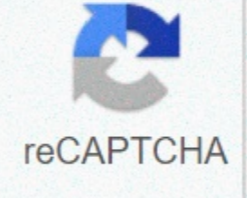




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(August 2013) (Learn and when to remove this template message) (Learn and when to remove this template message) Cooperative learning is an educational approach that aims to organise classroom activities into academic and social learning experiences. [1] Learning in cooperation means much more than arranging students into groups and has been described as structuring positive interdependence. [2] [3] Students must work in groups to complete tasks collectively towards academic goals. Unlike individual learning, which can be competitive in nature, students learning in cooperation can harness each other's resources and skills (asking each other for information, evaluating each other's ideas, monitoring their work, etc.). [4] In addition, the teacher's role changes from providing information to facilitating student learning. [6] [7] Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open and involve higher-order thinking tasks. [8] Cooperative learning was also linked to increased student satisfaction. [9] Five essential elements are identified for the successful incorporation of cooperative classroom learning:[10] individual positive interdependence and positive (face-to-face) interaction group interdependence teaching students for the processing of the necessary interpersonal and small group skills. According to Johnson and Johnson's meta-analysis, students in cooperative learning environments compared to those in individualistic or competitive learning backgrounds achieve more, motivate better, gain higher self-esteem, such as classmates and learning tasks more, and have more perceived social support. [11] History before World War II, such as Allport, Watson, Shaw and Mead began to establish a theory of cooperative learning after finding that group work was more efficient and efficient in terms of quantity, quality and overall productivity compared to work alone. [12] However, until 1937, when researchers May and Doob[13] discovered that people who cooperate and work together to achieve common goals were more successful in achieving results than those who independently strived to achieve the same goals. In addition, they found that independent filmmakers were more likely to display competitive behaviors. Philosophers and psychologists in the 1930s and 1940s, such as John Dewey, Kurt Lewin and Morton Deutsh, also influenced the theory of cooperative learning practiced today. [14] Dewey believed that it was important for students to develop knowledge and social skills that could be used outside the classroom and in democratic society. This theory portrayed students as active beneficiaries of knowledge by discussing information and responses in groups, engaging in learning together rather than as passive receivers of information (e.g. speaking teachers, listening to students). Lewin's contributions to learning in cooperation were based on ideas for establishing relationships between group members in order to achieve successfully and achieve the learning objective. Deutsh's contribution to learning in cooperation was positive social interdependence, the idea that the student is responsible for contributing to group knowledge. [14] Since then, David and Roger Johnson have actively contributed to the theory of cooperative learning. In 1975, they identified that learning in cooperation promoted mutual sympathy, better communication, high acceptance and support, and demonstrated an increase in a variety of thinking strategies among people in the group. [15] Students who were more competitive lacked in their interaction and trust with others, as well as in their emotional involvement with other students. In 1994, Johnson and Johnson published the five elements (positive interdependence, individual responsibility, face-to-face interaction, social skills and processing) essential for effective group learning, social, personal and cognitive achievement and skills (e.g. problem solving, reasoning, decision-making, planning, organizing and reflection). [16] Theoretical basis Social interdependence theory: Social interdependence exists when the results of individuals are affected by their own actions and others. [17] There are two types of social interdependence: positive (when the actions of individuals promote the achievement of common objectives) and negative (when the actions of individuals prevent the achievement of each other's objectives). Social interdependence can be differentiated from social dependence, independence and helplessness. Social dependence exists when the achievement of Person A's objective is affected by the actions of Person B, the other way around is not true. Social independence exists when the achievement of person A's purpose is not affected by the actions of Person B and vice versa. Social powerlessness exists neither person nor other person may influence the achievement of the objective. [11] Kurt Lewin proposed that the essence of a group is the interdependence between members that results in the group being a dynamic whole, so that a change in the status of any member or subgroup changes the status of any other member or subgroup. Group members are interdependent through common objectives. As members perceive their common goals, a state of tension arises that motivates the movement towards the achievement of the goals. [18] [19] Morton Deutsch expanded Lewin's notions by examining how different people's voltage systems can be interconnected. He conceptualized two types of social interdependence – positive and negative. Positive interdependence exists when there is a positive correlation between individual objectives; individuals perceive that they can achieve their goal if and only if the other persons with whom they are connected in cooperation achieve their goals. Positive interdependence leads to promotional interaction. Negative interdependence exists when there is a negative correlation between the objective achievements of individuals; individualperceive that they can achieve their objectives if and only if other people with whom they are competitively as unable to achieve their objectives. Negative interdependence leads to oppositional or content interaction. There is no interdependence when there is no correlation between the objective achievements of individuals; individuals perceive that the achievement of their objectives is not related to the achievement of