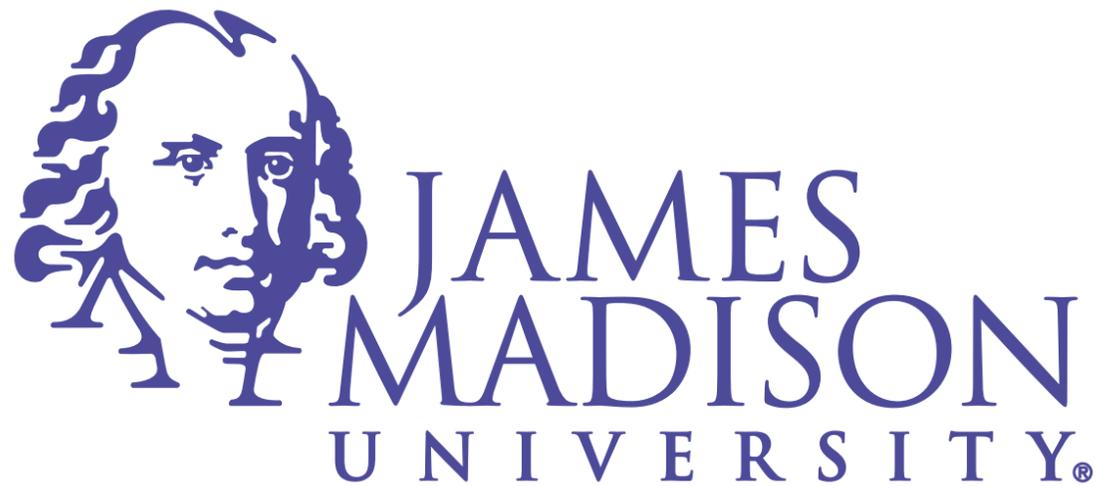


# Toward Successful Cooperative Learning

## Enhancing small-group work

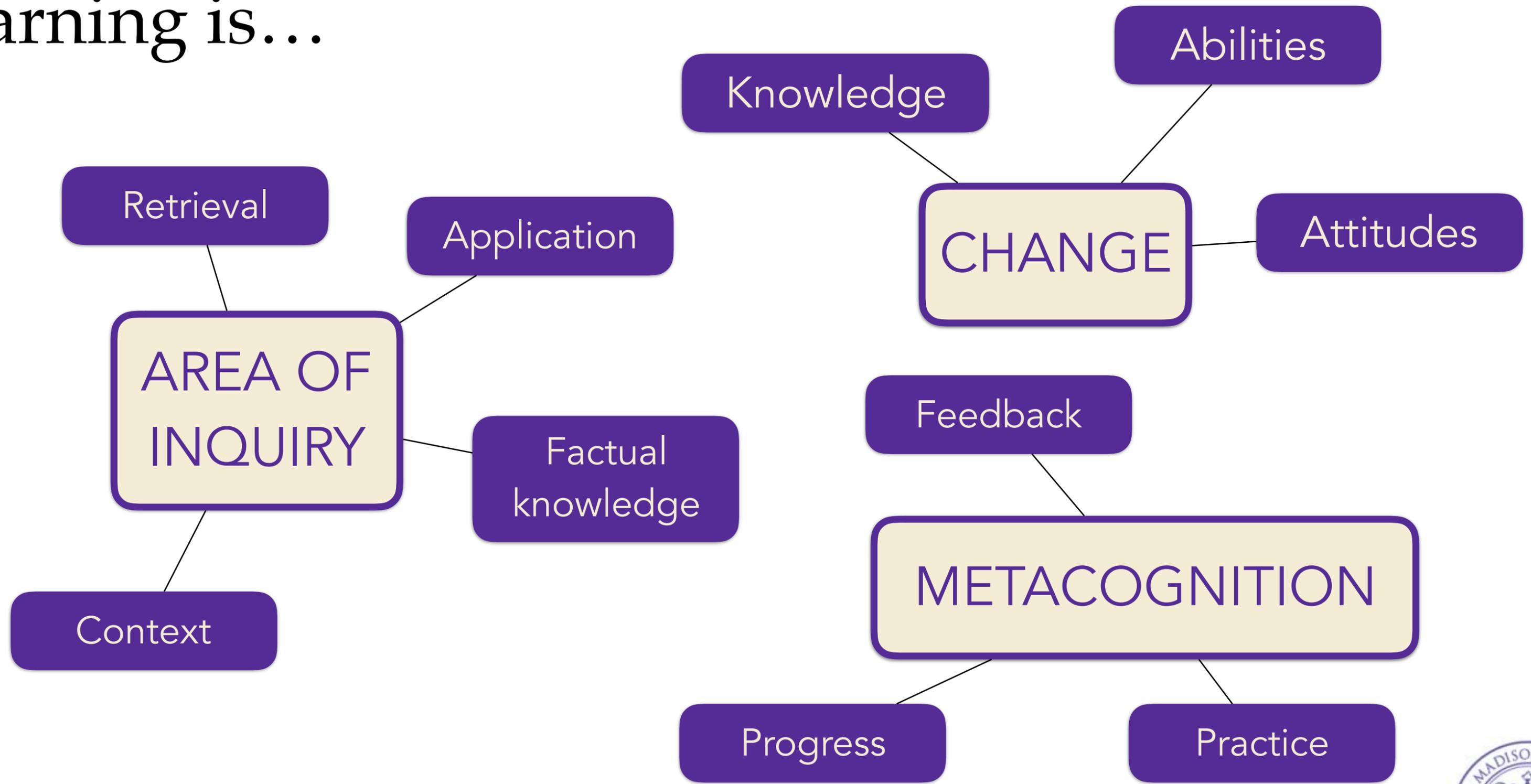
Michael S. Kirkpatrick  
Center for Faculty Innovation



