Techniques for Cooperative Learning

How can I foster positive interdependence?
- Jigsaw
- Think - Pair - Share
- Write - Pair - Switch

How can I ensure individual accountability?
- Teacher selection of responder
- Circle of writers
- Circle of speakers
- Before and after quizzes
- Focused discussion pairs

How can I promote equal participation in groups?
- Talking chips
- Group Mind Mapping

How can I teach students cooperative skills?
- SUMMER
- Question and answer pairs
- Tell/Rephrase
- Tell/Repeat
- Tell/Spin Off

Think-Pair-Share:
- Students are in pairs. The teacher asks a question. Each student spends time to *think* alone
- Member of each pair discuss with each other what they have learned
- Instructor calls on students at random. These students share their pair's discussion

Value: The think step recognizes more reflective students who prefer to have time to think before talking (although all can benefit from this). The share step encourages students to listen carefully and to be sure they've understood their partner.

Write-Pair-Switch:
- Each student works alone to write a response to a question or other prompt
- Students pair and discuss their responses
- Students switch partners and form a new pair with a member of the other pair in their group of four. Students share with the new partner the response of the previous partner

Circle of Writers:
- simple and versatile; can be done in foursomes or pairs
- students can either write simultaneously

- you may have students share and react to each other's writings
- you may call on students to share what they wrote
- each group member may take a turn to write
  - in creative writing, it can be a story begun by one student, then added to subsequently by others
  - in math, it can be the steps needed to solve a problem - first student writes step one, and so on
  - in sociology, it might begin a T-chart (or grid) with his/her ideas about consequences, passing to partners for more ideas
  - in history, it might be an exploration of the causes of the Civil War or the consequences of the Seven Year's War, or....

Circle of Speakers:
- a variation on circle of writers, but (obviously) sequential speaking - not all at once! - is important
- individual accountability becomes paramount as each student has to speak publicly

Focused Discussion Pairs:
- premised on the idea that 'two heads are better than one' this also builds a sense of responsibility toward one's partner
- The instructor asks a question. Each member of a pair develops an answer, then shares the answer with partner
- The pair works together to develop a good synthesis that is better than either individual response
- Both members must be able to explain the result and the thinking that went into its development

Talking Chips:
- Chips or tokens are distributed equally (perhaps 3 -4) to each group member.
- As each group member talks, his/her chip goes into the center and can't be reused.
- When a students chips are used, s/he can't speak again until all other chips are used by other students.
- When all are used, each may retrieve his/her chips and begin again if appropriate.

Group Mind Mapping:
- Mind maps combine drawing, words, and the use of spatial rlations to depict concepts and information relationships.
- Group begins with the central concept written as a word and image in the middle of the page
- Each member takes a turn to identify and draw the main ideas related to the central image
- Group members continue taking turns to add other ideas that spring from, and connect to, the main ideas. In addition to using words and images, students use different colors and sizes of letters to make the group mind map more understandable and memorable

- Students display (and perhaps explain) their mind map to another group or to the entire class

SUMMER:
- <u>S</u>et the mood; <u>U</u>nderstand by reading silently; <u>M</u>ention key ideas; <u>M</u>onitor; <u>E</u>laborate; <u>R</u>eview
- Set the mood: The pair sets a relaxed yet purposeful mood. They can engage in some typical icebreaking topic, but also make sure they are clear about the procedure to follow
- Understand by reading silently: A reading passage (e.g. a section from a text, a handout designed for the purpose, etc.) is read by both silently
- Mention key ideas: Without referring to the text, one member of the pair acts as a recaller and summarizes the key ideas. Students may surface problems understanding the material at this point.
- Monitor: The partner can refer to the text, correcting or adding to as necessary. When finished, roles reverse for the next reading passage.
- Elaborate: Both students elaborate on the ideas of the reading. This might take the form of:
  - How the info connects with other course concepts or things the students have studied elsewhere
  - Additional relevant information not in the passage
  - What the students agreed on or disagreed on
  - Applications of the ideas
  - Questions that the passage spurred
  - Any reaction to the reading
- Review: The pair summarizes the entire text

Question and Answer Pairs:
- Students create their own questions and answers- these might be review or questions to clarify current readings, etc. Stress developing questions that move up Bloom's Taxonomy demanding deeper thinking.
- Students compare answers and explore the reasons behind their solutions

