

Grouping Students for Success

DR. GLENDA L. OGLETREE
ARMSTRONG STATE UNIVERSITY
FEBRUARY 8, 2017

Cooperative Learning

- Cooperative learning is a teaching strategy specifically designed to foster student cooperation while learning.
- It is systematic.
- Success of the group belongs to all members in that group.
- It divides workload, responsibilities and rewards.

Benefits of Cooperative Learning

- Students learn as well or better when using cooperative learning.
- Students develop a positive self-image.
- Students have an improved attitude toward and acceptance of classmates.
- Students learn social skills.
- Diverse students become more supportive of each other.

Benefits of Cooperative Learning

- Students show higher academic achievement and increased motivation.
- Cooperative grouping increases opportunities for positive reinforcement
- Reduces the risks of negative reactions and ridicule for giving wrong answers.

Getting Started

- Divide the class into groups by this method:
 1. Use heterogeneous groups. One high. One low, and two average. There can be as many as six in a group if needed.
 2. Use science grade averages from the year before your first grouping.
 3. Students must practice getting into and out of their groups.

Roles and Responsibilities

- Team Manager—Keeps the group on task.
- Materials' Manager—Picks up and cleans up materials
- Recorder—Makes sure data is collected correctly
- Reporter—Reports findings from group

Management Techniques

- Teacher acts as facilitator.
- Group folders should have a place in the classroom.
- Papers are collected and stored in the group folders.
- When giving out lab sheets and materials, strategically place them in separate locations.
- Let the team members do their job.
- Encourage students to work together to solve issues.
- Only team captain can get up to ask the teacher questions.

Assigning the Roles

- You, as the teacher, must assign the roles.
- When first assigning the roles, think about the needs and personalities of your students.
- Not every student is comfortable being a leader or a spokesman. However, as cooperative grouping is practiced, students will be able to handle different roles.

Changing the Groups

- It is a good idea to change the groups about every 3-4 weeks.
- Students learn from watching others and will learn the responsibilities of other roles and be willing to do them.
- This gives students the opportunity to become acquainted with more students.

Feedback

- If you have tried cooperative learning, what successes have you had or what did not seem to work?

Jigsaw Cooperative Learning

- Each student in the group is given a number. Example 1-4.
- Tasks and information is given to each number, and the corresponding numbers get in groups to complete a task or learn information. So, all the ones are together, all the twos are together, etc.
- Then each member returns to their original groups to share the information learned.

Citations

- Johnson, D.W., & Johnson, R. T. (1989). *Cooperation and competition*. Edina, MN: Interaction Book Company
- Johnson, D. W., Johnson, R.T. & Holubec, E. J. (198). *Cooperation in the classroom*. Edina, MN: Interaction Book Company.
- McCall, L. A. & **Ogletree, G.L.** (October, 2014). *Cooperative Learning: Are teachers practicing what we preach?* GATEways to Teacher Education: Georgia Association of Teacher Educators.
- Slavin, R.E. (1991). *Student team learning: A practical guide to cooperative learning*. (3rd ed.). Washington, D.C.: National Education Association.

Questions

- Are there any questions?