Why and why not?



# Learning is...



# GOOD

Retrieval practice

Interleaving

Spacing

Elaboration

Deliberative effort  
Pre-learning  
Growth mindset  
Metacognition

# BAD

Passive observation

Rereading texts

Intuitive judgments

Massed practice

Learning styles

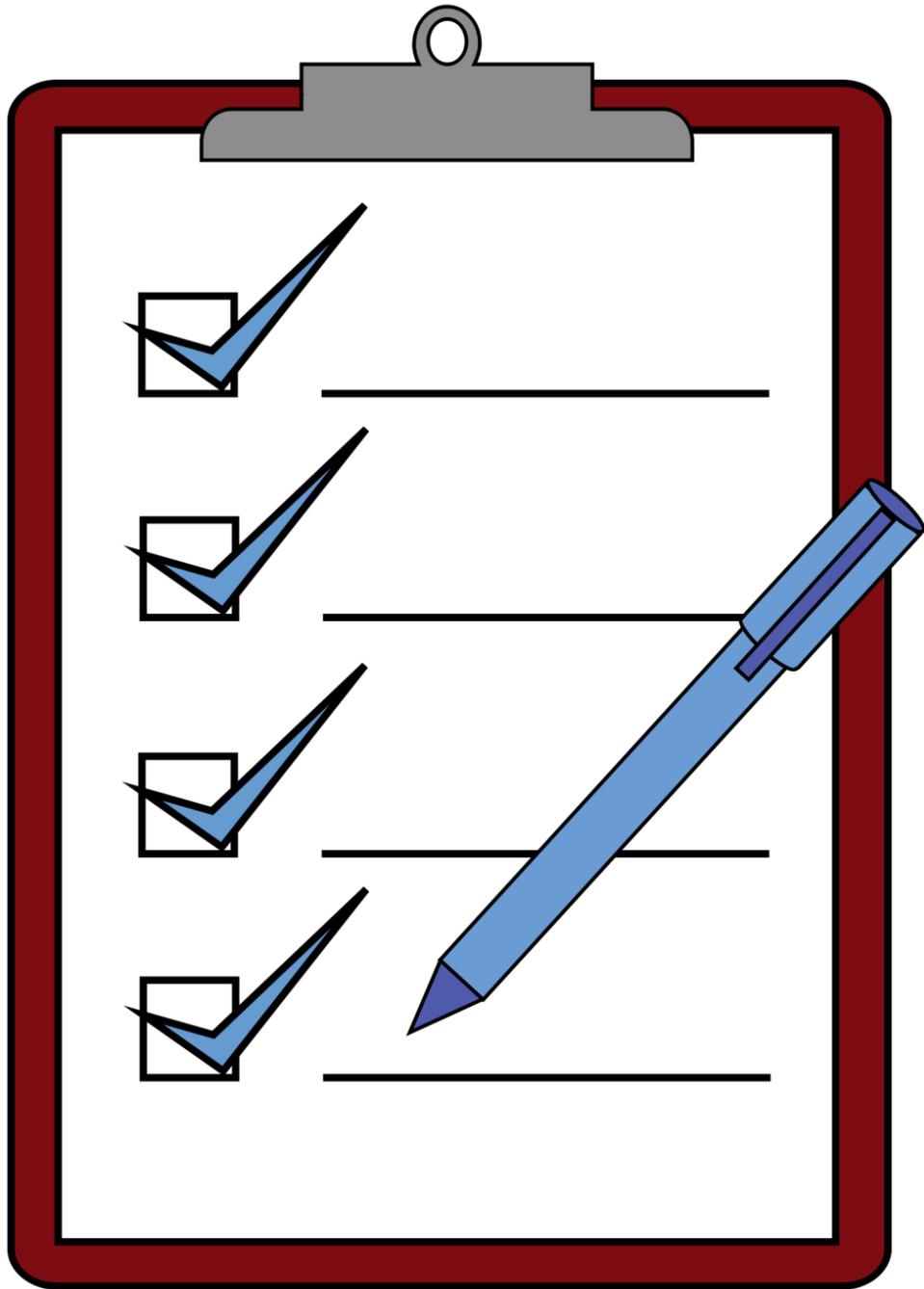


The good, the bad,  
and the ugly...