Tell-Rephrase:
- The value of this is its focusing on listening skills so that accurate rephrasing will be done
- One member of a pair makes a statement about the current topic
- The second member rephrases what the first said and then makes a related statement.
- The first student then repeats what student two did.
- The pattern of statement-paraphrase-statement-paraphrase continues for a few rounds.
- Build in accountability by randomly calling on students to relate what was said, especially something said by the partner (and perhaps what the student said in response)

Tell-Repeat:
- a variation of tell-rephrase, students are simply expected to repeat what the partner has said. This may be somewhat simpler for a lower-performing student.
- both techniques may allow for students to work on disagreeing in a non-confrontive way

Tell-Spin Off:
- the chief use of this might be in idea generation, brainstorming
- the first member of a pair states an idea or topic
- the second makes a statement that connects to the topic
- the dialectic goes back and forth until many ideas are on the table
- instructor calls randomly on students to share their best contributions

The Most Common Mistakes Teachers Make With Cooperative Learning --- And What To Do About Them

1. **Group size too large!** It takes a lot of skill for students to manage a group of 4 or more. Instead, keep group size small: **2 or 3 are best.** Smaller groups are more effective and take less time. In twos, no one is left out. Three's take more skill, but provide more resources. It takes careful planning for someone not to be left out of a four-some.

2. **Not preparing students to work in cooperative groups.** Explain to students why you are using cooperative learning, do a short cooperative learning activity, then have them explain how it can help them. Initially, do short get-acquainted and review activities.

3. **Not teaching students appropriate interaction skills.** Ask students to contribute to a **class list of appropriate group behaviors.** Display and continually remind students to use them. Add to the list as needed. Examples: stay on task, contribute ideas, help others learn, encourage everyone to participate, listen with care, show respect for others.

4. **Letting students choose their own groups.** We would all choose our friends to work with if given the choice - it's safer. However, it takes a lot of skill to work with friends and not get off-task. In addition, students need to develop positive working relationships with all class members. **Make teacher assigned or random** groups so students get to know and work with divergent (and all) class members. Change groups often enough so no-one gets stuck for long periods with a difficult class member.

5. **Not doing cooperative activities often enough** for students to develop cooperative skills. Have students do something cooperative at **each class session** to reinforce positive cooperative habits. If nothing else, have them share what they learned with a partner.

6. **Not planning cooperative lessons with care.** Many teachers confuse group work with cooperative learning. They put students in groups, tell them to work together, and wonder why the groups aren't successful. But cooperative learning groups have **five essential elements** (positive interdependence, individual accountability, face-to-face promotive interaction, teaching social skills and processing) built carefully into every lesson to teach the students to learn well together. Learn how to include them in each cooperative lesson.

7. **Assuming that students can handle complex tasks** before being taught how to do simple ones successfully together. Students won't know how to learn together unless _you_ teach them how. **Start with short in-class activities** and progress to longer and more significant ones as your students show success. Example: Do two problems together and you're not done until all group members can explain how to do them. Have frequent class discussions on what helps the groups do well.

8. **Emphasizing paper or project completion as a group goal.** With completion as the only goal, there's nothing to stop one student from doing the work and the others from "hitchhiking." Instead, assignments should have a **cooperative learning goal:** a paper or project that everyone helped with, understands, and can explain; mastery of the learning objective by all members; or learning improvement by all members.

9. **An unclear learning goal.** A clear group learning goal is **an easily measured learning goal** so students can determine both group and individual learning success. Example: You are finished when _every member_ in your group can explain the work and/or pass a quiz.

Common Mistakes, Continued:

10. **Assuming that students will magically figure out how to work successfully together.** You must teach them how to coordinate their work with others and keep everyone included in the learning. Do this by helping them see the need, showing them exactly what to do, having them practice under your eagle eye, then giving them feedback and coaching until their cooperative skills are automatic.

11. **Not building positive student relationships and not understanding the power of success in forging relationships.** Start every group session with a get-acquainted or relationship-building question, such as "What is your partner's name, and what's their favorite flavor of ice-cream?" Build in initial success by giving review or easier assignments, and then slowly increase the difficulty of the tasks as students gain confidence in their ability to work together.

