

**Cooperative learning – A Teaching and learning innovation approach****B. Jhansirani**

Research scholar,

Department of Education,

Sri Padmavati Mahila visvavidyalayam, Tirupati.

---

---

**Abstract:**

Cooperative learning is a system of teaching strategy which promotes the students to cooperate in heterogeneous teams toward a common goal and is rewarded according to the success. To enhance their ability to manage ideas and information, to observe, imitate and learn from each one through collaboration with others. Teaching strategy expands cooperative relationships among students in academic tasks in the class room. Keeping them abreast with the latest innovations and pedagogies in teaching would provide better learning atmosphere in classroom setting. Sustaining the learning environment with appropriate application of technology is necessary to promote innovation in bringing real life scenarios into class room settings. Cooperative learning is associated with actual socio- economic conditions which emphasize human cooperation as one of the most fundamental elements of effective behaviour of big and small communities including global community. The educational systems which are based on cooperative approaches respond to the topical conditions and the needs of the society. The aim of the article is to present the cooperative teaching as one of the effective teaching forms and to point out that it is a myth to consider self - assertion as the only way leading to individual success. The article presents the theoretical frame work of a cooperative learning model and explains cooperative learning as an innovative instrument for a new paradigm in school education.

**Key words:** Cooperative learning, Cooperation, Teaching strategy

**Introduction:**

Cooperative learning is a method of teaching and learning strategy in which students form team for structured activities to achieve common goal. Cooperative learning offers pleasant learning situation for all the students with equal opportunity, competition is amended as

friendship, spirit of cooperation and participation is reinforced that students become thoughtful and creative. Cooperative learning is the instructional use of small groups. Students in group work together to maximize their own and each other's learning. Teacher encourages students in cooperative groups to understand difficult subjects. Students in the group are individually accountable for their work and others work. Cooperative learning in peers leads to self-discovery of strengths and cooperation in learning environment. Cooperative learning improves communication skills and helps them to rectify the mistakes through constructive criticism of students to make them more owners of their material and think critically to related issues in forecasting work in teams.

Teaching plays a crucial role in promoting latest innovations and pedagogy. In the cooperative learning teacher specifies desired behaviours among students such as small group, interpersonal skills, and interactions that make better understanding of difficult subjects in learning process. Cooperative group teaching strategy expects relationships among students for academic task, integration of Technology in the curriculum and active involvement, creates enthusiasm; instruction helps the students' achievement in the classroom. Students share ideas, material academic activities and promote social skills and solve problems.

Teacher adopts more diverse cooperative procedures in cooperative learning that helps in guiding and facilitating the students in incorporating latest innovations like peer tutoring and peer teaching. Student teach other students, act as monitors and positive relationship is developed in them by sharing activity with low skilled and more skilled performances in subject enabling them to learn more with cooperation. Peer teaching helps in the improvement of the subject in both the teacher and taught. Peer tutoring provides more achievement, less anxiety, reduced conflict and more interaction.

### **Cooperative Learning Strategies/ Methods:**

Cooperative learning strategies / methods are specific methods designed by teachers, in order to make the student depend on one another to complete assigned tasks and master content enabled skills in learning. Cooperative learning strategies/methods help in attaining positive results in teaching and learning process

**Jigsaw (Teaching Method):** Jigsaw method was founded by Elliot Aronson. The Jigsaw is successful in reducing racial conflict and increasing academic achievement, reduce absenteeism, and increase school liking.

Jigsaw method contains four stages in the learning process namely

STAGE 1 : Introduction
STAGE 2 : Focused Exploration
STAGE 3 : Reporting and Reshaping
STAGE 4 : Integration and Evaluation

**Procedure:**

- ❖ Students divide into 5 or 6 members jigsaw group, the group consists of diverse members in terms of gender, ethnicity, race, and ability.
- ❖ Divide lesson into 5-6 segments e.g. for a lesson the segments can be Classification of animal's kingdom. A. Explain single celled organisms to multicellular organisms. B. Vertebrates and non-vertebrates C. Coelom presence in animal phylum D. Chambered hearts, presence of notochord, nocturnal and diurnal, oviparous, viviparous.
- ❖ Students given time to read complete material at least twice and become familiar with it.
- ❖ Students are grouped as temporary as expert group and original group. Expert group are formed from jigsaw group by the reorganization of one member material or solve problem
- ❖ Expert group students makes the original group students to learn main points of the material by discussion and presentation , at the end of the class quiz was made on the material



**Think-pair-share:** Think pair share was developed by Dr. Frank Lyman. This strategy is used before introducing new concepts. The teachers develop creativity among Students, brainstorm concept is used individually and thoughts are presented on a paper.

