

**TED 505
Cooperative Learning**

Dr. Jeff Sapp

**Small-Group Activities:
From Competition to
Cooperation**

What Do You Know?

- ✦What theory do you know?
- ✦What is positive about cooperative learning? What works?
- ✦What is negative about it? Why do some of you hate it?
- ✦What are you doing or seeing in the classroom now?

Cooperative learning encourages education in a democratic environment. Student interaction at every level of school fosters comfort and confidence in speaking with others. The more students speak and get to know each other, the more compassionate they are toward each other.

Cooperative learning centers on three principles:

- Simultaneous interaction: The more students talk with each other, the more they'll be engaged and the better they'll learn.
- Positive interdependence: The success of every team and every team member is not possible without the success and contribution of each member.
- Individual accountability: By taking responsibility for a specific portion of the project -- and being graded for that -- each student becomes individually accountable

Simultaneous Interaction

- ✦In most classrooms, teachers do 80 percent of the talking. Simultaneous interaction encourages all voices, dramatically increasing language production for students.

Positive Interdependence

- ✦ **Positive Interdependence** can be summed up in seven words: "I need you, and you need me." Personal success and group success, then, are intertwined.

Individual Accountability

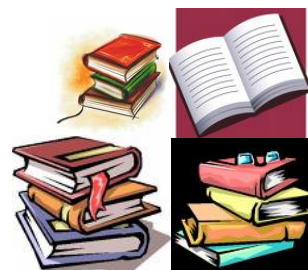
- ✦ Individual accountability also is a fundamental principle of cooperative learning. Each student has responsibility for his or her achievement, participation and listening.

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- ✦ Cooperative learning, when it includes heterogeneous teams and team-building, is the single most powerful tool this nation has for improving race relations.

✦ Spencer Kagan

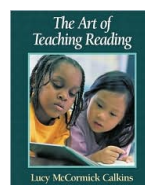
When I first heard of circles, I thought...



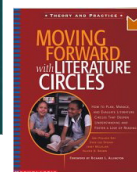
Through Circles, students can learn to...

- ✦ Explore new ideas and concepts
- ✦ Communicate ideas, opinions, and feelings more effectively
- ✦ Solve problems
- ✦ Experience and honor other people's opinions and ideas
- ✦ Develop effective interactive skills
- ✦ Heighten self-esteem
- ✦ Argue Safely

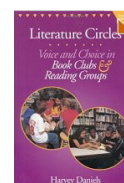
Some of the theorists we'll draw from...



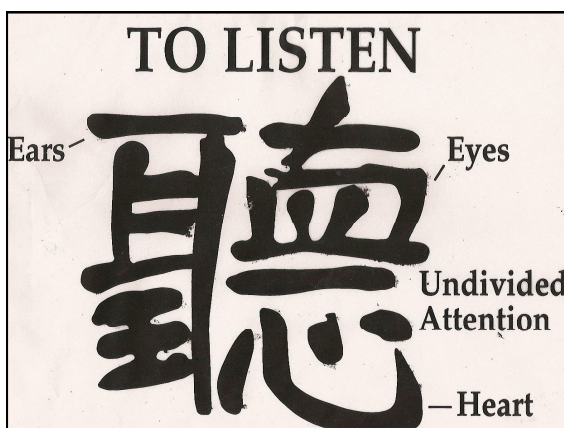
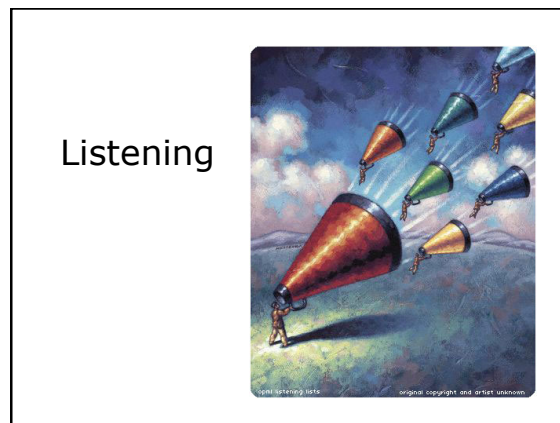
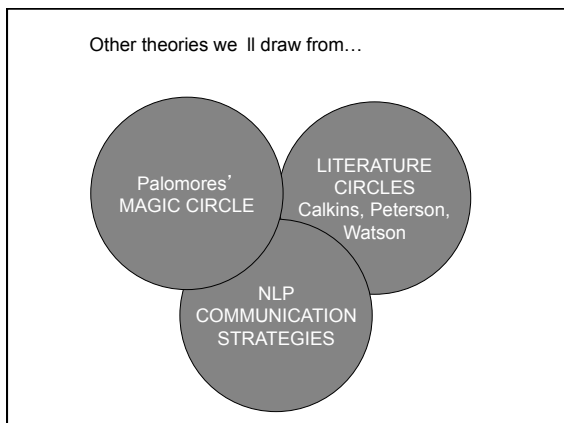
Lucy Calkins