12. **Not carefully monitoring the groups while they are working.** This is **TEACHING** time. Be among the groups - correcting misconceptions, helping students understand, and reinforcing good teamwork skills. **Monitor** the groups carefully by observing interactions and encouraging appropriate learning and teamwork skills. Help the groups work toward mastery of every student. Keep individuals on their toes by asking them at **random** to **explain** their group's work.

13. **Giving group grades** (with no thought about its fairness for individual members). Give group grades only when absolutely necessary, absolutely fair for each member, and when you have taught the students how to work together. In the meantime, use cooperative learning for ungraded guided practice to help students perform well on individual assessments of learning. Avoid having students grade each other - that can turn into a popularity contest. Assess learning with individual quizzes or papers. Have students assess their own learning by comparing what they can do with criteria-based evaluation.

14. **Using Jigsaw with material that is too difficult for individuals to learn.** The jigsaw technique is one where each student learns part of the material and then teaches it to their group members. If individual students can't learn the material they need to teach, your students are not ready to do jigsaw with that lesson. Instead, do direct instruction, cooperative guided practice, and check learning with individual quizzes or assignments. Also, never assume that jigsaw by itself is sufficient for student learning.

15. **Not eliciting parent support.** Parents may think that cooperative learning is the same as the dysfunctional groups they may have experienced as students. Teach parents the difference between cooperative learning and group work. Let them experience a cooperative learning group on back-to-school night and/or send a letter home explaining the differences and what cooperative learning can do for their child.

16. **Assuming that cooperative learning and group work are the same and that doing it well takes no training.** If students could magically learn subject matter without instruction, they wouldn't need teachers. Teachers also can't do what they haven't been taught how to do. Cooperative learning is complex, procedural learning, like learning to play a new sport. Plan on several years of on-going training and practice in cooperative learning to achieve intuitive, wise use. Plan on a lifetime of continuous improvement.

The Teacher's Role in Cooperative Learning

MAKE PRE-INSTRUCTIONAL DECISIONS

- **Specify Academic and Social skills Objectives:** Every lesson has both (a) academic and (b) interpersonal and small group skills objectives.
- **Decide on Group Size:** Learning groups should be small (groups of two or three members, four at the most).
- **Decide on Group Composition:** (Assign Students to Groups): Assign students to groups randomly or select groups yourself. Usually you will wish to maximize the heterogeneity in each group.
- **Assign Roles:** Structure student-student interaction by assigning roles such as Reader, Recorder, Encourager of Participation and Checker for Understanding.
- **Arrange the Room:** Group members should be "knee to knee and eye to eye" but arranged so they all can see the teacher at the front of the room.
- **Plan Materials:** Arrange materials to give a "sink or swim together" message. Give only one paper to the group or give each member part of the material to be learned.

EXPLAIN TASK AND COOPERATIVE STRUCTURE

- **Explain the Academic Task:** Explain the task, the objectives of the lesson, the concepts and principles students need to know to complete the assignment and the procedures they are to follow.
- **Explain the Criteria for Success:** Student work should be evaluated on a criteria-referenced basis. Make clear your criteria for evaluating students' work.
- **Structure Positive Interdependence:** Students must believe they "sink or swim together." Always establish mutual goals (students are responsible for their own learning and the learning of all other group members). Supplement, goal interdependence with celebration/reward, resource, role, and identity interdependence.
- **Structure Intergroup Cooperation:** Have groups check with and help other groups. Extend the benefits of cooperation to the whole class.
- **Structure Individual Accountability:** Each student must fell responsible for doing his or her share of the work and helping the other group members. Ways to ensure accountability are frequent oral quizzes of group members picked at random, individual test, and assigning a member the role of Checker for Understanding.
- **Specify Expected Behaviors:** The more specific you are about the behaviors you want to see in the groups, the more likely students will do them. Social skills may be classified as **forming** (staying with the group, using quiet voices), **formulating** (summarizing, elaborating), and **fermenting** (criticizing ideas, asking for justification). Regularly teach the interpersonal and small group skills you wish to see used in the learning groups.

The Teacher's Role in Cooperative Learning

MONITOR AND INTERVENE

- **Arrange Face-to-Face Promotive Interaction:** Conduct the lesson in ways that ensure that students promote each other's success face-to-face.
- **Monitor Students' Behavior:** This is the fun part! While students are working, you circulate to see whether they understand the assignment and the material, give immediate feedback and reinforcement, and praise good use of group skills. Collect observation data on each group and student.
- **Intervene to Improve Taskwork and Teamwork:** Provide **Taskwork assistance** (clarify, reteach) if students do not understand the assignment. Provide **teamwork assistance** if students are having difficulties in working together productively.