# Building interdependence



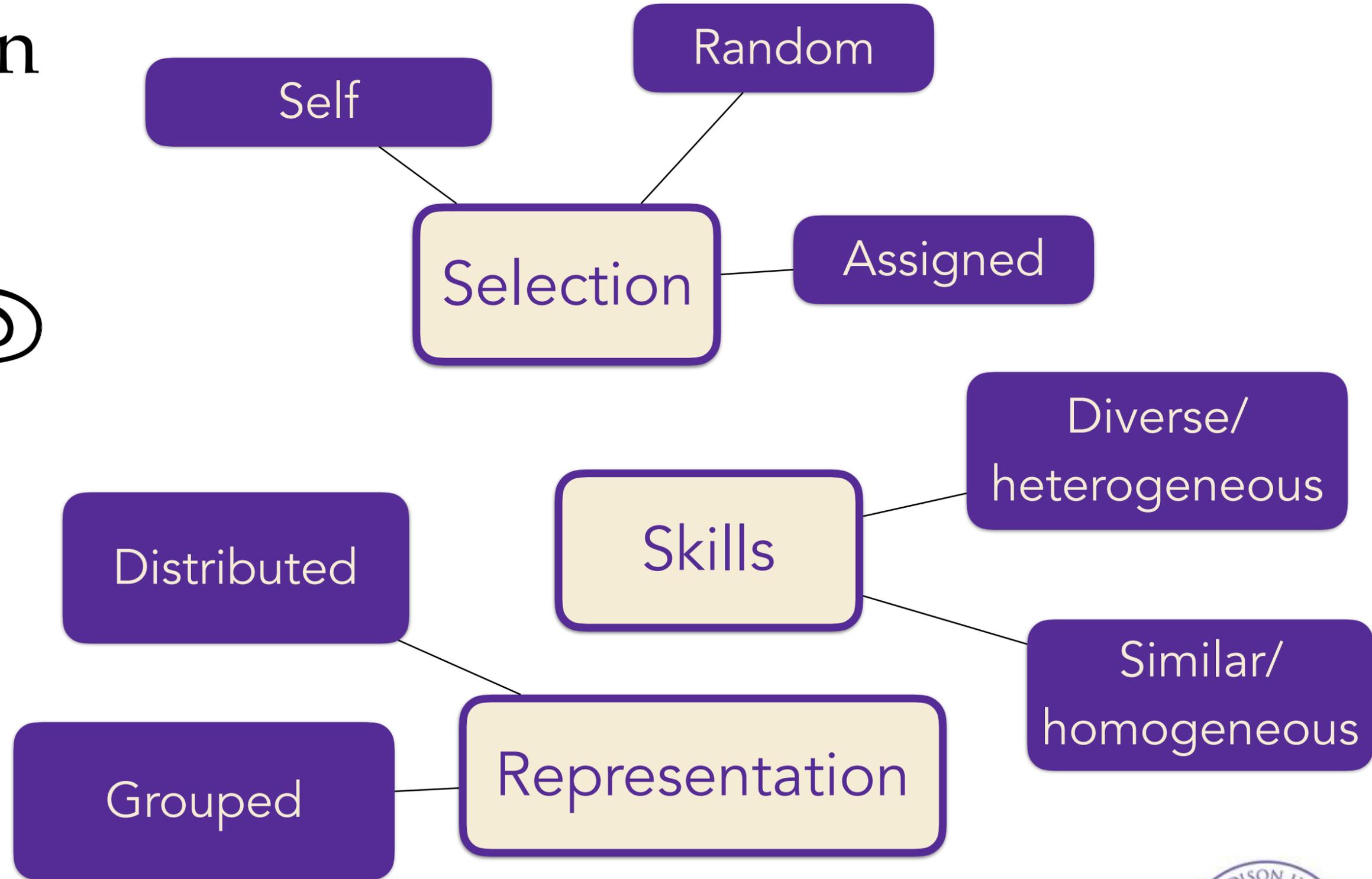
Are multiple perspectives necessary?

Does it support learning outcomes?

Is divide-and-conquer impossible?

Do they have necessary skills and resources?