Procedure: Time – 5 to 10 minutes, it takes place in 3 steps

- ❖ Each member thinks individually about a question posed by the teacher.
- ❖ Two members are paired to exchange ideas and discuss their responses.
- ❖ Each member may share this response, his partners' response, with the entire class ideas have been recorded and discussed.

**Round Robin:** Round Robin strategy is a brainstorming strategy; students are seated around a table for academic discussion. Students generate ideas on a specific topic or question equal participation among students, multiple discussions takes place.

Procedure: A heterogeneous team is formed with 4 students. The discussion moves clock wise around the team

**Equal Participation** – Round Robin is most effective thing since each student within the group has an equal opportunity to participate in the discussion. One student leads the discussion, and then each student takes her turn voicing their opinion on the topic.

Group discussions: Tables are arranged in the classroom, in such way that students are positioned clock wise. Students are encouraged to participate around the team and another table to discuss on same (or) different topic. Students in the team write answers on the topic instead of speaking

**Mind Mapping** - Mind Mapping is central concept with symbols, images, colours, branches. Visual notes, foster creativity, stretch students & visual thinking skills, make learning contextual and meaningful, and promote active involvement with the learning content. Pairs of students may create their own mind map or they may simultaneously add to the team and/or class mind.

**Five Steps For Cooperative Learning:**

Cooperative learning has emerged as a new approach to classroom instruction. In Cooperative classroom, teacher foster higher order thinking and promotes students work cooperatively interact each other exchange ideas, materials build dynamic negotiation.

1. Planning
2. Introducing
3. Monitoring
4. Assessing
5. Processing

**Planning:**

Planning includes making objectives leading to teamwork or Peer accountability in learning. Planning should be systematic and distribute work for each and every student. Teacher plan academic activities to achieve aims, prepare students in the group motivated for decision making. Planning should create curiosity and interest in student learning

**Introducing:**

Teacher is a role model to the child development and provides social support to their students to be successful. Teacher should establish a friendly rapport with students. Teacher should introduce active participation in learning by demonstrating, guiding, individual and group learning.

**Monitoring:**

Teacher need to monitor the classroom practice to stimulate critical thinking, self-evaluation in the students. Students cooperate with each other to implement plans made by the teacher. Teacher encourages and guides in cooperative learning with good communication and reinforcement.

**Assessing**

Assessment is “act of making judgement”. Assessment occurs individual or group in cooperative learning provides grades and interaction. For successful cooperative learning, teacher should set goal and divide tasks among group members. Students performing assigned task help the group progress. Teacher choose to conduct on going assessment it provides opportunity to students learn and accountable to the work. A teacher made checklist might assess students and give feedback to assist groups towards goal.

**Process**

Cooperative learning, learning is student centred it gives priority to the students. Students experience own thoughts, interaction, sharing ideas, discussion, time management and they consider the work of team is for their own benefit and struggles for group success in this process they learn leadership qualities creates problem solving. Students to reflect upon their cooperative learning experience gives feedback on the academic assignment. Cooperation and

participation in the group makes everyone in the group more interesting and work for the common goal and experience the reality of classroom.

### **Elements Of Cooperative Learning:**

The teacher plays major role in the development of child. Teacher should ensure that all the five elements of cooperative learning are practiced effectively and efficiently. These elements are the five pillars of cooperative learning. Developing five elements helps to reduce anxiety and makes good academic achievement.

1. Positive interdependence
2. Individual accountability
3. Face to face interaction
4. Social skills
5. Group Processing



#### **Positive interdependence:**

Teacher makes dependence of two or more students on each other and cooperates in group which promotes positive interdependence. Positive interdependence is an element of cooperative learning, which promotes the students work together in group and benefit to the group. Group members exchange their ideas, information, and creative thoughts using various resources. Everyone in group enjoy the success of team, these leads to team spirit and create more motivation in learning ,all members of a group feel connected to each other in accomplishment of a common goal.

#### **Individual accountability:**

Students in the group responsible to perform the group activities independently each individual performance is implemented to the group and work towards the group responsible to demonstrate accomplishment of the learning.

