

Dr. Theresa Garfield Dorel

Cooperative Learning Reflection

When I put the students into groups, they were very comfortable after having established base groups the first night. When students reported out they were supportive of each other and provided feedback. One thing I could have done better was make sure to solicit a response from everyone in the group. There were clearly leaders and followers. Another thing I could have done better was to make sure each group had a different case. I only had three case studies to hand out, so there was some overlapping. Overall, I think it went well. I am very comfortable using the base groups and the cooperative grouping. The book you sent was also very helpful in setting up my groups.

Theresa Crawford Drexel

Objective: Students will analyze a case study and answer questions.

Academic Task: Students will answer questions regarding a specific case study.

Criteria for Success: students will report out to the class the correct responses to the questions.

Materials: Case study

Positive interdependence:

Bonus points will be assigned as a group.

Individual Accountability:

Randomly check each student's work

Group Processing:

Walk around groups and interact with each group

Social Skills:

Students will encourage each other, give cheers to each other when reporting out.

Face to Face Promotive Interaction

Triads

Assigned using popsicle sticks.

I have been using group study and pair students up from the beginning of the semester. Students seem to like it, the attendance has been good. I received e-mails from students telling me that they liked this class. I choose the topics related to computer information systems, such as hardware, software and communication systems for the in-class group study and students will share their findings with the class. I usually ask students to research and discuss the assigned subjects within their groups and present the summaries to the class. I was amazed to see the students feeling relax and having smiles on their faces at the end of the first class and continue to have fun in learning. I think Cooperative Learning is a good classroom learning technique.

The problem I encountered was that if we spent time on group discussion in the computer theory, we would have little time for lab assignment which is just as important as the theory part of this class. Finding balance and finding time is critical for cooperative learning. Students might have fun in the class, but I am not sure if they really learn more because I had to cut down the time of lecturing on the subjects and ask them to self study.

Lee Ross

**Ann Turner
Oct. 2, 09**

For my cooperative learning activity, I decided to expand on what I already do in my speech classes. We do a lot of group work but usually in ad hoc groups. And since I already have them "buddy" up in pairs, it was a natural step to "buddy" up in groups and stay with that group for all the various activities. The classes chose on what basis to break into groups. The Business and Professional Speech class chose majors/career goals but the regular speech classes predictably chose proxemics, choosing people they were already sitting close to.

After getting to know each other, some of the issues that the groups worked through were speech anxiety, ethics, and most importantly, choosing a speech topic. This was the first group where I made them accountable for each other. They had to come up with a topic for every group member. While the topics didn't seem any better than usual, the level of anxiety was much lower. The students seemed more comfortable with their choices and there was a certain level of pride between group members.

The groups hung together as we explored group structure, roles, and types. We did several informal problem solving groups and students were allowed to explore their attitudes as a competitive vs. cooperative group member.

I am overall very disappointed with this process, however for reasons that have nothing to do with the cooperative learning activity. This semester it was decreed that our traditional public speaking format would be changed to a blend course of public speaking, group, and interpersonal communication. I simply didn't have the time to focus on anything but the new curriculum. I look forward to doing this again next semester.

SUBJECT AREA: English as a Second Language

LESSON: Cooperative Learning Jigsaw Activity for Focal Skills Writing Class

TITLE: Focal Skills Jigsaw

ACADEMIC OBJECTIVES:

- 1) Students will gain understanding, becoming “experts”, of the Focal Skills Approach to language learning
- 2) Challenging beliefs about traditional language/classroom instruction

SOCIAL SKILLS OBJECTIVES:

- 1) Students will become teachers
- 2) Teamwork will be promoted and rewarded
- 3) Encourage acceptance to alternate views, methods

ACADEMIC TASK:

