



Cooperative Learning in the Classroom

新北市積穗國中
盧柏宏老師(Rex Lu)



Introduction:



Five basic steps in cooperative learning(Sagsoz O et.al 2017)

Introduction(cont.):



Positive Interdependence

1. The success of one group is dependent on the participation of all the members.
2. Learners must feel they need each other in order to complete the group's task. (Foundation coalition, 2004)



Positive Interdependence includes...



I. Positive
Environmental
Interdependence

II. Positive
Task
Interdependence

III. Positive
Source
Interdependence

1. The Positive Display Wall on Campus



The expectations and mission of Josiah Quincy Elementary School

2. Seating Arrangement



- Different classroom layouts were adopted for promoting discussions, and encouraging group activities.
- flexible/ effective, motivated/ focused



The Math Class at Sherwood Middle School

1. Clusters



The Reading Class at JQES

2. Semicircle



Self-Paced Learning Tools and Resources at Howell Township Public School

3. Traditional arrangement

2. Seating Arrangement(cont.)



Game-Based Response Teaching at Howell Township Public School

Maker Spaces in the Media Center (Snap Circuits reassembling in groups) at Howell Township Public School

Simulation and Genius Hour (Science Learning Stations) at Howell Township Public School

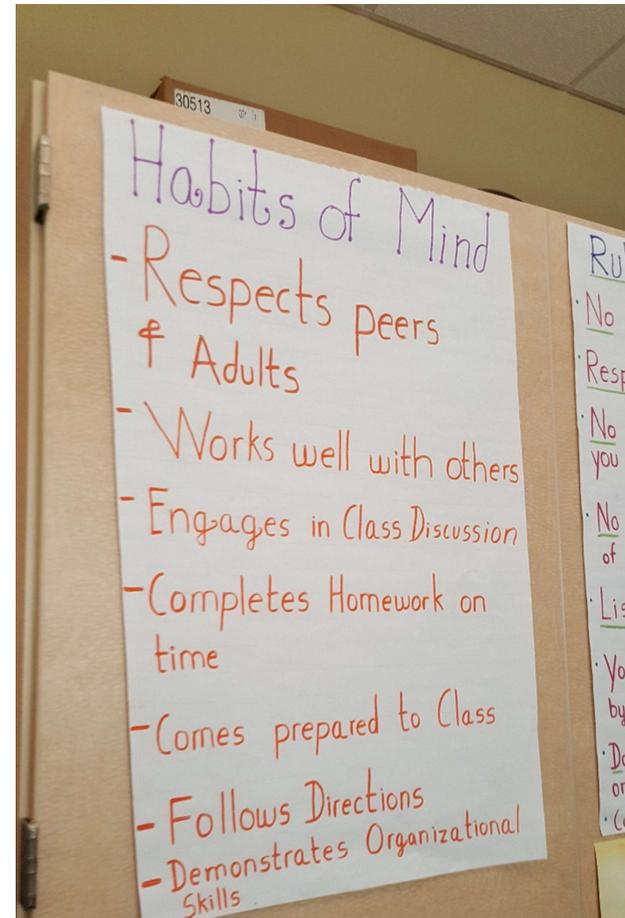
4. Pair

5. Activity Zones/Learning Stations

3. Cooperative Posters and Reminders



Cooperative learning posters around the classroom are a good display of latent learning; they help students internalize cooperative skills while working with peers.



3. Cooperative Posters and Reminders(cont.)



T is it true
H is it helpful
I is it inspiring
N is it necessary
K is it Kind

An attitude of gratitude.

II. Application of Positive Task Interdependence



1. Differentiated Instruction to Reach All Students



Guided Reading Groups

Red Group Thomas Kayla Harrison Jackie	Blue Group Gisele Divya Jackie Ariana Eliza
Yellow Group Maven Halima Anita	Green Group Deplero Joshua Lillyania



The Reading Class at JQES

Reading Center Schedule



Reading Centers Schedule Tuesday

Time	Meet with Ms. OBrien	Technology Center	Fluency Center	Word work	Read to self
10:30 -10:50	Yellow	Green	Blue		Red
10:55 -11:15	Blue	Yellow	Red		Green