# Group formation



# Stages of Group Dynamics

expectations

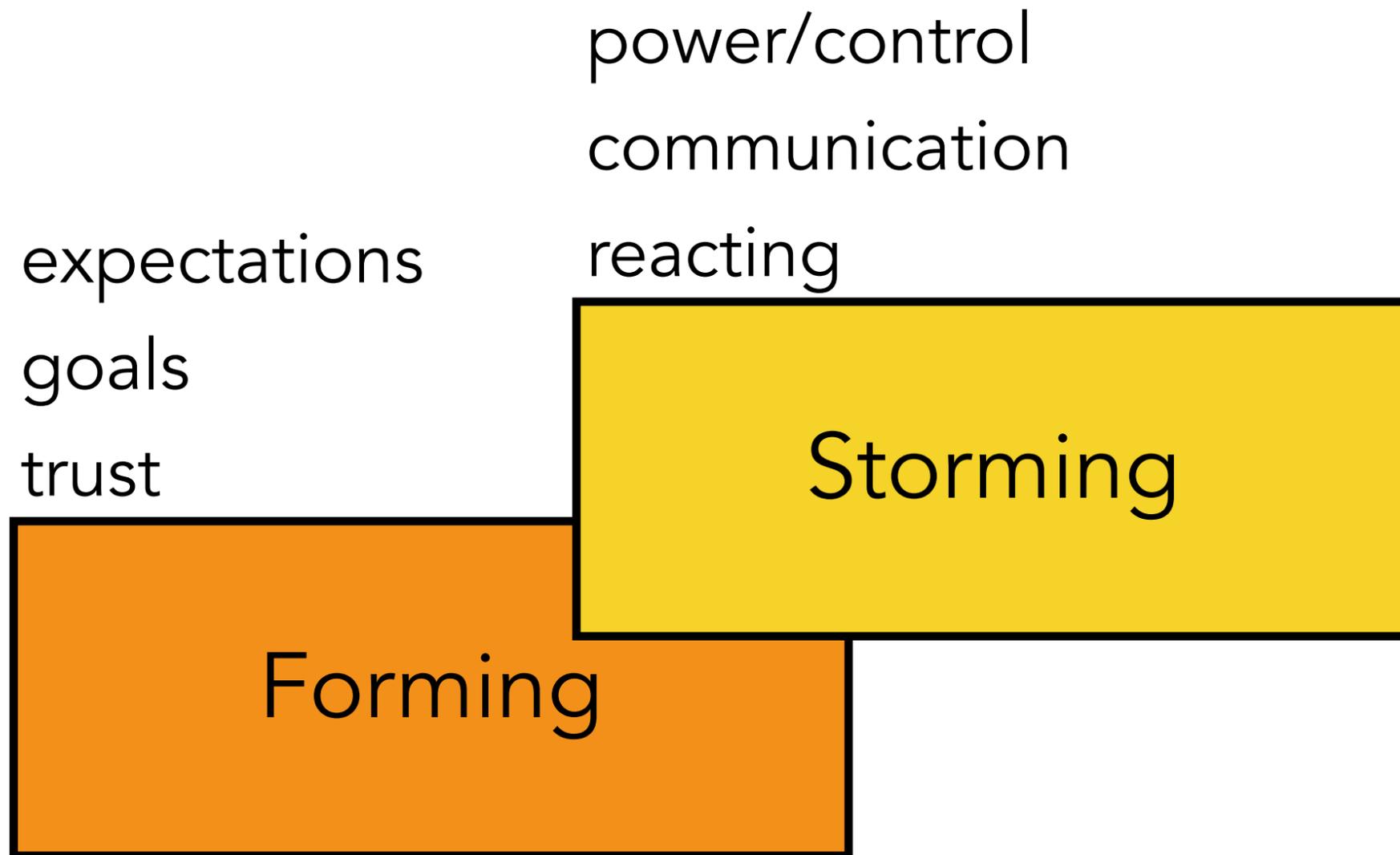
goals

trust

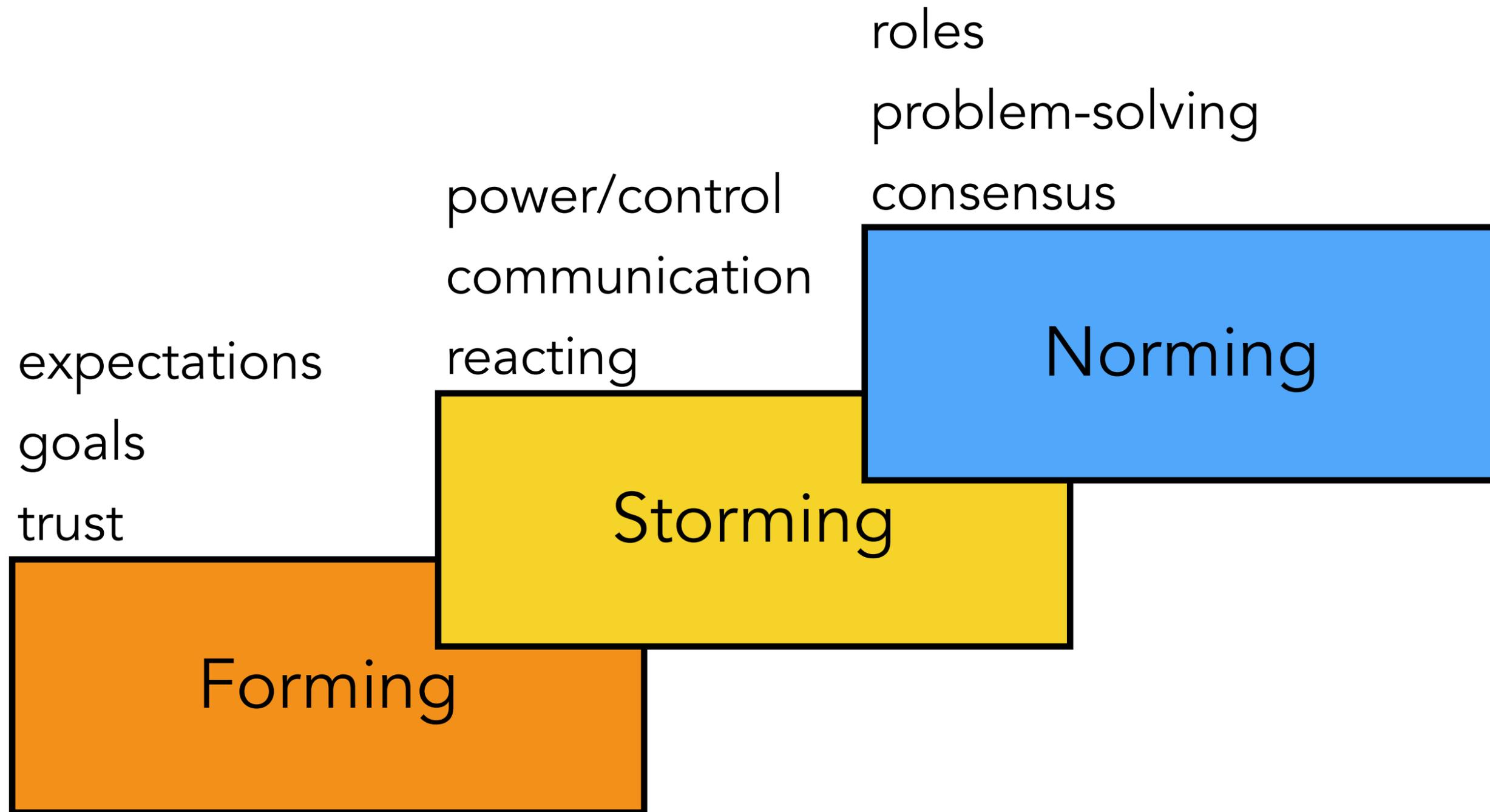
Forming



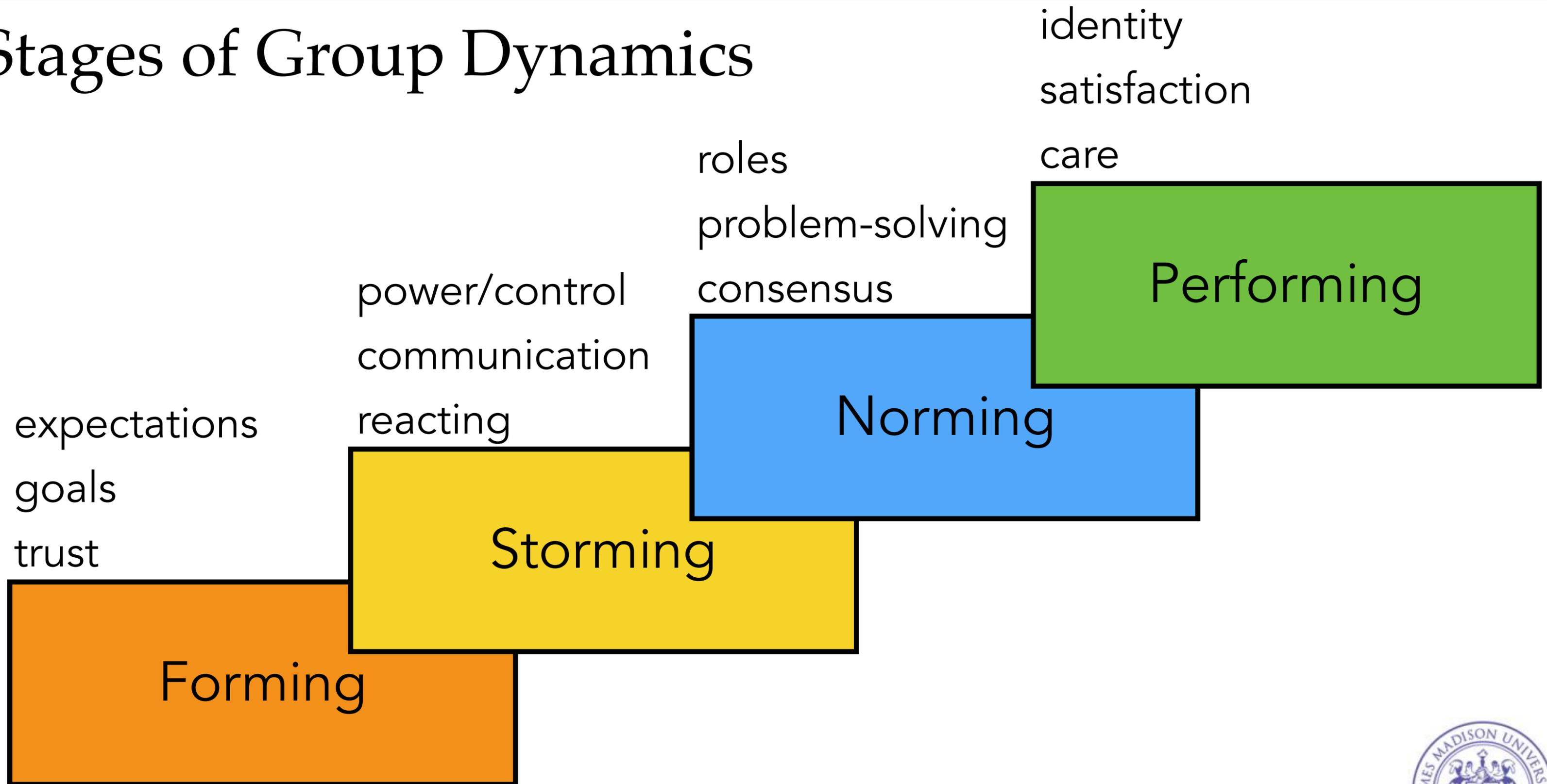
# Stages of Group Dynamics



# Stages of Group Dynamics



# Stages of Group Dynamics



# Establishing norms

## TEAM EXPECTATIONS AGREEMENT†

**On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can deal with any or all aspects of the responsibilities outlined above—preparation for and attendance at group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. Each team member should sign the sheet, indicating acceptance of these expectations and intention to fulfill them. Turn one copy into the professor, and keep a remaining copy or copies for yourselves.**



# Establishing norms

## TEAM EXPECTATIONS AGREEMENT†

On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can deal with any or all aspects of the responsibilities outlined above—preparation for and attendance at group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. Each team member should sign the sheet, indicating acceptance of these expectations and intention to fulfill them. Turn one copy into the professor, and keep a remaining copy or copies for yourselves.