ASSESS AND PROCESS

- **Evaluate Student Learning:** Assess and evaluate the quality and quantity of student learning. Involve students in the assessment process.
- **Process Group Functioning:** Ensure each student receives feedback, analyzes the stat on group functioning, sets an improvement goal, and participates in a team celebration. Have groups routinely list three things they did well in working together and one thing they will do better tomorrow. Summarize as a whole class. Have groups celebrate their success and hard work.

Developing Student-Student Connections

A safe classroom is one where every student belongs and is cared about by the teacher and the other students. This doesn't happen by accident or by simply telling students to care about each other. Relationships are carefully built so that students have a positive learning environment.

Some ways in which relationships are developed are:

1. **Keep groups small.** The relationship between two students working together is different from three, which is different from four. Start with pairs and venture to threes when they are successful. Hold off on fours (usually) until students are skillful at keeping everyone included in a positive way.

2. Every time the group meets, **members should check on each other** and see how they are. Teachers structure this with their first instructions: "Check your group, ask members how they are, and see if they are ready to have a good day." This allows group members to unload any excess baggage and ask for needed help. It also teaches the social skill of being concerned about the people you work with.

3. You can extend the relationships with a **sharing** question: "Whip around the group and everyone share…(their favorite pizza and why, their favorite song and why, where they would like to go in all the world, etc.)

4. Although base groups stay together for a long period of time, formal and informal groups allow students to **develop relationships with all the class members.** By the end of the year (earlier, if possible) every student should have done some meaningful work with every other student. Someone they have done meaningful work with is no longer as easily seen as a figure for ridicule or rejection. The more students work with each other and have success, the more included every student will feel and will be.

5. Teach students how to work successfully together by **starting with small tasks** that they can achieve in a short amount of time and gradually moving to longer and more difficult tasks. Examples: one math problem; one paragraph written together; one idea explored.

6. Emphasize the learning in the task for everyone. Simply asking for a finished product is not enough. Ask for a product that **everyone in the group understands and can explain.** The product isn't important; the explaining is.

7. While monitoring the groups, routinely **ask individuals** within the group to explain the work. If they have difficulty, send the group back to work; come back and ask again later.

8. Teach students to be **positive** with each other by emphasizing the positive words you want to hear in the group, and reinforcing and encouraging their use.

9. Include the five elements of cooperative learning in each formal lesson: **positive interdependence** (a group learning goal), **individual accountability** (checking on individual learning/helping); **face-to-face promotive interaction** (positive exchanges); **teaching social/teamwork skills** (giving support, summarizing, etc.); and **processing** (reflecting on what the group does well and making a commitment to continuous improvement).

Ice Breakers

- Favorite movie
- Favorite comfort food
- Favorite teacher in K-6
- Person outside your family you most admire
- Hobby you wish you had time for
- Life lesson you wish everyone knew
- Favorite present you've ever received
- If you were independently wealthy, what would you do next year?
- Of the nine college values, which do you feel strongest about? [learning, caring, community, synergy, diversity, creativity, openness, integrity, joy]
- Three historic people you'd invite to dinner
- Favorite type of music
- Book that has had the greatest influence upon you
- What makes you happy when you're blue?
- Place you'd most like to vacation
- Type of pet you'd most like to have
- Favorite season of the year
- If you could change one thing about yourself, what would it be?
- A pet peeve
- Favorite holiday
- Restaurant you'd most like to go to this weekend
- First job/profession you thought you might want to have when you were a child
- Farthest place from San Antonio you've ever been
- What you like about Northwest Vista
- How you would LIKE to spend you next summer
- The most exotic place you can imagine yourself wanting to visit
- The foreign language you wish you spoke fluently
- Best birthday you've ever had
- Course you dread most to have to take in college
- The qualities you look most for in a mate
- What you'd do first if you inherited a million dollars
- Most embarrassing moment
- TV show that you try never to miss
- Favorite summer-time activity when you were a kid
- The thing you like best about college when compared to high school
- The value you're most concerned to see your President embody
- What would your perfect vacation be?
- What was your most enjoyable dream?
- If you could wake up tomorrow having gained one new ability, what would it be?
- Do you think the world will be a better place or worse place 100 years from now?
- What do you like best about your life?
- Person you'd choose as a model for your life
- What could you do to make better the most important relationship in your life?
- What grade in school did you enjoy most and why?