- The students will be divided into groups of four or five.
 - Teacher role: divide students by counting off
- Each individual will receive one paragraph about the Focal Skills methodology. (Each person in the group will have a unique paragraph.)
 - Teacher role: pass out paragraphs to each group member
- Students will have time to read and process new information. (This is a silent time.)
 - Teacher role: observe, float from group to group
- Members seek out other students with the same paragraph of information, and become “experts” by discussing, questioning, processing the topic together as a team. (Ex. Students with the first paragraph will join together with only other people with that same paragraph. 2’s with 2’s. 3’s with 3’s, etc.)
 - Teacher role: observe, clarify, answer questions, encourage positive interdependence
- Students return to their initial groups.
- Each student teaches the rest of their original group members about their paragraph.
 - Teacher role: observe, clarify, answer questions, encourage positive interdependence
- Students continue to process the information together through discussion relating to real life examples – either in small groups or as a whole class (ex. Did you ever have authentic materials? Did this type of teaching take place in any of your schools/classrooms in the past? Which ones? Have you experienced any of the elements that you learned today in a classroom? Which ones?)
 - Teacher role: facilitate discussion, provide personal experiences
- In original groups, each student says something positive about another group member, taking-turns going around the group.

- Whole class processing on collaborative work
 - Teacher role: facilitate discussion about the strengths and areas of improvement for teamwork , ex. What worked? What could we do better?
- Each student will be assessed by being given a list of situations relating to the material as homework

MATERIAL AND EQUIPMENT:

- 1) 5 copies of the Focal Skills information – cut into paragraphs
- 2) 20 copies of the assessment

POSTIVE INTERDEPENDENCE: Each student must understand, process, *and* teach one another in order to be successful and pass the assessment on the material.

INDIVIDUAL ACCOUNTABILITY: Each student has a role and is assessed individually.

GROUP PROCESSING:

- Monitoring: The teacher floats throughout the classroom observing, encouraging, addressing concerns
- Processing: Participants discuss group strengths and areas of improvement as a whole class, and compliment one another on their strengths.

SOCIAL SKILLS:

- Turn taking
- Listening to one another
- Compliment each other
- Working with multiple partners
- Eye contact

FACE TO FACE INTERACTION TO PROMOTE INTERACTION:

- Group size: 4 or 5
- How assigned:
 - divide students by counting off
 - have all students face one another, at eye level (ex. In a circle)

FOCAL SKILLS INFORMATION:

1. We do not require students to perform when they are not ready and willing to do so. Speaking is always voluntary and always welcome; hence, it is genuine speaking, in contrast to the embarrassed, strained output that passes for speaking in some methods. We never make our students feel awkward or self-conscious by putting them on the spot.
2. We use authentic materials — feature movies, newspapers and magazines, popular fiction, etc. — rather than ESL textbooks and the like. Boredom is less likely with these materials, since they are the kinds of things normal people enjoy in real life.
3. We do not use exercises, drills, pure error correction, or any kind of artificial task that has no ostensible or sensible purpose other than language practice. Instead, we maintain a flow of ordinary, meaningful language about people, places, things, ideas, stories, and so on. Such activities do not become annoying; they are universally accepted as normal, basic modes of human interaction.
4. Teachers function as partners and mentors (positive roles) but not as testers and judges (negative roles). All testing and placement is done at the program level, not by the individual teachers. This helps prevent feelings of alienation and hostility toward teachers.
5. Frequent placement testing enables us to keep students in groups that reflect their current needs and abilities. Since all of the students in a class have similar skill profiles, they function well as a community. This helps maintain positive attitudes and good will among the class members.

HOMWORK ASSESSMENT:

Is this an example of a Focal Skills classroom?

- | | | |
|-----|----|--|
| Yes | No | The teacher is using a textbook. |
| Yes | No | Tests are given once a semester. |
| Yes | No | Weekly drills are given. |
| Yes | No | Students choose when they want to talk. |
| Yes | No | In class you use a newspaper. |
| Yes | No | The teacher is a mentor. |
| Yes | No | The teacher corrects all errors. |
| Yes | No | Students are embarrassed in class. |
| Yes | No | Students must stay in the same level all semester. |
| Yes | No | The student is watching a movie. |

Diane N. Lerma

Instructor of Reading

October 2, 2009

Reflection Paper

Two weeks after the Fall semester began, I implemented a Learning Community Strategy with my students in all five sections of Reading courses. Specifically, the Base Group concept, was employed and enthusiastically received by the students.