the goal of others. The basic premise of the theory of social interdependence is that the way participants' objectives are structured determines how they interact and the interaction model determines the results of the situation. [20] [21] Types Formal learning in cooperation is structured, facilitated and monitored by the educator over time and is used to achieve group objectives in the work activity (e.g. completion of a unit). Any course or assignment material can be adapted to this type of learning, and groups can range from 2-6 people with discussions that last from a few minutes to a full period. Types of formal learning strategies in cooperation include: Techniques Jigsaw Missions that involve solving group problems and making decisions Laboratory or experiment work peer review work (e.g. editing writing assignments). Having experience and developing skill with this type of learning often facilitates informal and basic learning. [22] Jigsaw activities are wonderful because the student assumes the role of teacher on a particular subject and is responsible for teaching the subject to a classmate. The point is that if students can teach something, they have already learned Informal learning in cooperation includes group learning with passive teaching, drawing attention to materials through small groups throughout the lesson or through discussions at the end of a and usually involves groups of two (e.g. discussions with your partner). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where 2 students can be laboratory partners throughout the semester contributing to each other's knowledge of science). Discussions usually have four components that include formulating an answer to questions from the educator, sharing answers to questions asked with a partner, listening to a partner's answers to the same question, and creating a new well-developed answer. This type of learning allows the learner to process, consolidate and retain more information. [22] In group-based cooperative learning, these groups of colleagues come together in the long term (e.g. over a year or a few years, they would be in high school or post-secondary studies) to develop and contribute to knowledge on a subject regularly discussing materials, encouraging each other and supporting the academic and personal success of group members. Basic group learning (e.g. a long-term study group) is effective for learning complex subjects during the course or semester and establishes caring, supportive relationships between colleagues, which in turn motivates and strengthens the student's commitment to group education, while increasing self-esteem and self-worth. The core group's approaches also make students responsible for educating their peer group if a member has been absent for a lesson. This is effective for both individual learning and social support. Elements Johnson and Johnson (2009) affirmed five variables that mediate the effectiveness of cooperation. [11] Brown & Ciarafelli Parker (2009) and Siltala (2010) discuss the 5 basic and essential elements of cooperative learning:[23][24][25] Positive interdependence Students must participate fully and strive within their group Each member of the group has a task/role therefore, responsibility must believe that they are responsible for their learning and their group Promotional Interaction Face to Face Members promote each other's success Students explain to each other what they have or learn and help each other with the understanding and completion of missions Individual and group responsibility Each student must demonstrate the mastery of the content studied Each student is responsible for their learning and work, therefore, eliminating social loafing Social Skills Social Skills that need to be taught for learning successful cooperation to appear Skills include effective communication Skills and Group Leadership Decision-making In order to build trust-development Communication Conflict Management Skills Group Processing occurs when group members (a) reflect on the actions of members who have been useful and (b) make decisions about actions to continue or change. The purpose of the group's processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's objectives. In order for students' results to improve considerably, there must be two characteristics:[26] In the development of cooperative learning tasks and reward structures, individual responsibility and responsibility must be identified. Individuals need to know exactly what their responsibilities are and that they are accountable to the group in order to achieve their goal. All members of the group must be involved in order for the group to complete the task. For this to happen, each member must have a task for which he is responsible, which cannot be performed by any other member of the group. There are a large number of cooperative learning techniques available. Some cooperative learning

techniques use student association, while others use small groups of four or five students. Hundreds of techniques have been created in structures to use in any content area. [27] Easy-to-implement structures include think-pair-share, think-pair-write, variations of Round Robin and mutual teaching techniques. [28] A well-known cooperative learning technique is Jigsaw, Jigsaw II and Reverse Jigsaw. Educators should think about critical thinking, creative thinking and empathic thinking activities to provide students in pairs and work together. [29] Think-pair-share Main article: Think-pair-share Originally developed by Frank T. Lyman (1981),[30] Think-pair-share allows students to contemplate a question or problem posed in silence. The student can write thoughts or simply just brainstorming in his or her head. When asked, the student associates with a colleague and discusses his ideas, then listens to his or her partner's ideas. Following the pairing dialogue, the teacher requests answers from the whole group. [28] When teachers use this technique, they don't have to worry about students not volunteering, because every student will already have an idea in their head; therefore, the teacher can appeal to anyone and increase the productivity discussion. Jigsaw main article: Jigsaw learning technique Students are members of two groups: home group and expert group. In the heterogeneous home group, students are each assigned a different subject. Once a topic has been identified, students leave the group at home and the group with