Ralph Peterson



Dorothy Watson



Modeling Listening to Students

TOPIC:
+ “Tell me about your day.”

MODEL:
+ Not listening
+ Interrupting
+ Body language
+ Active listening

Paired Sharing

“A book you really like and why?”

Paired Sharing Evaluation

- + How many found it hard to listen?
- + How many wanted to interrupt?
- + How many DID interrupt?
- + How many would rather listen?

Paired Sharing

✦ “A character you really like and why?”

Paired Sharing Evaluation

- ✦ How many found it easier to listen this time?
- ✦ How many still found it difficult to listen still?
- ✦ How much time should be spent listening and how much time should be spent talking?

Circle of 3

✦ “Leaders are like eagles: They don’t flock; you find them one at a time.”



Circle of 3

Leadership

Who?	What?
Who Isn't?	What Isn't?

Circle of 3

- ✦ **OPEN THE CIRCLE**
Set the tone
- ✦ **SIMPLE SHARING**
State the topic:
“An author you really like and why?”
Initiate the sharing
- ✦ **CLOSE THE CIRCLE**
- ✦ **RAISE YOUR HAND**

1. of anything from your own childhood?
2. What do you think is the theme of the story?

Those Who Don't

Those who don't know any better come into our neighborhood scared. They think we're dangerous. They think we will attack them with shiny knives. They are stupid people who are lost and got here by mistake.

But we aren't afraid. We know the guy with the crooked eye is Davey the Baby's brother, and the tall one next to him in the straw brim, that's Rosa's Eddie V., and the big one that looks like a dumb grown man, he's Fat Boy, though he's not fat anymore nor a boy.

All brown all around, we are safe. But watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight. Yeah. That is how it goes and goes.

28 Sandra Cisneros

Modeling Journal Responses

Personal Experience



Theme

Generalization

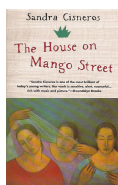
Other Literature

Modeling Journal Responses

Personal Experience

"North Parkersburg & South Parkersburg."
"Bus Riders & Non Bus Riders."

Generalization: "Those Who Don't reminds Me of the time...It Also reminds me of The Outsiders because... I think the theme is..."



Theme

We're all outsiders somewhere
Looks are deceiving

Other Literature

The Outsiders

Group Work

ESSAY: Finding the Courage to Stand Up for Yourself

July 19, 2006 -- A high school sophomore learns bullying hurts no matter how old you are.
by Elizabeth Ajayi, age 15

ESSAY: 'Don't Be Afraid'

Nov. 30, 2005 -- A high school student in Georgia writes about how difficult it is to be a new student who doesn't speak English, and how the kindness of one made it easier.
by Loan Thanh Huynh, age 17

Teen Wrestles With Stereotypes

Aug. 3, 2005 -- A high school student in Syracuse, N.Y., found friendship and camaraderie when he joined his school's wrestling team. He also found stereotypes and pull-downs.
by Zac Desiada, age 16

Never the Big Man on Campus

Feb. 4, 2004 -- High school senior Jason Guleti says he's never been the big man on campus. He shares how he's learned to accept himself for who he is, and it's happier than ever for doing so.
By Jason Guleti, age 19

Journal Entry: Pre-Circle Session

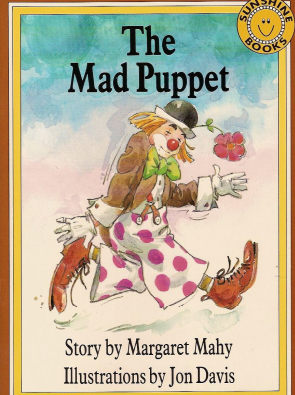
- ✦ What did you think of the author of the story?
- ✦ What would you identify as the theme?
- ✦ What reasons would you use to make that decision?

