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Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness

Module 5: Cooperative Learning



Importance of Cooperative Learning



Students at my school...

% Agree



Care about each other	39%
Respect each others' differences	34%
Try to protect each other	40%
Trust each other	33%
Cooperate with one another when working on schoolwork together	54%
Are often friends with students from different races, religions, and cultures	69%
Are easy to get to know	54%



Source: Tennessee Department of Education School Climate Survey, 2013-14

10 Teaching Practices That Promote SEL

Social Teaching Practices



Ten Teaching Practices: Cooperative Learning

Cooperative learning refers to a student-centered, teacher-facilitated instructional practice that gives responsibility to student groups for their individual and group learning.



Introduction to Cooperative Learning



Click Here
to download the
handouts for
Module 1.

TN



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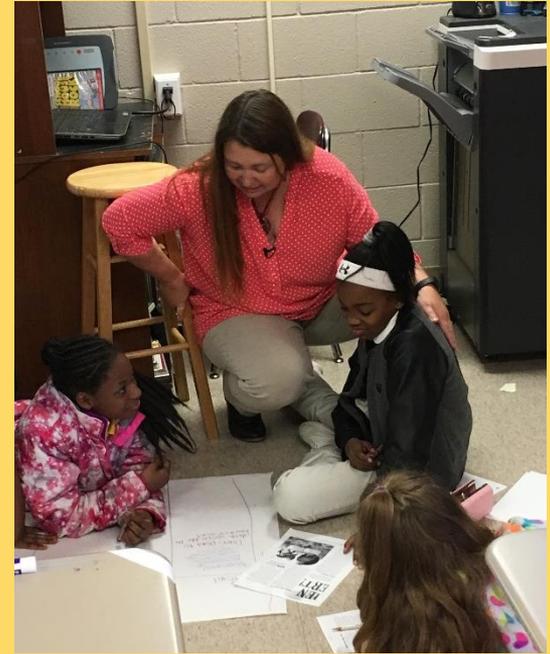
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Objectives for This Module

- Learn how cooperative learning influences student social, personal, and academic competencies.
- Identify essential elements to ensure students engage in effective cooperative learning groups.
- Develop next steps to implement cooperative learning.



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Benefits for Students

- Increased student achievement and motivation
- Improved productivity
- Enhanced positive peer relationships
- Improved social development
- Increased retention of information and knowledge
- Improved self-esteem and self-concept

Sources: Gillies (2016), Johnson & Johnson (1999)



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Alignment to TEAM Evaluation



1. **Activities and Materials**

Activities and materials provide opportunities for student-to-student interaction.

2. **Academic Feedback**

Teacher engages students in giving specific and high-quality feedback to one another.

3. **Grouping Students**

The instructional grouping arrangements consistently maximize student understanding and learning efficiency.

All students in groups know their roles, responsibilities, and group work expectations.

All students participating in groups are held accountable for group work and individual work.

Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.

4. **Environment**

The classroom is arranged to promote individual and group learning.

5. **Respectful Culture**

Positive relationships and interdependence characterize the classroom.

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Self-Assessment and Self-Reflection



How well do I implement cooperative learning?

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How do students respond when I implement cooperative learning strategies?



See Handout 1



See It in Action



First Example:
5th grade inclusion class



Second Example:
4th grade class



See Handout 2



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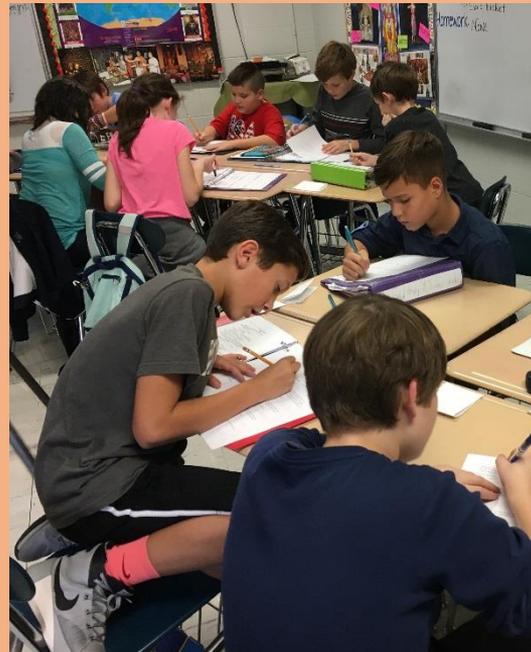