the other students with the assigned subject. In the new group, students learn the material together before returning to their home group. Once returned to their home group, each student is responsible for teaching his or her assigned subject. [28] Jigsaw II Jigsaw II Robert Slavin's variation (1980) of Jigsaw in which members of the group of origin are assigned the same material, but focuses on separate portions of the material. Each member must become an expert in and teach the other members of the home group. [31] Reverse jigsaw main article: Reverse jigsaw This variation was created by Timothy Hedeon (2003)[32] It differs from the original Jigsaw during the teaching part of the activity. In reverse jigsaw technique, students from expert groups teach the entire class rather than return to their home groups to teach content. Inner-Outdoor Circle Main Article: Inner-Outdoor Circle This is a cooperative learning strategy in which students form two concentric circles and take turns on rotation to face new partners to answer or discuss the teacher's questions. [33] This method can be used to gather a variety of information, generate new ideas, and solve problems. [34] The mutual teaching of Brown & Paliszar (1982) developed mutual teaching, which – as is currently practiced – refers to the form of guided, cooperative learning, which provides a collaborative learning framework between learning leaders and listeners; expert scaffolding by an adult teacher; and direct training, modelling and practice in the use of simple strategies that facilitate a dialogue structure. [35] In a model that allows student pairs to participate in a text dialogue, partners take turns reading and asking questions of each other, receiving immediate feedback. This approach allows students to use important metacognitive techniques, such as clarifying, querying, predicting and summarizing. It embraces the idea that students can effectively learn from each other. [36] There are empirical studies that show the effectiveness of mutual teaching even in subjects such as mathematics. For example, it was found that children who were taught using this strategy showed higher levels of accuracy in mathematical calculations compared to those who were not. [37] The same success was achieved for students learning in various situations, such as those with learning disabilities and those at risk of academic failure,[38] among others. These studies also cover students from elementary to college levels. Williams students work together to answer a big question, what is the learning goal. Each group has differentiated questions that increase cognitive requirements to allow students to progress and meet the learning goal. STAD (or Student-Team-Divisions achievement) Students are placed in small groups (or teams). The entire class is presented with a lesson, and students are further tested. Individuals are noted based on team performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. [39] Rally Table Backgammon is another collaborative learning process. In this process, class members or students are divided into groups. This is done to encourage group learning, building Learning. It's the written version of Robin Table. TGT (or Team Game Tournament) Students are placed in small groups to study and prepare for a trivia game. This gives students the incentive to learn and have fun learning the material. This is a group exercise, so not a student is to blame Introduction Team tournament game is an effective learning cooperation technique in which groups are created that work in the classroom for a period of time. In this technique, groups review some of the material before writing a written sample. This motivates those students who are afraid to write the test and learn and reinforce what has already been learned. This method is one of the learning strategies designed by Robert Slavin for the purpose of review and mastery in the learning process. This method was essentially to increase the student's skills, increase interaction and self-esteem between students. In this technique students study in the classroom. The material is supplied and is taught in groups or individually through different activities. Students after receiving the material review it and then bring 2-6 points from their study into their assigned groups. Because the tournament is based on a material there is a specific answer. Characteristics[2] Students work in heterogeneous groups. Playing games makes students move into homogeneous, top-level groups. Understanding each other's abilities. The Students method competes in the tournament after a designated time to study by training groups of 3-4 students where stronger students compete with weaker students and the winner of those teams is moved to a high-level team while students who do not score well are moved to a lighter level. This ensures that students of the same capacity compete with each other. [40] The purpose of TGT improves student cooperation and friendly competition, which allows different students with different abilities to work together and gain mastery in the subjects assigned to them. Students have the independence to have interactions with different students. The benefit of this activity is that it makes students responsible for the material they need to prepare. [4] Advantages[41] Involvement of students in higher education. Students are excited about learning. Knowledge is obtained from the student, rather than only from the teacher. It fosters a positive attitude among students, would be cooperation, tolerance. Instructs students to express or convey ideas. Disadvantages[6] It is time consuming for new teachers. Requires adequate facilities and infrastructure. It can confuse the classroom. It doesn't translate into the college environment where the study is individualistic It allows more voice to personality than individualistic study Leave out the student slower It decreases the student's lower student's self-esteem by consistently Dominated It creates a class of behavioral problems It allows noise in the classroom making it difficult for concentration It creates a negative environment for achiever that may have a low degree due to lack of group work Our world already works in groups, such as police force, unions, etc., without teaching collective study TGT is an effective tool to teach math because it motivates and helps students acquire skills and craftsmanship with their help and through healthy