The Magic Circle Rules

1. Everyone gets a turn to share, including the leader.
2. Everyone listens to the person who is sharing.
3. The time is shared equally.
4. There are no interruptions or put-downs; no probing or gossiping is allowed.

Circle of 4

- + **OPEN THE CIRCLE**
Set the tone
- **Review the Magic Circle Rules**
- + **SIMPLE SHARING**
State the topic:
"Why do students bully each other and what can teachers do to make classrooms safe?"
Initiate the sharing
- **Summary**
- + **CLOSE THE CIRCLE**
- + **RAISE YOUR HAND**




1. Does this story remind you of anything from your own childhood?
2. Who do you think the villain is and why?
3. What do you think is the theme of the story?

Modeling Journal Responses

Personal Experience

Villain



Generalization

Theme

Other Literature


Modeling Journal Responses

Personal Experience

"My brothers used to tell me that I was Adopted."

Villain

Alistair	Toby
Manipulative He lied Was mean Was cruel naughty	Retribution Scared brother He lied



Generalization: "The Mad Puppet reminds Me of the time my brothers told me...It Also reminds me of Pinocchio because... I think the villain is...and the theme is..."


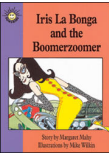


Theme

Free will
The individual is in Control
I define my own reality

Other Literature

Pinocchio
The Velveteen Rabbit

Group Work

Circle of 4

- + **OPEN THE CIRCLE**
Set the tone
- **Review the Magic Circle Rules**
- + **SIMPLE SHARING**
State the topic:
"Who was the villain and what did you think of them?"
Initiate the sharing
- **Summary**
- + **CLOSE THE CIRCLE**
- + **RAISE YOUR HAND**

Circle Session Evaluation

GROUP

What we did well:

Goal for next time:

PERSONAL

What I did well:

Goal for next time:

Review

- ✦ Paired Sharing - the focus is listening
- ✦ Circle of 3 - the focus is leadership
- ✦ Circle of 4 - the focus is personal response to content
- ✦ Circle of 5 - the focus is responding to literature from personal experience

Things

Went to the corner
Walked in the store
Bought me some candy
Ain' t got it no more
Ain' t got it no more

Went to the beach
Played on the shore
Bulit me a sandhouse
Ain' t got it no more
Ain' t got it no more

Went to the kitchen
Lay down on the floor
Made me a poem
Still got it
Still got it



HONEY, I LOVE
and other love poems

by Eloise Greenfield

Circle of 5

- ✦ **OPEN THE CIRCLE**
Set the tone
- **Review the Magic Circle Rules**
- ✦ **SIMPLE SHARING**
State the topic:
What is something you still got?
Initiate the sharing
- **Summary**
- ✦ **CLOSE THE CIRCLE**
- ✦ **RAISE YOUR HAND**

Reflection

What was
different about
this circle?

The Rev. Paul Osumi The Honolulu Advertiser

“Each person should learn to see things from other people’s point of view. Is this not the answer to the problems we face in day-to-day relations with members of our family, with our friends, our business associates, the stubborn issue of racial justice and equality, and the baffling problem of peace among nations.”³⁷

“BUT”

The word “BUT” cancels or negates everything that was previously said. The person whose ideas are negated will focus on being invalidated, and the interchange of ideas can quickly turn into an argument or meaningless small talk.

Or put another way,
my Grandma used to
say...

“Listen from the but.”

“Because whatever follows the
‘but’ is what people are
REALLY trying to tell you.”

As in, “I love what you’ve done
with your hair, BUT I wouldn’t
have gotten that cut.”

“AND”

Using the word “AND” includes comments made by others who in turn, will feel heard and acknowledged and will therefore be more open to discussion and more focused on the subject.

Using “AND” does not imply agreement, it just means that you have heard the other person’s point of view and would like to add your own.

NLP Strategy

AND-BUT

- When you are trying to accept other positions without trying to move them.
- What is your tolerance factor for differing opinions?