Guided Reading Groups

Miss Zump
Dylan
Jordan
Ariana
Eric

Miss Zump
Dylan
Jordan
Ariana
Eric

My 1ST

Station Rotation



Teacher
Station



Practice Activity
Independent

**Station
Rotation**



Tech
Station

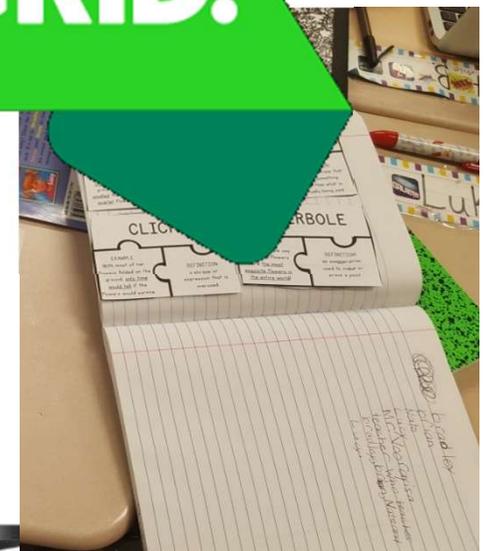
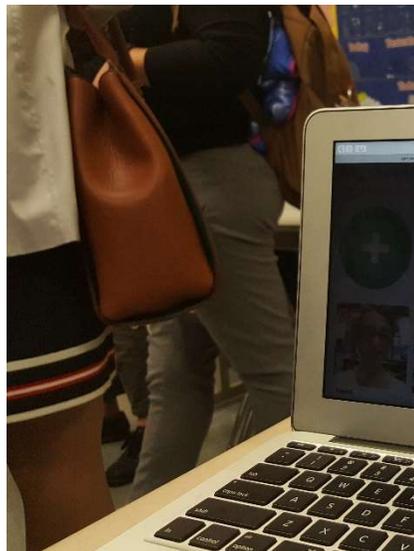