Exploring Cooperative Learning

General Principles of Cooperative Learning

- The teacher pre-plans group size and student membership, the structure of the activity, and individual and group accountability.
- During the activity, the teacher monitors students as they learn to work together and use effective social and personal competencies and communication skills.
- During and after the activity, the teacher facilitates group processing.

Sources: Gilles & Boyle, 2010; Johnson & Johnson (1999)

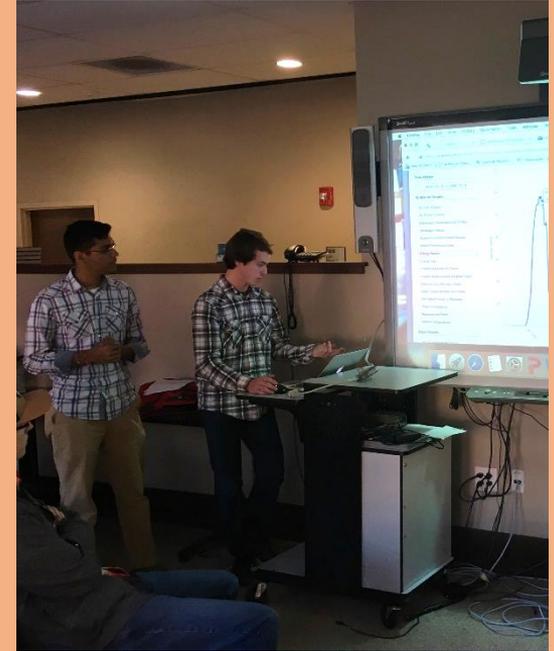




Types of Cooperative Learning Groups

- Informal groups
- Formal groups
- Cooperative base groups

Source: Johnson & Johnson (1999)



See Handout 3



Five Elements of Cooperative Learning



1. Positive interdependence



2. Applying social and personal competencies



3. Individual accountability



4. Promoting one another's success



5. Group processing



Source: Johnson & Johnson (1999)

Positive Interdependence



Positive Interdependence

Positive interdependence refers to students working together to accomplish a group's shared goal or goals.



See Handout 3



Applying Social and Personal Competencies



- Use of Social Personal Competencies
 - Explain and clarify perspectives
 - Invite others to share feedback
 - Navigate potentially differing perspectives
 - Remain open, positive, and respectful
 - Regulate or manage their emotions and behaviors
- Continuously teach and reinforce competencies

Source: K-12 Social and Personal Competencies Resource Guide



See Handout 3



Individual Accountability



Individual Accountability

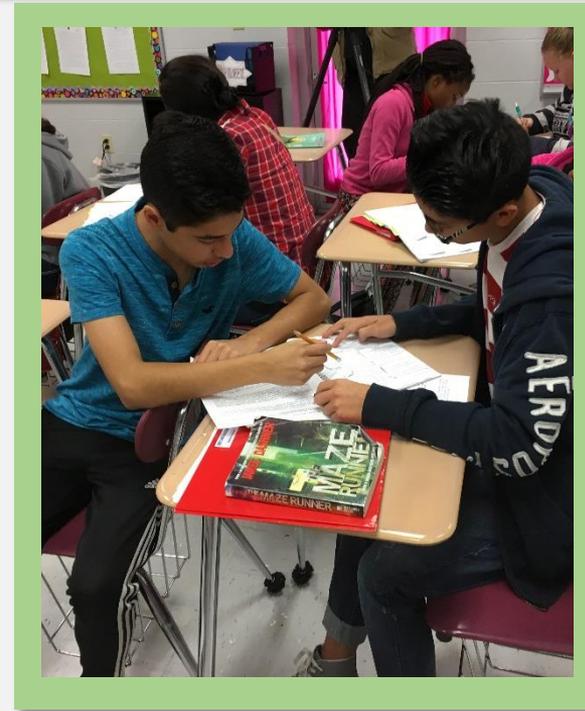
Individual accountability refers to assessment of each individual student in a group.