---

### Individual to Individual Behavior

---

#### Examples

*No put downs*

*Give praise*

### Individual to Group Behavior

---

#### Examples

*Be on time to meetings*

*Be prepared*

### Group to Individual Behavior

---

#### Examples

*No scapegoats*

*Bring everyone into  
the Group*



# Team-player Styles

## Contributor

Focus on the  
immediate task

# Team-player Styles

## Contributor

Focus on the  
immediate task

## Collaborator

Emphasize the overall  
purpose of team

# Team-player Styles

## Contributor

Focus on the  
immediate task

## Collaborator

Emphasize the overall  
purpose of team

## Communicator

Positive interpersonal  
relations, processes

# Team-player Styles

## Contributor

Focus on the  
immediate task

## Collaborator

Emphasize the overall  
purpose of team

## Communicator

Positive interpersonal  
relations, processes

## Challenger

Ask tough questions  
and pushes for risks

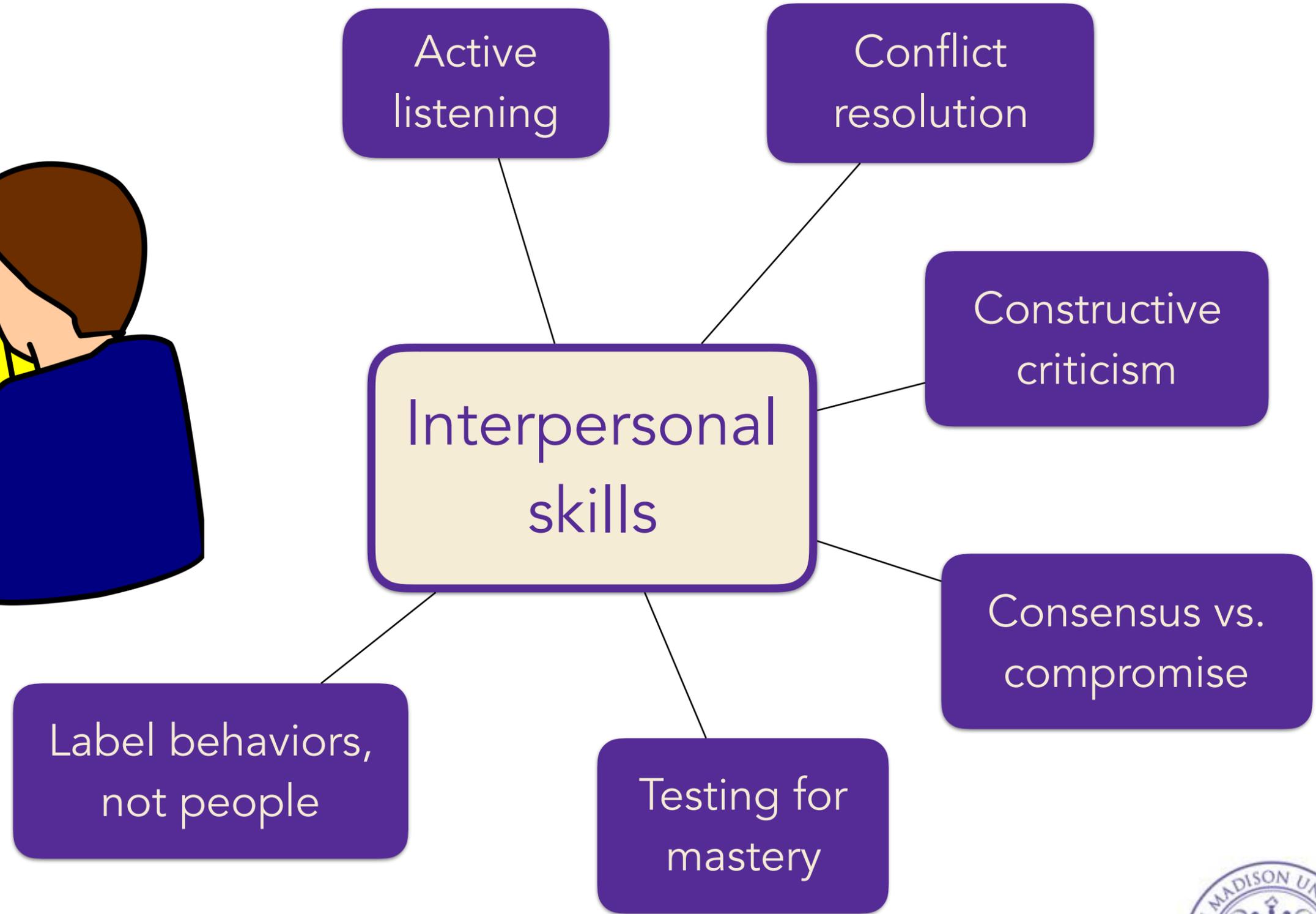
# Group formation

## The Parker Team Player Survey

- 1.** During team meetings, I usually
  - a. provide the team with technical data or information.
  - b. keep the team focused on our mission or goals.
  - c. make sure everyone is involved in the discussion.
  - d. raise questions about our goals or methods.
- 2.** In relating to the team leader, I
  - a. suggest that our work be goal directed.
  - b. try to help him or her build a positive team climate.
  - c. am willing to disagree with him or her when necessary.
  - d. offer advice based on my area of expertise.
- 3.** Under stress, I sometimes
  - a. overuse humor and other tension-reducing devices.

[http://my.safaribooksonline.com/book/teamwork/9780787998110/resources-tools-for-developing-teams-and-team-players/resources\\_tools\\_for\\_developing](http://my.safaribooksonline.com/book/teamwork/9780787998110/resources-tools-for-developing-teams-and-team-players/resources_tools_for_developing)





# Stages of Skill Development

Awareness of need



# Stages of Skill Development

Comprehension of what skill is

Awareness of need



# Stages of Skill Development

Awkward feelings applying skill

Comprehension of what skill is

Awareness of need



# Stages of Skill Development

Mechanical use of skill

Awkward feelings applying skill

Comprehension of what skill is

Awareness of need



# Stages of Skill Development

Automatic use of skill

Mechanical use of skill

Awkward feelings applying skill

Comprehension of what skill is

Awareness of need



# Common roles

- Leader/manager/organizer
- Recorder
- Materials manager/technician
- Skeptic/questioner

- Reflector
- Time keeper
- Reader
- Reporter
- Checker





Who...  
specific evaluators

What...  
quantitative vs. qualitative

When...  
early or late?