Lesson Plan Template

Subject Area:

Lesson:

Title:

Academic Objectives:

Group Size:

Method Used To Make Group Assignments:

Room Arrangement:

Materials:

Activity:

Assessment

CL Lesson Planning Short Form

Subject Area: _____ Date: _____

Lesson: _____

Objectives: _____ Academic _____ Social Skills

Group Size: _____ Method Of Assigning Students: _____

Roles: _____ Materials: _____

Academic Task:	Criteria For Success:

Positive Interdependence:	Individual Accountability:	Expected Behaviors:

Monitoring: _____ Teacher _____ Students _____ Visitors

Behaviors Observed: _____

Assessment Of Learning: _____

Small Group Processing:	Goal Setting:	Whole Class Processing:

Celebration: _____

Other: _____

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COOPERATIVE LESSON PLANNING FORM

Subject Area: _____   Date: _____

Lesson: _____

Making Preinstructional Decisions

Academic Objections: _____

Group Size: _____ Method Of Assigning Students: _____

Roles: _____

Room Arrangement: _____

Materials: _____

    One Copy Per Person   One Copy Person
    Jigsaw   Tournament
    Other:

Explaining Task And Cooperative Goal Structure

1. Task: _____

2. Criteria For Success: _____

3. Positive Interdependence: _____

4. Individual Accountability: _____

5. Intergroup Cooperation: _____

6. Expected Behaviors: _____

Monitoring And Intervening

1: Observation Procedure: _____ Formal _____ Informal _____

2. Observation By: _____ Instructor _____ Students _____
   Visitors _____

3. Intervening For Task Assistance: _____
   _____

4. Intervening For Teamwork Assistance: _____
   _____

5. Other: _____
   _____

Assessing And Processing

1. Assessment Of Members' Individual Learning: _____
   _____

2. Assessment Of Group Productivity: _____
   _____

3. Small Group Processing: _____
   _____

4. Whole Class Processing: _____
   _____

5. Charts And Graphs Used: _____
   _____

6. Positive Feedback To Each Student: _____
   _____

7. Goal Setting For Improvement: _____
   _____

8. Celebration: _____
   _____

9. Other: _____

COOPERATIVE LESSON PLANNING FORM

Subject Area: English

Lesson: Deconstructing the Toulmin Argument in Popular Texts

Pre-instructional Decisions

Academic Objections: Finding Evidence of Toulmin Argumentation (reasons, claims, and warrants) in newspaper editorials

Group Size: 3

Method of Assigning Students: informal groups selected at random

Roles: Reason Expert, Warrant Expert, Claim Expert

Room Arrangement: Tables and chairs arranged to face the front at diagonals allowing everyone a good view of the front—no one gives back to instructor

Materials:
One Copy of each per group
- six short news editorials supplied by instructor (each group receives a different editorial, one for each group member)
- 3 mini-handouts per group, each explaining one aspect of Toulmin argumentation based on Andrea' Lunsford's examples in her text, *Everything's An Argument:*
  1. one mini-handout per group that explains definition of claim
  2. one mini-handout that explains how to find reasons
  3. one mini-handout that explains the relationship between warrant, claim, and reasons, with examples

- colored paper folded in three sections (students will label sections as: "claim," "reasons," "warrants" under which they will list the items that apply from the editorial)

Activity:

Groups will study how claims, reasons, and warrants work, identify and examine them in a newspaper editorial, and complete document that identifies them in the article, and present a brief group presentation about their findings.

Explaining Task And Cooperative Goal Structure

1. Task:
a) In a timed exercise, working as individuals first to study individual mini-handout that explains to each expert what his or her topic of expertise will be. Each expert explains his or her topic to the group of three.
b) Following that, the team is given time to read the editorial and analyze it to identify its primary claim, reasons, and warrants.
c) In the correct section of the colored paper the claim team members will write down the claims, the reasons, and the warrants assigned to each claim they identify in the article and prepare to formally share these results with the class.

2. Criteria For Success: Each group correctly presents to the class at large at least one claim, reason, and warrant using examples from their editorial.

