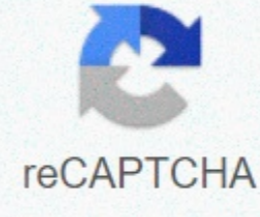I'm not robot

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Types of cooperative learning techniques

In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Cooperative education is a teaching strategy classroom teachers use to help their students process information more quickly by working in smaller groups to meet a common goal. Each member that is in the group is responsible for learning the information given, and also helping their fellow group members to learn information as well. For cooperative teaching groups to succeed, teachers and students should all play their part. The role of the teacher is to play a role as facilitator and observer, while students must work together to complete the task. Use the following guidelines to achieve cooperative learning success: Organize students oddly across groups as no more than two and six. Assign a specific role to each member of the group: recorder, supervisor, bookkeeper, researcher, timekeeper etc. Monitor the progress of each group and teach the skills needed to complete the task. Evaluate each group how well they worked together and completed the task. Noise Control: Use talking chips strategy to control noise. Whenever a student needs to speak in a group they should keep their chip in the middle of the table. Getting students' attention: There is a hint to get students' attention. For example, clap twice, raise hands, ring the bell, etc. Answering questions: Make a policy where if a member of the group has any questions, they should ask before the group before asking the teacher. Use timer: Give students a predetermined time to complete the task. Use a timer or stopwatch. Model Instruction: Before handing over the assignment model to the task instruction and make sure every student understands what is expected. Here are six common cooperative learning techniques to try in their classroom. Jig-saw: Students are divided into five or six and each group member is assigned a specific task, then they should come back to their group and teach them what they have learned. Think-duo-share: Each member in a group thinks a question they have about what they just learned, so they discussed their reactions with a member in the pair-up group. Finally they shared what they learned with the class or the rest of the group. Round Robin: Students are placed in a group of four to six people. Then a person is assigned to become the recorder of the group. Next, the group is assigned a question containing several answers to it. Each student goes around the table and answers the question while the recorder writes down his answer. Numbered heads: Each group member is given a number (1, 2, 3, 4, etc.). The teacher then asks class A questions and each group come together to get an answer Should. After time the teacher calls a number and only the student with that number can be answered Students work together in a group to solve a problem. They then work with a partner to solve a problem, and finally, they work by themselves to solve a problem. This strategy uses principles that can help students solve more problems with so they can do it alone. The students then progress to the point that they can solve the problem on their own first after being in a team and then paired up with a partner. Step Three review: Teachers predetermined groups before a lesson. Then, as the lesson progresses, the teacher stops and gives the groups a three-minute review to review what was taught and ask each other any questions they might have. Cooperative learning techniques can be loosely categorized by skills that each enhances (Barkley, Cross and Major, 2005), although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories. Categories include: discussion, mutual learning, graphic organizers, writing and problem solving. Each category includes several possible structures to guide the development of a cooperative learning exercise. Discuss: Dialogue produces a good give-and-discuss unmatched learning experiences as students can articulate their ideas, respond to their classmates' points, and develop skills in evaluating evidence of their and others' situation. (Davis, 1993, p.63) think the pair shared: As perhaps the best known cooperative learning exercise, the think duo provides students with the opportunity to reflect on the question posed to the stock structure and then practice sharing and receiving potential solutions. Its simplicity provides easy admission to instructors in cooperative education and is easily adaptable to a wide range of course building. (Example: Where Do I Start? Using Think-Pair-Share to start the problem-solving process) Three-step interview: This structure can be used as an ice-breaker that introduces students to each other and provides students with a venue for soliciting opinions, positions or ideas from their peers. Students are first paired and takes each other's interviews using a series of questions provided by the instructor. The couple then match and introduce their original partner to the students. At the end of the exercise, all four students have had their position or attitude on an issue heard, digested, and described by their peers. Mutual Learning: Explaining, Providing Feedback, Understanding Alternative Approaches Slavin (1996), in a review of hundreds of studies, concluded that students who elaborated each other give explanations (and less frequently, those who receive such explanations) are students who learn most in cooperative learning. (P53) Note-taking pairs: Poor note-taking leads to poor performance. A practice which students summarize their understanding of a concept Designing's Designing On taken notes (the definition of a concept with directed questions such as, how it is used, what are the three most important features of a subject) and receive reflective feedback from their partner offers students the opportunity to find significant gaps in their written records. Jigsaw: For more complex problems, this structure offers students the opportunity to develop expertise in one of the many components of a problem by first participating in a group focused solely on one component. In the second phase of the exercise, the groups are improved with a representative of each expert group who now has sufficient expertise to deal with the whole problem. Graphic Organizers: Exploring patterns and relationships graphic organizers have powerful tools to transform complex information into meaningful displays.. ⌐ They can provide a framework for collecting and sorting out ideas for discussion, writing and research. (See also The Barclays, Cross & Major, 2005, P.205) Concept Mapping. Group Grid: Students practice organizing and classifying information in a table. A more complex version of this structure requires students to identify the first classification plan that will be used. Sequence Series: The goal of this exercise is to provide visual representation of a series of events, tasks, roles or decisions. Students can be provided with objects to be organized or asked to generate them based on the previously predetermined ultimate goal. This structure can be made more complex by identifying and describing relationships between each of the components indexed by students. Writing: Organizing and information synthesis encourages the use of written work on the writing campus throughout the course clearing house at Colorado State University because teaches students to communicate information, to clarify thinking and to learn new concepts and information. Dyadic Essay: Prepare for the in-class part of this exercise by developing an essay question and model answer based on the reading assigned to the students. Students generally need to be directed to develop questions that integrate content into classrooms, which recite the facts presented in reading. In the classroom, students exchange essay questions and write an intuitive answer essay. Students then pair, unlike comparisons and model answers and spontaneously generated answers. Questions and answers can then be shared with the larger section. Peer editing: Unlike the editing process that often only appears in the final stages of a paper, the idea is to add peer editing to students at the generation stage and provide peer feedback through through through through to the whole process. For example, the relationship begins because each student in the pair describes their subject ideas and outlines the structure of their work while their partner asks questions, and develops one Based on what is described. See also, peer review. Problem solving: The development of strategies and analysis research by math teachers Vidakovic (1997) and Vidakovic and Martin (2004) shows that groups are able to solve more accurate problems than individuals working alone. Send-a-problem: Students participate in a series of problem solving rounds, contributing freely generated solutions to those developed by other groups. After several visits, students are asked to review solutions developed by their peers, evaluate answers and develop final solutions. (Example: Understanding the impact of (fiscal monetary) policy) Three living, one maverick: Even students working in groups can benefit from additional peer feedback. In this structure, students periodically take a break from their work (often at important decision-making points) and send a group member to another group to describe their progress. The role of the group is to gain information and alternative perspectives by listening and sharing. How often the group sends a delegate to another group depends on the level of complexity of the problem. This method can also be used to report final solutions. For additional structures associated with each of these skill categories, see Barkley, Cross and Major, 2005. «Previous Page Next Page» »