As demonstrated in the summer workshop, I organized students in Base Groups according to proximity. After each lecture, students are asked to demonstrate their knowledge from the textbook and lecture. Students are assigned exercises to complete within a limited amount of time. Next, I ask for the "oldest", "tallest" and so on, from each Base Group to speak for the group. I vary the "speaker" during each class meeting.

I look forward to continuing the Learning Community strategies in all my courses.

Thank you,
Natalia &
Robert!

→ name
Natalia
S

What I've learned so far from Cooperative Learning

By Stamatis Muratidis

- Base groups worked better when they were introduced later in semester (2nd and 3rd day) and not the first day
- The “muddiest point” (a question posed at the end of each chapter for which I collect anonymous responses) works better in pairs or groups of 3 (informal)

My experience with the Jigsaw (4 color coded short topic-handouts + 1 white quiz-handout)

- The Jigsaw can be very time consuming. I did formal group work on Jigsaw for 4 (of what I thought were) short topics. I should have kept the topics even shorter.
- Once the groups start going, keep the momentum: for the quiz/handout do not break apart the group and have them work individually. Once the groups are formed, keep them until the end of the exercise. It is very time consuming to switch gears and have students move back and forth (physically and mentally).
- Keep the topics very simple (i.e. atom vs. mole vs. molecule). Students have a hard time using the appropriate terminology in more complex topics and might confuse other students. Also in more complex topics their level of understanding will determine the authority and comfort with which they will present their topic to the rest of the group. If the topic is too complex, they may resort to mumbling or even reading straight from their handout. *Technical Content*
- Give students the order in which they will teach each topic. In some groups students appeared to be waiting to see how other group members would present their topic. My sheets were color coded and even though the quiz/handout had the order of topics listed some groups were apprehensive on who should start first.
- Next time I will teach the first one of the topics so the students have an idea on how to go about teaching the rest. I included an example at the end of each topic to emphasize what should be learned and how what is learned will be applied, but I think without my direction on this issue students miss the importance of the example.
- Overall students do appear to be having more fun and actually (at least in one of my sections) learning more. I am still looking on improving the time efficiency of the jigsaw without setting undue time restrictions that may distract them from their task.

TEJEDA, JUAN

From: TEJEDA, JUAN
Sent: Thursday, September 24, 2009 3:59 PM
To: 'aturner@sabx.rr.com'
Cc: 'dochoa@southsanisd.net'
Subject: Cooperative Learning

Hello Ann and David, Cooperative Learning Base Group. Hope you're doing well. We were supposed to contact each other by today to share our reflections on how our Cooperative Learning activity with our classes went. Here goes. I just finished my class about 10 minutes ago. I devised a lesson plan and made copies for all of my students. I explained the lesson and went over the lesson plan and then let them have at it. I have over thirty students and an hour and fifteen minutes for today's class so I felt a very rushed to get everything in. I broke down the students into groups of four, though I know that this may not be ideal. I had everyone sit facing each other, which was a challenge due to the large size of the class. Each group had to get organized and decide who was going to take one of four categories: Historical and Cultural Context, Characteristics of Music, Major Musical Forms and Major Composers of the Renaissance Period. They were then to cover the complete Renaissance chapter and apply, highlight and condense the readings that applied to these four categories. Each individual then taught their category and readings to the other members of the group (jigsaw). Everyone took notes. I then got all of the groups back together in a rectangle and had each group report to the entire class on each of the four categories and the readings. Each individual took turn reporting to the entire class. At the end, everyone commented on the strengths of the group and the process and how they could make it better. Comments ranged from good communication, got everyone involved, to worked well together, teaching is the best learning, etc., for the strengths. How it could be improved comments were: not enough time, some people didn't have their books, and we could be better organized.

