COOPERATIVE LEARNING TECHNIQUES

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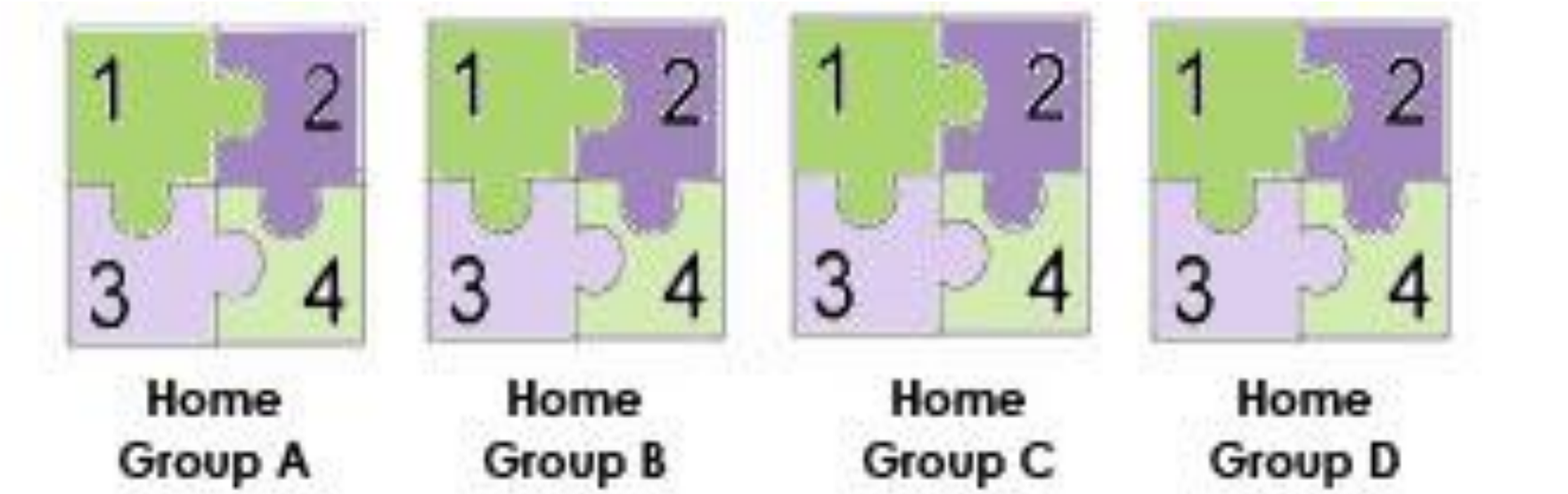
1. JIGSAW



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2. Think-Pair-Share Technique

- In this strategy, a problem is posed, students have time to *think* about it individually, and then they work in *pairs* to solve the problem and *share* their ideas with the class.
- Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

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- Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).

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- Pair: Each student should be paired with another student. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

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- Share: Once partners have had time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. After the class “share,” you may choose to have pairs to talk about how their thinking perhaps changed as a result of the “share” element.

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Think

Pair

Share

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3. Round Robin Brainstorming Technique

- Place 3-5 students at each table. There is one piece of paper and one scribe per table.
- At the given signal, each group begins their brainstorming whilst the scribe records their ideas.
- Then the pieces of paper move one desk to the left. One member in each team reads the responses from the previous table and then continues to generate and record more ideas on the new piece of paper. The rule is that students may not repeat what they have recorded previously.

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- After 2 minutes, move the papers to the left again on the teacher's signal, and repeat the process.

- The teacher can ask each group to rank the best three or four ideas such as 'the most creative ideas', 'the most practical ideas'. Students will then feedback their selections to the teacher who will record these on the board in order to start discussion or debate.

