in your classroom?
- Analyze how you believe cooperative learning will benefit your students within real-world settings.

Please do not include any information that will make you identifiable to your reviewers.
1. Should relate to the current needs of the educator.
2. Should relate to the current needs of the students (including demographic information etc.)
3. Should relate to what process the educator followed to learn the new skill

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **four** artifacts as evidence of your learning.
*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Lesson Plan

A lesson plan that describes how you will plan and prepare for a cooperative learning experience within your classroom. In addition, include a description that specifically addresses the following elements:

- How will the groups be determined? (By interest, ability, behavior, etc.)

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- How long will the groups work together? (E.g. one assignment, one unit, one project)

- How will the room be arranged so that groups can easily collaborate?

- How will the roles be determined/assigned to each group member?

Artifact 2: Student Survey
Include 3-5 student surveys that are grade-level appropriate.

Surveys should include both a self and group reflection component. The survey should take place at the conclusion of the cooperative learning experience.

Artifact 3: Reflection

Reflect on the student surveys. (350-500 words)
Is your perception of what happened during the cooperative learning assignment the same or different from how the students experienced it? Why?
How will your future instruction be impacted as it relates to cooperative learning?

Artifact 4: Interview and Observation
(200-300 words)

Conduct a pre-observation interview with a colleague. Discuss cooperative learning strategies. Observe a cooperative learning experience within your colleague's classroom. Reflect on the observations of your colleague.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Lesson Plan	Lesson plan includes the following information: -grade level -subject -standard(s) -materials needed -objectives -lesson activities -desired outcomes	Lesson plan includes 3-5 of the following criteria: grade level subject standard(s) materials needed objectives lesson activities desired outcomes The lesson plan specifically addresses 2-3 of the following:	Lesson plan includes 1-2 of the following criteria: grade level subject standard(s) materials needed objectives lesson activities desired outcomes The lesson plan specifically addresses 1 of the following:

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	The lesson plan also specifically addresses: -how groups will be determined -how long groups will work together -how the room will be arranged for groups to easily collaborate -how roles will be determined/assigned to each group member.	how groups will be determined how long groups will work together how the room will be arranged for groups to easily collaborate how roles will be determined/assigned to each group member.	how groups will be determined how long groups will work together how the room will be arranged for groups to easily collaborate how roles will be determined/assigned to each group member.
Artifact 2: Student Survey	3-5 student surveys are submitted. Surveys are grade-level appropriate. Student survey includes: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience	3-5 student surveys are submitted. Surveys are grade-level appropriate. Student survey includes 1 of the following: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience.	1-2 student surveys are submitted. Surveys are not grade-level appropriate. Student survey includes 1 of the following: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience.
Artifact 3: Reflection	Reflection addresses all of the following: How was cooperative learning implemented? Was it successful? Why or why not?	Reflection addresses most but not all of the following: How was cooperative learning implemented? Was it successful? Why or why not?	Reflection addresses only a few of the following: How was cooperative learning implemented? Was it successful? Why or why not?

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	How will your instruction be impacted as it relates to cooperative learning?	How will your instruction be impacted as it relates to cooperative learning?	How will your instruction be impacted as it relates to cooperative learning?
Artifact 4: Interview and Observation	Grammar does not interfere with assessor's understanding of the reflection. Includes details that help the reviewer understand the context of the pre-observation interview. Describes takeaways from the observation, citing specific examples from the experience, including: What did you like? What would you do differently?	Grammar occasionally interferes with assessor's understanding of the reflection. Lacks details that would help the reviewer understand the context of the pre-observation interview. Describes takeaways from the observation, including: What did you like? What would you do differently?	Grammar significantly interferes with assessor's understanding of the reflection. Does not discuss context of the pre-observation interview. Describes takeaways from the observation, including 1 of the following: What did you like? What would you do differently?

Part 3 Reflection

(500-600 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

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Reflect on your experience while going through the process of obtaining a micro-credential on cooperative learning.
1. Describe three specific strategies used within your classroom, and explain how each develops a classroom climate of respect and positive interactions among peers and teachers.
2. Describe how you will use cooperative learning in the future to enhance the learning experience for your diverse learners..
3. Additionally, analyze subject matter that will be learned by your class(es) during the upcoming year. For which of these subjects would cooperative learning best serve your students, and why?

Passing: Reflection describes 3 specific cooperative learning strategies, and how they each have a positive impact on classroom climate. The reflection thoughtfully addresses upcoming academic content, and how cooperative learning can be used to elevate student achievement.

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