**Face to face interaction:**

Face to face interaction teacher encourages, students help each other provides opportunities for building leadership qualities, conflict resolution take challenging teamwork these reduce anxiety and promote motivation. Cooperative group members are closed in proximity to each other and dialogue with each other in ways that promote continued progress.

**Social skills:**

Social skills forms inter personal and collaborative skills develop trust building, communication, and decision making, empower students to manage both team work and task work.

**Group processing**

Cooperative learning contains small groups. The students in groups are accountable for the learning, group provides friendliness, mutual trust, commitment confidence and Team Spirit these maintain relia in work and makes effort to the improvement of group. More effective processing takesplace, group members' access their collaborative effort and target improvements.

**Principles:**

Principles of teaching, teachers given appropriate training on classroom management to peers different teaching strategies resist on the nature of cooperative learning approach or teaching in essence promotes cooperative learning with all its positive effects on achievement.

**Heterogeneous grouping:**

Heterogeneous groups in which students' corporate tasks are mixed on one or more of a number of variables includes sex, ethnicity social class religion personality age language proficiency and diligence.

**Collaborative skills**

Collaborative skills are needed student work with other, leads to collaboration, tolerance, team spirit, communication, negotiation, and reliability.

**Peer interaction**

Peer interaction is beneficial to peer learning. Peer learning promotes social- behaviour, motivational development. Group of 2-4 students cooperate the quantity of Peer interactions students work together on thinking task, elaborate on their ideas utilise Cooperative skills. Students Enlight's the opportunities to practice listening, body gestures, attention.

## Cooperative Learning And The Present Education System

Present scenario refers cooperative learning with traditional learning and competitive learning. Competitive learning approach the students compete to see who is best, cooperative learning group of students working together towards a common goal. Cooperative learning is associated with academic disciplines like psychology sociology philosophy. Heterogeneous groups with ethnic background are given priority to work together and take active responsibility and commitment to strive for the success of the group and celebrate each other success. Technology oriented and knowledge based society with better communication, interaction, higher order thinking. In cooperating various audio- visual aids ensure accountability and personal skills. Better communication bringing richest in the classroom. Social skills in teaching process makes very inspiring cooperative learning structure with new hopes and aspirations in learning create honest leaders with dedication and commitment to foster skills for lifelong learning.

- Formal cooperative learning groups
- Informal learning groups

### **Formal cooperative learning groups:**

Formal cooperative learning groups, teacher provides the instruction to the students in a group with necessary materials and explain them group members should complete the specific assignment with assistance of Peers. It takes a long time students interact each other and complete academic task. Teacher evaluates students learning.

### **Informal cooperative groups**

Informal cooperative learning groups the students in groups are little structure that stands for temporary information passes to the students in the form of notes without direct interaction it requires little planning.

### **Conclusion**

Cooperative learning is an innovative approach based on learning in group rather in individual learning. Cooperative interaction in students of group brings self-confidence, trust, goal setting, personal identity, leads to mental health. Cooperative learning provides fruitful and advantages to students in developing commitment and involvement in work with corporation and coordination these eliminate dependence. Group works, Team Spirit, equal participation are needed in learning for the group success, when students believe that we sink or swim



Cooperative learning had become challenge for the Teachers to master students enhance creativity, expressive and participate to achieve their tasks with positive interdependence and promotive interaction sustaining the learning environment with appropriate application of Technology is necessary to promote innovations in bringing real life scenarios into classroom setting when positive interdependence in learning groups provides more achievements.

**Refernces:**

- Gokhale, A. 1995. “Collaborative Learning Enhances Critical Thinking”. Journal of Technology Education. 7:1.
- Kagan, S. (1990), “The structural approach to cooperative learning”. Educational Leadership, 47(4), 12-15.
- Aggarwal, J.C. (2000): Essentials of educational Psychology. 2 nd edition, Vikas publishinghouse, NewDelhi.
- Johnson, D.W. & Johnson, R.t. (1994). Leaning Together and Alone. New Jersey: Prencice Hall Ltd.
- Nagata, K. and Ronkowski, S. (1998). Collaborative Learning: Differences Between Collaborative and Cooperative Learning, the Office of Instructional Consultation, University of California Santa Barbara.
- Bruffee, K. (1999). Collaborative learning: higher education, interdependence and The authority of knowledge. 2nd ed. Baltimore: Johns Hopkins University Press.
- Karrie, A. Jones and Jennifer L. Jones (2001), “A Descriptive Account of Cooperative Learning based Practice in Teacher Education” College Quarterly 11(1).

♦ ♦ ♦