competition. [7] Research evidence Research is lacking for Kagan structures. There are no studies evaluated by colleagues on the results of Kagan's learning structure. Research on cooperative learning has shown overwhelming positive results and confirmed that the modes of cooperation are inter-curricular. [42] Cooperative learning requires students to engage in group activities that increase learning and add other important dimensions. [23] Positive results include academic gains, improved race relationships, and increased personal and social development. [23] Students who participate fully in group activities, exhibit collaborative behaviors, provide constructive feedback, and cooperate with their groups are more likely to receive higher test marks and course grades at the end of the semester. [43] Cooperative learning is an active pedagogy that promotes greater academic achievement. [43] Cooperative learning has also been found to increase attendance, working time, school and classroom pleasure, motivation and independence. [44] [45] [46] [47] Benefits and applicability of cooperative learning[26] Students demonstrate academic achievementS Cooperative learning methods are usually just as effective for all levels of ability Learning in cooperation is effective for all ethnic groups Student perceptions of each other are improved when they are given the opportunity to work with each other Learning in cooperation increases self-esteem and the concept of self Ethnic barriers and physical/mental disabilities are broken down, allowing positive interactions and friendships to emerge learning outcomes in cooperation in:[48] Increased reasoning at the higher level Increasing the generation of new ideas and solutions A greater transfer of learning between situations Cooperative learning is significant in business: [24] Cooperative learning can be seen as a feature of innovative businessthe five-step division of cooperative learning creates a useful method of analysis of innovative business learning The innovation related to cooperative learning seems to make the creation possible innovations Limitations/problems Cooperative learning has many limitations that could make the process more complicated than Perceived. Sharan (2010) describes the constant evolution of cooperative learning as a threat. As cooperative learning is constantly changing, there is a possibility that may become confusing and a complete understanding of the method. The fact that cooperative learning is such a dynamic practice means that it cannot be used effectively in many situations. Teachers can also get into the habit of relying on learning cooperation as a way to keep students busy. While learning in cooperation will take time, the most effective application of cooperative learning depends on an active instructor. Teachers who implement cooperative learning can also be challenged with resistance and hostility from students who believe they are being detained by their slower peers or students who are less confident and feel they are ignored or demeaned by their team. [14] Students often provide feedback in the form of ratings or reviews on the success of teamwork they have experienced during cooperative learning experiences. Peer reviews and evaluations may not reflect actual experiences due to perceived peer competition. Students may feel pressured to submit inaccurate assessments due to bullying. In order to eliminate such concerns, confidential evaluation processes can contribute to increasing the assessment power. [43] Group hatred of the group is defined as a sense of horror that arises when faced with the possibility of having to work in a group[49] When students develop group hatred, their individual performance in the group suffers and, in turn, the group as a whole suffers. There are many factors that cause students to experience these feelings of group hatred some of the most crucial elements include: A previous experience bad Group fatigue (excessive use of cooperative learning) Simply likes to work alone When students are given the opportunity to choose learning activities (group or individual work) students often evaluate several factors that lead them to a choice if they would like to work in groups or Not. The three most common factors listed are: how likely am I to get a good grade? how difficult will the task be? amount of effort involved. Students often choose to do the work individually because they feel they can do a better job individually than in a group. [50] What factors lead to a student's formation of group uria? It is difficult to say A, B, and C because the group hate simply because each group is unique and everyone is different. However, there are several concerns that lead to students developing group hatred. Concerns about the role of teachers Concerns about equity and resource use. Concerns about the role of teachers usually stem from a lack of communication in the about what exactly is expected of the group. It is difficult for a teacher to hit the sweet spot of not being a helicopter teacher and remain involved in the project while also not too loosey goosey. While a good teacher may be able to find balance every time a difficult task and most teachers tend to bend one way or another. This can cause confusion with students. This is only amplified when students are put into groups and are asked to complete a project with little instructions on how to do so. How a teacher chooses to structure a project can influence how a student perceives the project in general. Whether or not a student likes a teaching style or can not influence if they develop group hatred. [51] The next concern that leads students to develop group hatred is simply that students get tired of working with the same group members over and over again. Learning in cooperation becomes so common that students begin to develop group hatred simply because they do so many group projects. Students express their opinion, there would be so many group projects with the same people, we are all in each other's business. [51] While building personal relationships can be a positive aspect of learning cooperation, it can also be a negative if you are having to work continuously with people who are constantly letting you down or being difficult to work with. Unfortunately, it is common to have members of the group showing signs of loafing within the group. [52] Loafing is defined as students who do not take responsibility for their