# The Instructor's Role in Cooperative Learning

## Make Pre-Instructional Decisions

**Specify Academic and Teamwork Skills Objectives**: Every lesson has both (a) academic and (b) interpersonal and small group (teamwork) skills objectives.

**Decide on Group Size**: Learning groups should be small (groups of two or three members, four at the most).

**Decide on Group Composition** (Assign Students to Groups): Assign students to groups randomly or select groups yourself. Usually you will wish to maximize the heterogeneity in each group.

**Assign Roles**: Structure student-student interaction by assigning roles such as Reader, Recorder, Encourager of Participation and Checker for Understanding.

**Arrange the Room**: Group members should be "knee to knee and eye to eye" but arranged so they all can see the instructor at the front of the room.

**Plan Materials**: Arrange materials to give a "sink or swim together" message. Give only one paper to the group or give each member part of the material to be learned.

## Explain Task And Cooperative Structure

**Explain the Academic Task:** Explain the task, the objectives of the lesson, the concepts and principles students need to know to complete the assignment, and the procedures they are to follow.

**Explain the Criteria for Success:** Student work should be evaluated on a criteria-referenced basis. Make clear your criteria for evaluating students' work.

**\*Structure Positive Interdependence:** Students must believe they "sink or swim together." Always establish mutual goals (students are responsible for their own learning and the learning of all other group members). Supplement, goal interdependence with celebration/reward, resource, role, and identity interdependence.

**Structure Intergroup Cooperation:** Have groups check with and help other groups. Extend the benefits of cooperation to the whole class.

\***Structure Individual Accountability:** Each student must feel responsible for doing his or her share of the work and helping the other group members. Ways to ensure accountability are frequent oral quizzes of group members picked at random, individual tests, and assigning a member the role of Checker for Understanding.

**\*Specify Expected Behaviors:** The more specific you are about the behaviors you want to see in the groups, the more likely students will do them. Social skills may be classified as **forming** (staying with the group, using quiet voices), **functioning** (contributing, encouraging others to participate), **formulating** (summarizing, elaborating), and **fermenting** (criticizing ideas, asking for justification). Regularly teach the interpersonal and small group skills you wish to see used in the learning groups.

## Monitor and Intervene

\***Arrange Face-to-Face Promotive Interaction:** Conduct the lesson in ways that ensure that students promote each other’s success face-to-face.

**Monitor Students' Behavior:** This is the fun part! While students are working, you circulate to see whether they understand the assignment and the material, give immediate feedback and reinforcement, and praise good use of group skills. Collect observation data on each group and student.

**Intervene to Improve Taskwork and Teamwork:** Provide **taskwork assistance** (clarify, reteach) if students do not understand the assignment. Provide **teamwork assistance** if students are having difficulties in working together productively.

## Evaluate and Process

**Evaluate Student Learning:** Assess and evaluate the quality and quantity of student learning. Involve students in the assessment process.

\***Process Group Functioning**: Ensure each student receives feedback, analyzes the data on group functioning, sets an improvement goal, and participates in a team celebration. Have groups routinely list three things they did well in working together an done thing they will do better tomorrow. Summarize as a whole class. Have groups celebrate their success and hard work.

# Cooperative Lesson Planning Form

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session/Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Objectives

Academic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Social Skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Preinstructional Decisions

Group Size: \_\_\_\_\_\_\_\_\_\_ Method Of Assigning Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Roles: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Room Arrangement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
|  | 1. One Copy Per Group
 |  |
|  | 1. Jigsaw
 |  |
|  | 1. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  |

## Explain Task And Cooperative Goal Structure

1. Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Criteria For Success: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Positive Interdependence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Individual Accountability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Intergroup Cooperation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Expected Behaviors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Monitoring And Intervening

1. Observation Procedure: \_\_\_\_\_\_ Formal \_\_\_\_\_\_ Informal

2. Observation By: \_\_\_\_\_\_ Teacher \_\_\_\_\_\_ Students \_\_\_\_\_\_ Visitors

3. Intervening For Task Assistance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Intervening For Teamwork Assistance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Evaluating And Processing

1. Assessment Of Members’ Individual Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Assessment Of Group Productivity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Small Group Processing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Whole Class Processing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Charts And Graphs Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Positive Feedback To Each Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. Goal Setting For Improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. Celebration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_