

# Center for Faculty Innovation

## Fall 2018 Workshop

**Title:** Toward Successful Cooperative Learning

**Description:** Cooperative learning is an umbrella term for teaching strategies that use small groups for in-depth engagement and interaction with course material. Within these groups, students work together to accomplish a common goal, such as solving complex problems collaboratively, critically analyzing and discussing source material, and synthesizing knowledge. Cooperative learning with groups can be a powerful learning tool, but there are many problems that can interfere with your learning goals. In this workshop, we will examine the key concepts and best practices that can help you to make your cooperative learning experience more successful.

### Bright Ideas

Group learning requires pedagogical alignment and explicit skill instruction.

#### Successful Cooperative Learning

- Positive interdependence
- Individual and group accountability
- Face-to-face interaction
- Team-work skills
- Group processing and reflection

#### More information:

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1998). Cooperative learning returns to college: What evidence is there that it works? In *Change*, 30(4), pp. 26-35.

Kennedy, F.A. & Nilson, L.B. (2008). *Successful Strategies for Teams: Team Member Handbook*. Office of Teaching Effectiveness and Innovation, Clemson University.

[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 Groups

- Forming, storming, norming, performing

#### Types of team players

- Contributor (immediate task focus), collaborator (big picture), communicator (process and relations), challenger (reasonable risks)

### Notes



## Bright Ideas

Positive interdependence relies on interpersonal skills and accountability.

### Interpersonal skills

- Active and tolerant listening
- Distinguish consensus from compromise
- Testing one another for mastery
- Giving and receiving constructive criticism
- Resolving disagreements and conflicts
- Label behaviors, not people

### Keys for peer evaluation

- Build the foundation
  - Who/what/when/why/how
- Measurable to avoid popularity points
- Early formative: focus on group functioning
- Summative must include self-evaluation
- Complement quantitative with qualitative

### More information:

<http://www.gened.umd.edu/documents/GroupWork.pdf>

Oakley, B., Felder, R.M., Brent, R., & Elhaji, I.(2004). Turning student groups into effective teams. In *Journal of Student Centered Learning*, 2(1), pp. 9-34.

Macpherson, A. (2007). *Cooperative Learning Group Activities for College Courses*. Kwantlen University College.

## Notes

