COOPERATIVE LEARNING FOR THE STUDENT-CENTERED CLASSROOM
AN INTRODUCTION TO COOPERATIVE LEARNING FOR EVERY CLASSROOM

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GOALS OF THIS WORKSHOP:

- A basic understanding of cooperative learning
- Reasons to implement cooperative learning in your classrooms
- Examples of what cooperative learning looks like in the classroom
WHAT IS COOPERATIVE LEARNING?

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“Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn … creating an atmosphere of achievement.”

Balkom 1992
ONE METHOD FOR CREATING A STUDENT-CENTERED CLASSROOM
TEACHER-CENTERED INSTRUCTION OFTEN ISOLATES THE 4 SKILLS:

- Listening
- Reading
- Speaking
- Writing
STUDENT-CENTERED & COOPERATIVE APPROACHES COMBINE THEM
WHY COOPERATIVE LEARNING?

21st Century Skills for the Information Age:

- **Critical Thinking**—solve problems, think deeply
- **Communication**—clearly convey thoughts & feelings to others
- **Collaboration**—work in groups or pairs to accomplish tasks and help each other learn
- **Creativity**—opportunities to produce new, novel, interesting objects, expressions or solutions

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THE RESEARCH SHOWS...

- Increases academic performance (Slavin, 1987)
- Motivates towards learning (Garibaldi, 1979)
- Increases time on task (Cohen & Benton, 1988)
- Improves self esteem (Johnson & Johnson, 1989)
- Increases positive social behaviors (Lloyd, et. al., 1988)
- Improves language acquisition through comprehensible input in appropriate ways to support learning (Kagan, 1995)
Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others: 90%

Type of instruction delivery

Source: National Training Laboratories, Bethel, Maine
EXAMPLES OF COOPERATIVE LEARNING

Many cooperative learning strategies require NO resources other than the text.

Some strategies may require MINIMAL resources or materials, such as:

- Paper
- Pens/pencils
- Printer or copier machine
LET’S DO SOME COLLABORATIVE LEARNING!

You will read (skim/scan) a case-study or a description of a cooperative learning technique.

With your group, discuss the main ideas.
FIRST: 12 MINUTES!

You have 12 minutes to skim/scan your reading and discuss main points with a large group: everyone who has your same handout.

Consider:

• How does this technique demonstrate cooperative learning?
• What does this classroom LOOK like?
• What are the benefits to the students?
• What is the teacher’s role?
SECOND: 2 MINUTES EACH!

Report Out:

Each large group: Choose one volunteer to report to the rest of the group about your cooperative technique.

You will not be able to talk about the whole text:

What are most important ideas?

• How does this technique demonstrate cooperative learning?
• What does this classroom LOOK?
• What are the benefits to the students?
• What is the teacher’s role?
FINAL THOUGHTS?

In your groups, debrief:

• Which idea do you like best?
• Have you used any of these ideas or similar ones before?
• What are your concerns?
• Where can you learn more?

• Final questions?

(Please choose one question for your whole group, and we will try to address as many of them as possible!)
THERE IS STILL MORE TO LEARN!

Thank you for coming!

Please take a copy of the provided resources about cooperative learning.

The internet is your friend!

Google: “cooperative learning how-to”
    “cooperative learning techniques”

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