

Handout 2: See It in Action Reflections: Cooperative Learning

Directions: Consider the following questions to reflect on the videos that you just watched. You can find potential answers for the questions in the following pages.

Reflective Questions

How did the teacher introduce students to the cooperative learning activity? How did the teacher introduce expectations for cooperative group work?

What social and personal competencies did the lesson emphasize?

In what ways did the teacher help students reflect upon their group's collaboration (both positive and negative assessments)?

What advice did the videotaped teacher give to other teachers who want to implement cooperative learning?

Elementary School Video—fifth grade inclusion class (Hutchison)

Video 1

<https://youtu.be/aUpF7pZtSVQ>

Patricia Hutchison discussed the importance of establishing norms for collaborative learning or group activities. Norms such as speaking quietly, participating, and allowing everyone an opportunity to speak are important to have and may need to be revisited if someone needs to be reminded of a norm. Also, it is important to work with students on the social and personal competency skills before and during collaborative learning activities. In the video, Mrs. Hutchison troubleshoots what to do with a student who is having trouble following a norm and re-teaching a social and personal competency skill.

Elementary School Video—fourth grade class (Olandt)

Video 2

<https://youtu.be/IT11zHhYS00>

Candy Olandt conducts a “stick it together” activity where students pair and share about what they connect to in the activity. It is important to be strategic in grouping students in collaborative learning activities. If you just allow the students to group themselves randomly, they will seek out their best friend and are more likely to get off topic. Grouping decisions should be determined based on personality and academic needs. When grouping students by ability, you can enrich and support their learning. Collaborative learning takes time as students have to know their expectations and roles. Also, students have to be able to communicate with one another in positive ways and agree to disagree or let it go if the rest of the group does not agree.

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