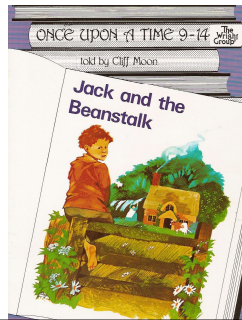
Scaffolding this strategy for student success

- ✦ “You’re right and this is how I feel/think...”
- ✦ “That’s okay and ...”
- ✦ “That’s true for you and what’s true for me is something else...”
- ✦ “That’s a really good point and I feel/think differently....”

Probing question that help suspend judgment

- ✦ “I was curious about what you thought when you said....”
- ✦ “I was wondering what you thought/felt when you said....”
- ✦ “Can you tell me more about what you meant when you said...”





Jack and the Beanstalk



Circle of 6

- + **OPEN THE CIRCLE**
 - Set the tone
- Review the Magic Circle Rules
- + **SIMPLE SHARING**
 - State the topic:
"Do you think that what Jack did was fair?"
 - Initiate the sharing
- **INTERACTIVE SHARING**
 - Open the Discussion
 - Focus the Group
- Summary
- + **CLOSE THE CIRCLE**
- + **RAISE YOUR HAND**

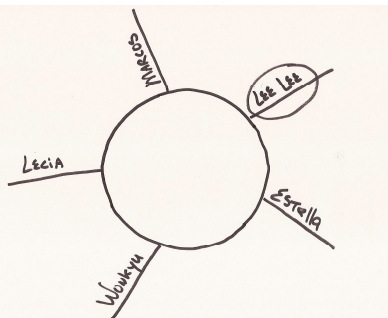
Group Roles

- + Leader 
- + Presenter (Reporter) 
- + Recorder 
- + Evaluator 

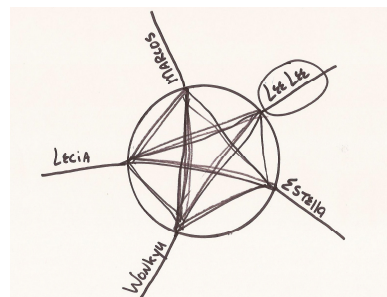
Our Second Circle of 6

- **OPEN THE CIRCLE**
 - Set the tone
- Review the Magic Circle Rules
- **SIMPLE SHARING**
 - State the topic:
"What could Jack have done differently?"
 - Initiate the sharing
- **INTERACTIVE SHARING**
 - Open the Discussion
 - Focus the Group
- Summary
- **CLOSE THE CIRCLE**
- **RAISE YOUR HAND**

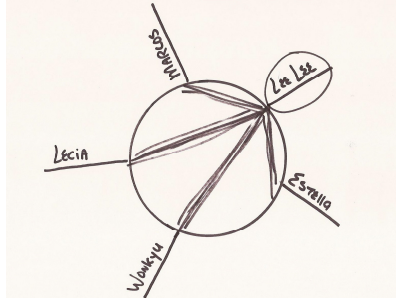
Sunburst Evaluation



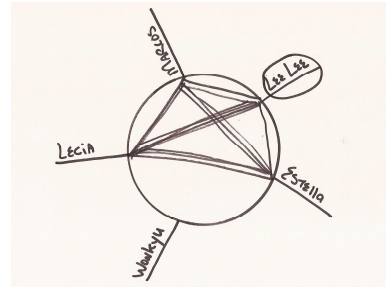
Balanced



Dominator

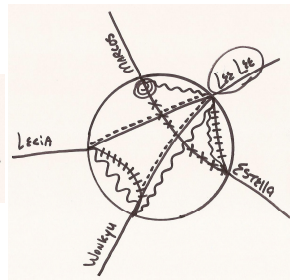


Listener



Possible Evaluation Symbols

- ~~~~~ Asking a question
- xxxxxx disagreeing
- +++++ adding or reiterating
- ⊙ going on and on and on
- going off topic



Further Uses for Circle Sessions

- + After a guest speaker
- + After an assembly
- + After a chapter in science or social studies
- + At the end of any unit of study
- + At the beginning of any unit of study
- + In response to key news events
- + To reflect back over the year to look for themes and issues

Remember...

**...It's not
about YOU
anymore!**