Practice Activity
Collaborative

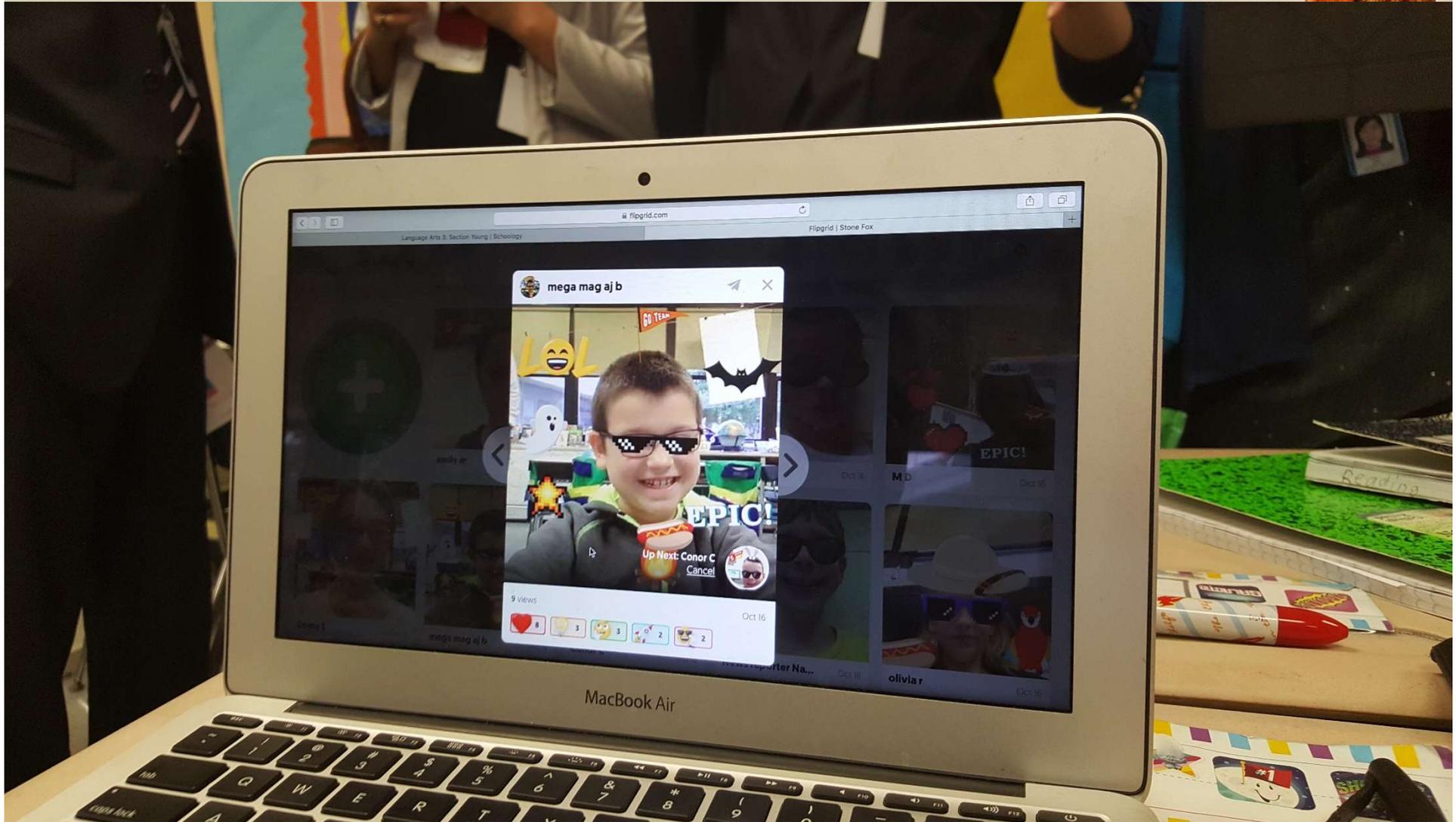
2. Video Enhanced Discussion Platform



1. Flipgrid: Video for student engagement and formative assessment
2. Creating a video allowed some of the shy students dare to express their thoughts without the pressure of talking to a whole group.



Learning through Active Involvement



3. Station Labs(Math)



STATION 2

Directions: Use the line graph below and create a data table on the student handout. Use the graphing notes as a resource.

Hints: What is the graph about? How many variables are there? Which is the dependent and independent variable? From these answers create a two column data table, x versus y.

The number of people that ride the bus downtown throughout the day.

Time of Day	Number of people
8:00 AM	40
9:00 AM	85
10:00 AM	65
11:00 AM	45
12:00 PM	35
1:00 PM	70
2:00 PM	45
3:00 PM	40
4:00 PM	60
5:00 PM	90



Science Station Lab



Kesler Science Station Lab – Plant and Animal Cells – Teacher Directions

Explore It! – I will spend much of my time at this station making sure students are understanding the diagrams and classroom model comparisons. The last card in the station that says "Level 2" are the advanced cell organelles. In Texas, I wouldn't give these to on-level students because they aren't in the standards.

Illustrate It! Make sure to include colored pencils or crayons at this station.

Read It! – Print several different copies (page 6) of the reading passage so that multiple students can read at different times.

Watch It! – The video is on YouTube and my Google drive. Use YouTube unless your school is blocked. The original link is https://www.youtube.com/watch?v=808kmKBBW_o
Note that both URL's are case-sensitive.

Organize It! – The cards for this activity are attached near the end of this file. There are two levels (Level 1 is on-level, and Level 2 is advance). **Note there is also a separate answer document page 1 for Level 2.** Students should be encouraged to do the Research and Explore station before attempting this one. I like to label the backs with set numbers because they will get mixed up.

Write It! – Students should be encouraged to do the Research and Explore station before attempting this one.

Research It! – The goo.gl link on the task card is case sensitive. The original link is <http://www.sneppardsoftware.com/health/anatomy/cell/index.htm>

Assess It! – Students should be encouraged to do the Research and Explore station before attempting this one. If I grade anything I usually take a close look at the answers from this station.

III. Application of Positive Resource Interdependence



Online platforms /Apps



schoolology

schoolology



Kahoot



TenMarks



flipgrid



Pinterest



Notability



STUDENT
CENTERED
LEARNING



References



- Foundation coalition (2004). Positive Interdependence, Individual Accountability, Promotive Interaction: Three Pillars of Cooperative Learning
- Jacobs, G. M., & Ward, C. S. (2000). Analysing student-student interaction from cooperative learning and systemic functional perspectives.
- Marjan Laal (2013), Positive interdependence in collaborative learning, Procedia: Social and Behavioral Sciences 93
- 分組合作學習教學手冊(2013) , 教育部
- Schoology <https://ppt.cc/fWII8x>
- Kahoot <https://ppt.cc/fY5xix>
- TenMarks <https://ppt.cc/f8Rnjx>
- flipgrid <https://ppt.cc/f92shx>
- Pinterest <https://ppt.cc/fEL7Nx>
- Notability <https://ppt.cc/fenVSx>

Email: rexpohung@gmail.com



FB: Pohung Lu

Thank you
for
listening!