Peer  
Evaluations

How...  
impact on grades

Why...  
judge or improve?

# Early Group Evaluation

## EVALUATION OF PROGRESS TOWARD EFFECTIVE TEAM FUNCTIONING<sup>†</sup>

Your Team Name: \_\_\_\_\_

Symptoms of Internal Meeting Problems	Usually	Sometimes	Hardly Ever
Team meetings generally begin 5-15 minutes late			
Members often arrive late, leave early, or never even show up for the meetings.			
No agenda exists—members simply have a vague notion of what they want to accomplish.			
One or two members monopolize discussion throughout the meeting.			
Members have not read the assignment, performed the necessary background research, or done what they were expected to do. Consequently, individuals are poorly prepared for the meeting.			



# Summative Evaluation

## TEAM MEMBER EVALUATION FORM<sup>†</sup>

The following evaluation of your team members is a tool to help improve your experience with group work. Its purpose is to determine those who have been active and cooperative members as well as to identify those who did not participate. Be consistent when evaluating each group member's performance by using the guidelines below.

1 – never      2 – rarely      3 – sometimes      4 – usually      5 – always

Name of student being evaluated: \_\_\_\_\_

Circle your responses.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| • Has the student attended team meetings?  | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort at assigned work before the team meetings?                                 | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort to fulfill his/her team role responsibilities on assignments?              | 1 | 2 | 3 | 4 | 5 |
| • Has the student notified a teammate if he/she would not be able to attend a meeting or fulfill a responsibility? | 1 | 2 | 3 | 4 | 5 |



# Summative Evaluation

- Excellent:** Consistently carried more than his/her fair share of the workload.  
**Very good:** Consistently did what he/she was supposed to do, very well prepared and cooperative.  
**Satisfactory:** Usually did what he/she was supposed to do, acceptably prepared and cooperative.  
**Ordinary:** Often did what he/she was supposed to do, minimally prepared and cooperative.  
**Marginal:** Sometimes failed to show up or complete assignments, rarely prepared.  
**Deficient:** Often failed to show up or complete assignments, rarely prepared.  
**Unsatisfactory:** Consistently failed to show up or complete assignments, unprepared.  
**Superficial:** Practically no participation.  
**No show:** No participation at all.

*These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.*

Name of team member	Rating	Commentary (DO NOT LEAVE BLANK!)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Summative Evaluation

Team project grade	80							Indiv. Proj. Grade
Name	Vote 1	Vote 2	Vote 3	Vote 4	Indiv. Avg.	Team Avg.	Adj. Fctr.	
Betty	87.5	87.5	75	87.5	84.4	82.0	1.02	82
Carlos	87.5	100	87.5	87.5	90.6	82.0	1.05	84
John	62.5	75	50	75	65.6	82.0	0.80	64
Angela	87.5	87.5	87.5	87.5	87.5	82.0	1.05	84



# Hitchhikers and couch potatoes

Name	Rating	Commentary
Mary	Ordinary	Not good at problem solving, but she tries hard and gets extra help from the professor.
Henry	Marginal	Irritating. He's a nice guy, but he doesn't put in the effort. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV.
Jack	Unsatisfactory	When we tried to set up meetings, he was too busy. He rarely turns in his part of the homework and it's normally wrong. He never answers phone messages, then denies getting them. He never responds to email and misses every meeting, so we just stopped inviting him. He constantly complains about his 50-hour work weeks, heavy school load, bad textbooks, and terrible teachers. He blames everybody else for his problems.



# Hitchhikers and couch potatoes

Name	Rating	Commentary
Mary	Ordinary	Not good at problem solving, but she tries hard and gets extra help from the professor.
Henry	Marginal	Irritating. He's a nice guy, but he doesn't put in the effort. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV.
Jack	Unsatisfactory	When we tried to set up meetings, he was too busy. He rarely turns in his part of the homework and it's normally wrong. He never answers phone messages, then denies getting them. He never responds to email and misses every meeting, so we just stopped inviting him. He constantly complains about his 50-hour work weeks, heavy school load, bad textbooks, and terrible teachers. He blames everybody else for his problems.
self	Excellent	I pretty much did all of the work myself. I showed up at the first few meetings and nobody else had a clue what was going on. After that, I just started doing everything, so our meetings were just me explaining stuff to them.



# Peer evaluation



Use formative for early problem solving

Quantitative must be measurable

Complement quantitative with qualitative

Summative must include self-evaluation

Be aware of group dynamics

The good, the bad,  
and the ugly...