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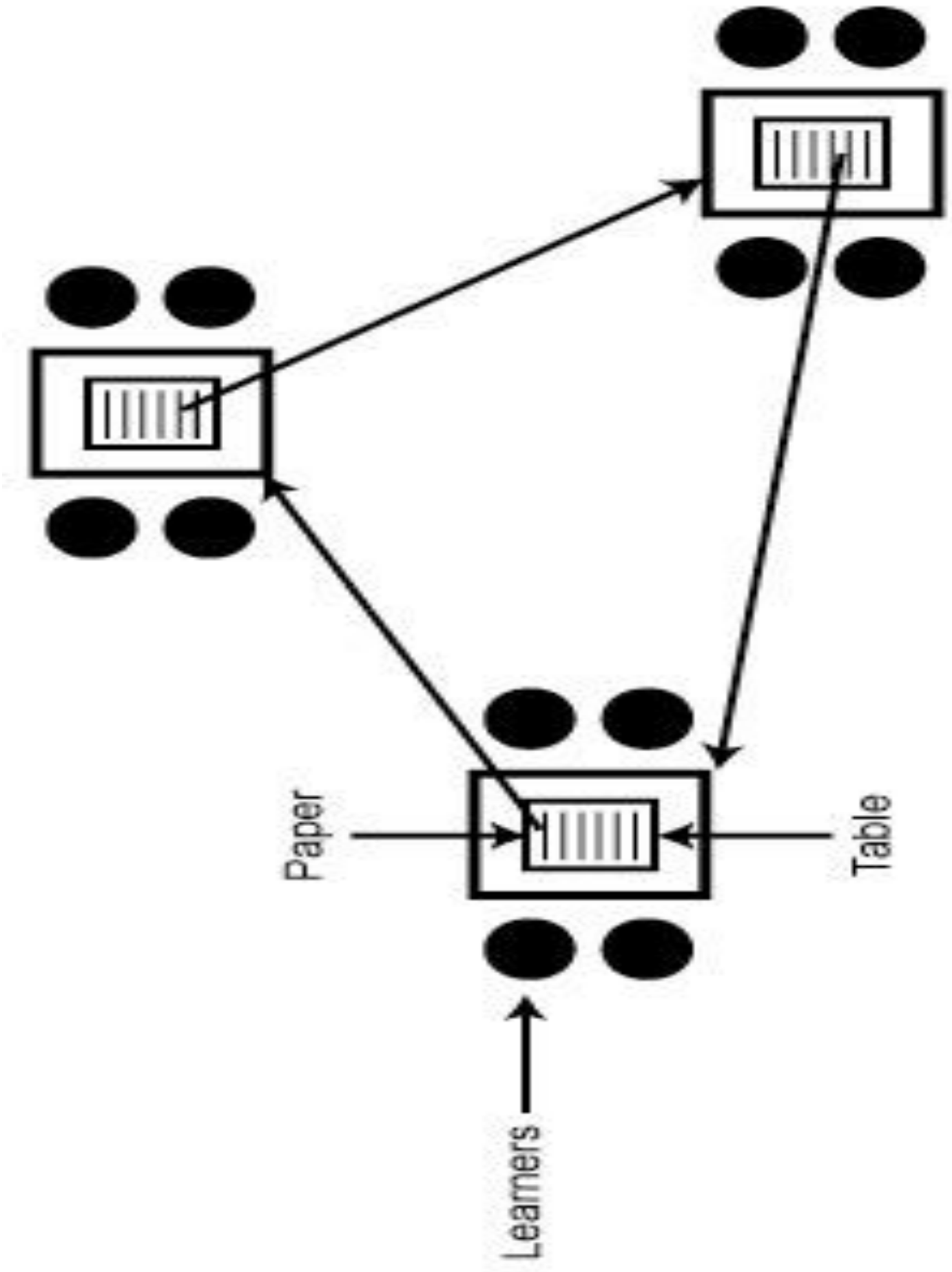
Paper
Table
Learners

4. Three Step Interview Technique

In the Three-Step Interview, students in each group take part in three separate discussions, or interviews.

To establish this strategy:
Divide into teams of four, numbering the members from 1 to 4.

- Introduce a discussion topic such as "Should students have to wear a school uniform?"
- The three steps then are introduced. The steps are:
  Step 1: Nos. 1 and 2 interview each other. Nos. 3 and 4 interview each other.
  Step 2: Nos. 1 and 3 interview each other. Nos. 2 and 4 interview each other.
  Step 3: The 4 members then discuss the topic, and attempt to reach a consensus.

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5. Numbered Heads Together

In the numbered heads together approach, the teacher has students number off (e.g. 1-4), asks a question, and then tells the students to "put their heads together" to develop a complete answer to the question. When the teacher calls out a number, the students with that number raise their hands to respond. It gives confidence to lower achievers because they know they will have the correct answer to give to the class.

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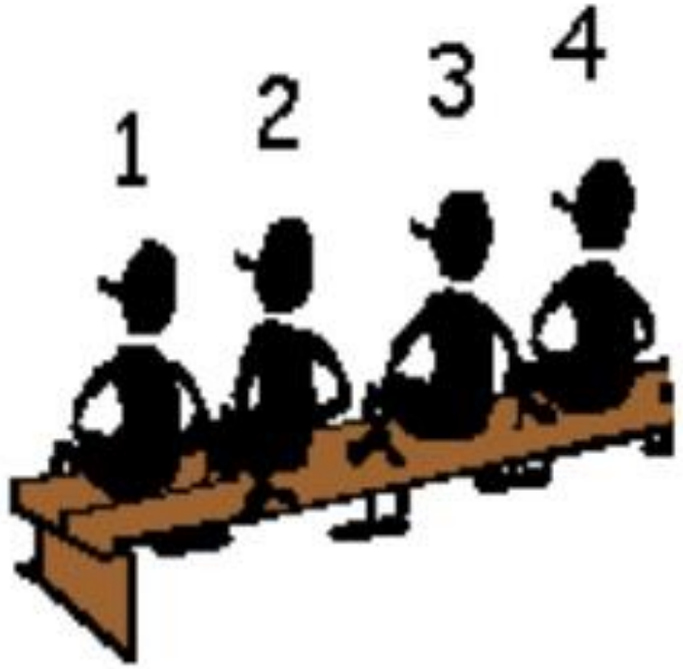
Class Activities that use Cooperative Learning

- **Numbered Heads Together**



6. **Student Teams-Achievement Divisions (STAD)**

- Teams-Achievement Divisions (STAD) (Slavin, 1994a), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

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- Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

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7. I-CLICKERS

- The iClicker is one brand in a classification of tools referred to as "classroom response systems." Essentially, the i Clicker is an electronic polling technology that allows students to give instant feedback or answers to questions during class (by choosing A, B, C, D, or E on a handheld device).