own role, even if it is the smallest role in the group. [53] Students expect group-based learning to be fair to everyone in the group. In order for learning in cooperation to be fair, the workload must be shared equally within the group. Many students fear that this will not happen. This leads to students developing group hatred. The fear that some members of the group will act as passengers or social loafers and obtain a benefit (generally a good degree) from the group's work undermines the effectiveness of the group. Some students hoard their intellectual capital to make sure that no one benefits unfairly from it. Ironically, some of the most indignant students of slackers or freeloaders make immediate assumptions about their peers and insist from the outset that they will have to take care of everything in order to maintain control. There are several ways for a concern about equity to distort the function of a group. Therefore, to make groups more effective, the most important thing that an instructor can do to defuse the resistance of students to learning cooperation is to focus attention on the issue of fairness. [53] In order for students not to develop group hatred instructors need to be very aware of this process and take steps to ensure that the project is fair, can be a difficult task. It is often difficult to assess which students are loafing while the project is taking place, unless other students in the group bring the issue to the attention of the instructor. Evaluation of groups It is a common practice to have groups evaluation after the completion of the project. However, Evaluation may be the Achilles heel of cooperative learning[54] Students will often assess their group positively in the hope that they will be assessed in the same way instead. This often leads to inaccurate assessments of the group. For most instructors, one of the biggest pedagogical challenges for a group communication course is to help students realize that the benefits of learning in cooperation outweigh the costs involved. [55] Group cohesion and conflict management Another aspect of cooperative learning leading to the development of group hatred of group members is that groups are unable to achieve sufficient cohesion because they fail to manage the conflict effectively. [56] Students are usually not in a group long enough to develop good group cohesion and establish effective ways to resolve conflicts. The problem is that most students have had a negative experience in groups and are therefore reticent to get into such a situation again. [57] One response to this dilemma is to demonstrate how groups trump individuals in terms of problem solving. [55] If instructors are able to effectively achieve this is a positive step towards eliminating group uria. Group hatred exists in almost all groups of students. Whether it's because of past bad experiences, concerns about how the project will play out, worries about members of the loafing group, or don't know how to effectively manage conflicts that may arise within the group. However, group-based learning is an important aspect of higher education and should continue to be used. More and more companies are turning to team-based models to become more efficient in the workplace. [55] By limiting students' feelings of group hatred, this will make students have better group experiences and learn to work better in groups. Cooperative learning is becoming increasingly popular in the American education system. [58] It is almost unusual not to have some learning elements in cooperation in a collage class. However, it is not uncommon to hear students expressing negative views on learning in cooperation. [59] Why is this? Feichtner and Davis[60] elegantly said that too many students leave the classroom experiencing only the frustrations of cooperative learning and not the many benefits possible through team-based effort. One of the main flaws we see with previous research is that research is almost always done from the instructor's perspective. This gives us an erroneous view of instructors are not the ones participating in cooperative learning. From the (often blind) point of view of the instructors, we have always viewed cooperative learning as an additional advantage for students – an opportunity to receive while working closely with their colleagues. We never really thought about what a disastrous experience some frustrated students should endure or why some students have only reported positive experiences in classes using group learning techniques. [60] In order to better understand the phenomenon of cooperative learning, it is essential that it be viewed from the student's perspective. It is important to understand what successful cooperative learning does for some students and without success for others. Cooperation vs. competition vs. individual efforts There are many reasons why competitors tend to achieve less than they would if they worked in cooperation. [61] And there have also been many studies that argue that cooperative learning is more effective than competitive learning and individualistic efforts. But studies also show that competition and individualistic efforts can be constructive and should be encouraged when properly structured. [11] Conditions for winning the constructive competition are relatively unimportant All participants have a reasonable chance of winning. There are clear and specific rules, procedures and criteria to win. Conditions for constructive individualistic efforts Cooperation is too costly, difficult or cumbersome due to the unavailability of potential qualified cooperatives or the unavailability of resources necessary for cooperation to take place. The goal is perceived as important, relevant, and participants desire to be successful in achieving their goals. The instructions for carrying out the tasks are clear and specific, so that participants do not need further clarification on how to proceed and how to evaluate their work. What is being achieved will then be used in a cooperative effort. See also the skills of the 21st century Active Learning Collaborative Learning By teaching the learning environment Numbers are chosen Circle Sentence References ^ Gillies, Robyn (2016). Cooperative Learning: Research and Practice Review (PDF). Australian Journal of Teacher Education. 41 (3): 39–51. two:10.14221/ajte.2016v41n3.3 – by eric.ed.gov. ^ a b Team game tournament. 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