3. Positive Interdependence: All group members receive a daily credit of ten points for completing the activity. The whole group gets bonus points if they correctly identify each in their short presentation and on the colored, sectioned handout that will be turned in with all names on it.

4. Individual Accountability:. Each "expert" group member is responsible for understanding their item, and asking for help from the instructor if necessary, and assisting the others if they struggle to explain this when called on randomly. **Each group member must prepare to be the presenter of the information to the class, and this person will be selected randomly by the instructor at the end of the lesson.**

5. Inter-group Cooperation: listening to each group explain the items will allow members of the other groups to self-check their own answers. They can ask questions of the presenters when clarification needed.

6. Expected Behaviors: listening, assisting, explaining, and asking for help if needed

Monitoring And Intervening

1: Observation Procedure: Informal

2. Observation By: Instructor

3. Intervening For Task Assistance:

Is each group member participating as an explainer during the first step of sharing his or her "Expert" information?

Is each group member participating as a listener when other share their "expert" information?

Is each group member reading the article when it is time to read?

Is each group member looking for claims, reasons, and warrants?

Watch class and listen for questions, quick assumptions, and need for clarification of definitions of claims, reasons, and warrants.

4. Intervening For Teamwork Assistance:

Walk around listening closely to be sure that

- each group is working to complete its task when they have to write the claims, reasons, and warrants down.

- each group is making sure that each member could potentially present the information.

Assessing And Processing

1. Assessment of Members' Individual Learning:

a) Observation of individuals within groups in on-task discussion and completion of assignment (10 pts)
b) Correct information on colored sheet that is turned in (bonus of 2 pts)

2. Assessment of Group Productivity:
a) observation that each group is on time, completing task, preparing to present
b) when sheet is turned in, correct or incorrect, each group rewarded for completion (10 pts)

3. Small Group Processing:

Each member tells one person in the group one way in which that person's information was helpful. On back of colored sheet, group as whole answers question, "what are two things did your group do well, and what is one thing you could do better next time?"

4. Whole Class Processing:

A new Toulmin argument presented on the board, and whole class works together to identify the claim, reasons, and warrants. Class answers as a whole,

"was it helpful to work with your group?" "Could you have deconstructed this argument without them?"

5. Positive Feedback to Each Student:

Verbal feedback while students are working together, praise for correct ideas

6. Goal Setting For Improvement:

On back of colored sheet, students have identified one thing that they can do better next time. Students each asked to reflect on their own contribution to make it better next time in their reflection journal, and asked take this into consideration the next time that they are in this or another group.

8. Celebration:

When papers handed back, announce the bonus groups who did the sheet correctly, show class an example of a fully correct sheet, and praise class for working hard and working well together!

9. Other:
Extension/Applications: Ask students to observe arguments in the media, especially in advertising campaigns which often leave out the warrant as well as reasons. Have students think about and be ready to discuss why warrants and reasons are often omitted from editorials, advertisements, and other popular media.

COOPERATIVE LESSON PLANNING FORM

Subject Area: Mass Communications Date: _____

Lesson: Media Topics PowerPoint Presentation

Making Preinstructional Decisions

Academic Objections: Finding thesis and supportive arguments in media-related news articles in preparation for group project on Media Topics with powerpoint

Group Size: 4   Method Of Assigning Students: informal groups selected at random

Roles: Reporter, Summarizer, Questioner, TimeKeeper/Staying on Task

Room Arrangement: Cooperative Learning table and chair arrangement facing the front at diagonals allowing everyone a good view of the class and front

Materials: five news articles supplied by instructor; each group receives copies of one news article to discuss and report on to the whole class

 One Copy Per Person   One Copy Person
 Jigsaw   Tournament
 Other:

Explaining Task And Cooperative Goal Structure

1. Task: In a timed exercise, working as a team to read the news article and analyze the article to extract its thesis, main points and evaluate its merits

2. Criteria For Success: a) discussion of thesis, main points, article's main points and evaluation of article's merits, discussion of relevant Media Literacy questions

3. Positive Interdependence: each group member has a different role in accomplishing the short term objective

4. Individual Accountability: Any person could be asked to report on any aspect of the article (criteria)

5. Intergroup Cooperation: ask questions, dig for deep understanding, listen attentively

6. Expected Behaviors: contribute to discussion, apply Media Literacy questions

Monitoring And Intervening

1: Observation Procedure: _____ Formal _____ Informal _**X**____

2. Observation By: _____ Instructor **X**_ Students _____
   Visitors _____

3. Intervening For Task Assistance:

Is each group member practicing notetaking, participating in discussion with ideas, questions?