I felt pressured for time but the process was good and we got all of the students actively and cooperatively involved. Sometimes I felt that there was too much information to cover. Maybe I should limit my topics somehow. I had some problems deciding which class and topics would I do my Cooperative Learning activity on and then I realized that I should probably be doing all of my classes using Cooperative Learning. I'll work on it. That's all for now. Talk to you soon. Juan

Cooperative Learning

Lesson Plan

Objective: To make sure that each student understands the four categories: 1) Historical & Cultural Context; 2) Characteristics of Music; 3) Major Musical Forms; and 4) Major Composers; and can apply the readings from the Renaissance Period to these four categories.

Academic Task: Students will be assigned one of the categories above, will look over the readings on the Renaissance Period and will condense, highlight and apply the reading material that is relevant to their category. Students in the group will then teach each other the information in their particular category and report back to the larger group/class.

Criteria for Success: Students will know they have been successful with the task if they know what the four different categories are and what they mean, and how they can condense and apply the readings to these categories.

Materials: Chapter dealing with the Renaissance Period in the text: Music: An Appreciation by Roger Kamien.

Social Skills Objectives: Each group will discuss, get organized and decide who will take which category. After they have researched and applied the readings to their category, they will then take turns speaking, discussing and teaching each other the info in their category. Each student will write brief notes on each category to make sure they understand the different categories and can apply the readings to these categories. Each student will write notes and comment on the process they just undertook: What were the group's strengths? What was positive about the group and the process you just undertook? What could the group do better next time?

David Ochoa - Re: Cooperative Learning

From: "Ann Turner"
To: "TEJEDA, JUAN" , "David Ochoa"
Date: 10/1/2009 05:41 p.m.
Subject: Re: Cooperative Learning

Sorry to be so tardy with my revelatons. I have lots of excuses, some of which I'll share with you later.

I simply decided to expand on what I'm already doing in speech clasees. I've always assigned a "buddy" so I turned that into a "buddy group." We do a lot of group work in class and they stayed with their buddy group for all of these. Group personalities have certainly and predictably developed. Next week one of the classes will do group presentations and I'm anxious to see how and what they do. I'll have ore details for you at the meeting tomorrow..

----- Original Message -----

From: TEJEDA, JUAN
To: David Ochoa ; aturner@satx.rr.com
Sent: Friday, September 25, 2009 9:31 AM
Subject: RE: Cooperative Learning

Es todo, David. See y'all on Oct. 2. Juan

From: David Ochoa [mailto:dochoa@southsanisd.net]
Sent: Thursday, September 24, 2009 4:25 PM
To: TEJEDA, JUAN; aturner@satx.rr.com
Subject: Re: Cooperative Learning

Excellent. My class is writing an essay. In class we read a model essay and covered the elements on why it was a sample of good writing. For homework, they had to brainstorm and identify their special person in their life (spouse, friend, etc.) and list ten traits why they were special. When we met for the next class, I identified the formal groups. They were is groups of four, and each person discussed his/her special person. They then had to write their thesis statement following a template I had given each in the group. They were to help each other with three aspects of their thesis statement (subject --their special person; the attitude or opinion on their subject; and the controlling idea). They each spoke of their special person, and read the thesis statements they had prepared to the group. Each person had to critique the statement and agree that the three elements were present in the thesis. Each group shares their work with the class.

In evaluating the activity, I found that the students were having fun talking about their special person to each other. They had confidence in what they were saying (because they knew their topic so well). Many had trouble when I told them they needed to pick only three traits (out of the ten) that characterized their special person. I found that each helped one another. I liked how the group got along with one another.

>>> "TEJEDA, JUAN" 09/24/09 4:00 PM >>>

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