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How are iClickers used?

Some of the ways they're used at UVM are to:

- take attendance
- review/check understanding of material
- facilitate think-pair-share activities
- spark discussion
- practice multiple choice questions
- get anonymous feedback on sensitive topics
- administer multiple choice quizzes

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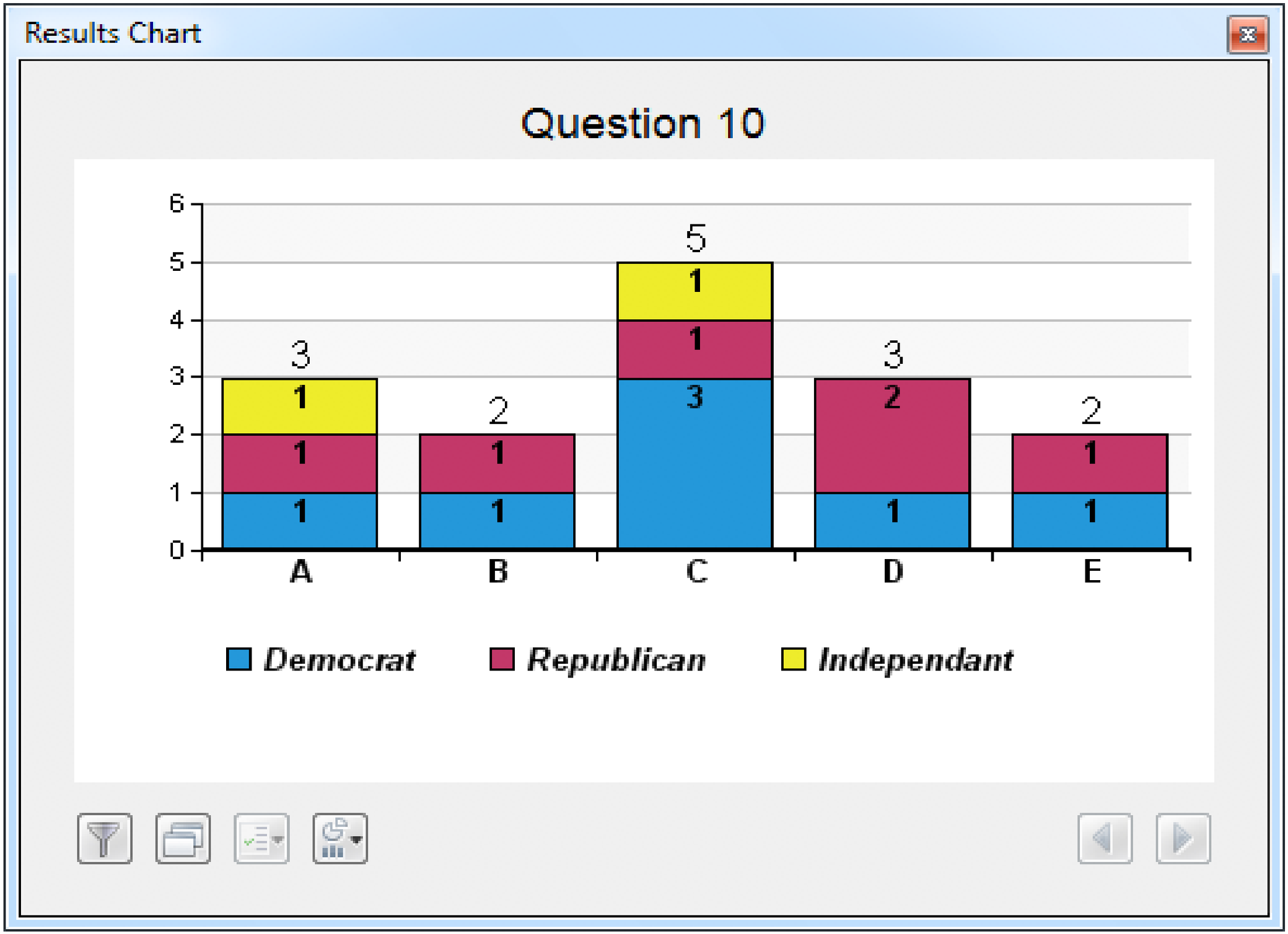
Results Chart
Question 10
6
5
4
3
2
1
0
3
1
1
1
2
1
1
5
1
1
3
3
2
1
2
1
1
A
B
C
D
E
Democrat
Republican
Independant

http://www.huntingenglish.com/2013/01/12/top-ten-group-work-strategies/

http://www1.umn.edu/ohr/teachlearn/alc/index.html

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