4. Intervening For Teamwork Assistance:

Is group working to complete its task?

   5. Other:
Are members using dictionary or online databases to research unknown terms, concepts?

Assessing And Processing

1. Assessment Of Members' Individual Learning:

Observation of groups in discussion and completion of assignment

2. Assessment Of Group Productivity:

Reviewing notes from each group member

3. Small Group Processing:

Group self evaluation form filled out after report is made to entire class

4. Whole Class Processing:

Five minute reflection paper on summary of most interesting presentation/ project

5. Charts And Graphs Used

N/A

6. Positive Feedback To Each Student: _____

Verbal feedback and group grade for exercise

7. Goal Setting For Improvement:

Self evaluation of group members

8. Celebration:

Congratulations for achieving goal and grade for class participation that class day

9. Other: connecting exercise to group research project on media topics

SUBJECT AREA: World Literature

LESSON: "Marriage Is a Private Affair"

ACADEMIC OBJECTIVES:

1.) Learners will imaginatively enter the personality traits and motivations
   of the characters in "Marriage Is a Private Affair."
2.) International awareness will be promoted as llearners imaginatively
   enter the African context of the story.
3.) Learners will be prepared to write character study essays.
4.) Diverse learning styles will be addressed.
5.) Learners will have fun while learning.

SOCIAL SKILLS OBJECTIVES:

1.) Learners will improve communication skills.
2.) Teamwork will be promoted.
3.) Students will have experience working with others they haven't previously worked with.

GROUP SIZE: Four.

METHOD OF ASSIGNING STUDENTS: Random (count-off)

ROOM ARRANGEMENT: Four students face to face around tables for group work. Circle with a panel at the head of the circle for whole-class work.

MATERIALS: *World Literature.*

ACTIVITY: The instructor will write on the board that the journal entry for today is to freewrite about the characters in "Marriage Is a Private Affair." Each learner will begin the journal as he or she comes into the class.

The class will count off to form preparation groups of four to answer questions about "Marriage Is a Private Affair. A facilitator, note taker, spokesperson, and group process observer will be assigned to each group. The groups will be
instructed to discuss in depth the character traits of each of the four characters in the story and to make sure that each member understands their motivations and traits. The group facilitator will be instructed to make sure that each person either comes up with character traits or shares some of his or her freewriting with the group. The note taker will write down the list of traits of each character, and the spokesperson will report to the large group. The observer will be instructed to be prepared to report back to the small group what he or she noticed about group processes.

The groups also will be instructed to develop four questions they would like to ask each character. These questions will not be literal questions. They can be about what happened before the story began, what happened after it ended, what the characters were thinking, or any other question that students would ask someone they met in real life. The groups will be told to have fun with their questions, and these will be recorded by the note taker and distributed so that each member of the group will have an equal number of questions. At the end of the group meeting, the observer will share what he or she noticed and lead a brief discussion of the group processes.

Following small group work, the class will form a circle, while remaining in groups. The spokesperson of each group will report on what character traits they brainstormed for each character, and the instructor will make a list of these traits on the board. These traits will remain on the board during the subsequent hotseating activity.

Once each group has finished reporting, the instructor will ask for a group to volunteer to begin the hot-seat experience. They will move their chairs slightly into the group to form a panel. Then the instructor will randomly assign a different character to each member of the group. The instructor will explain that each group member will answer questions in role, but that if the group member wishes, the group can help him or her with the answers. She will add that there is no "right" answer and that students can and should use their imaginations to think about what their character might do. Then the instructor will ask for a group member to volunteer to go first. This volunteer will assume the role of the assigned character and answer questions from each group. This process will continue until all class members have taken on a role and have asked all their questions.

Following the activity, the instructor will go around the room and ask each student to say one thing about the experience.

OBSERVATIONS:

1.) Learners appeared to have fun devising their questions. There was much laughter and imagination shown by the questions.
2.) There was 100 percent participation in both questions and answers. 3.) While most learners readily came up with their own answer in roles, two shy students appeared more comfortable answering their first question after consulting with their group. In the end, though, all answered some questiol1s without consultation.