Source



Promoting One Another's Success

- Providing support to peers
- Encouraging peers' work
- Praising one another
- Checking in with peers



See Handout 3



Group Processing



Reserve time for group debriefing and processing.



- Reflect on helpful and unhelpful actions
- Use self- or group evaluations, checklists, questions, sentence stems



Sources: Gillies & Boyle (2010)





Final Steps in Planning Cooperative Learning Lessons



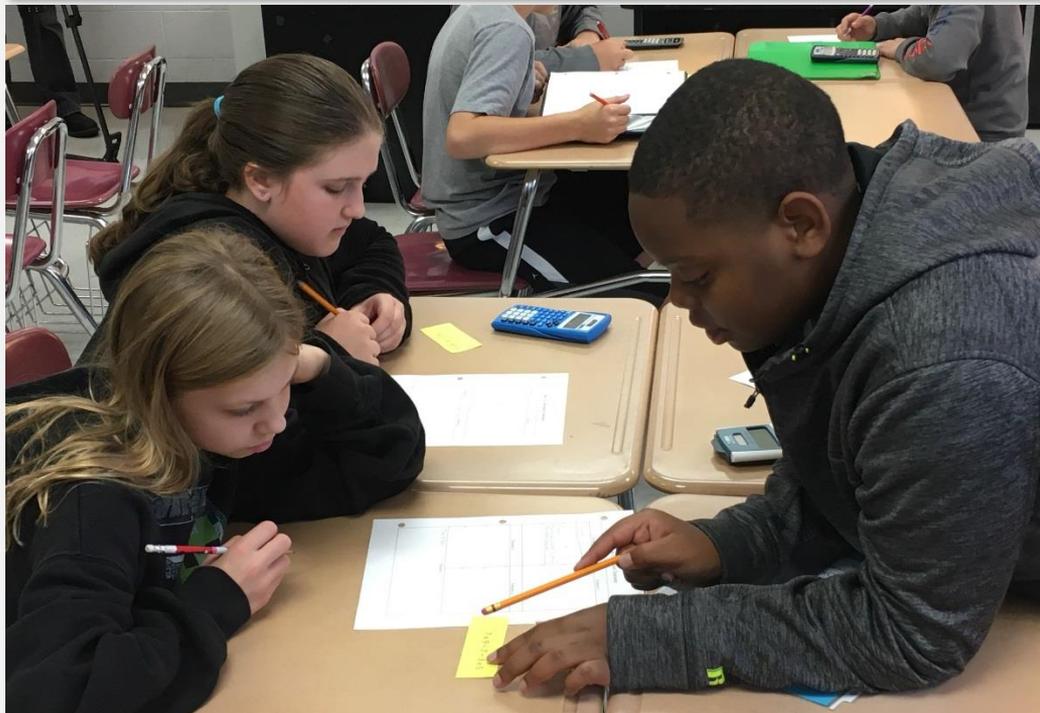
- Provide explicit directions and explain group structure.
- Make sure students understand the social personal competencies they will be learning to use.
- Process and evaluate group functioning and student learning (monitor and provide feedback).
- Provide closure by reviewing the lesson's goals, objectives, and what students have learned.
- Review and modify lesson as needed.



See Handout 3



Summary



Recognized research-based instructional practice that may be used with students of all ages and abilities to promote learning and social and personal competencies





Reflect and Plan Next Steps

1. Set realistic goals.
2. Find more information.
3. Involve your students.
4. Document and share your progress.



See Handout 4



Module Evaluation



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To complete a
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this module.



Safe and
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