

WELCOME



To the Workshop on Cooperative Learning (CL)

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Before I start

**Let me thank all participants
Specially, IQAC Director Dr. Khairul Alam**



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About Myself

Academic



United International University
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About Myself

Professional:

Management Consultancy: 1999 – 2005 in USA



Academia: Since 2003



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Workshop on Cooperative Learning

Objectives

- ▶ Introduce one of the effective teaching methods called "Cooperative Learning (CL)"
- ▶ Provide a framework for applying CL in the classroom



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Our Workshop

- ▶ **Cooperative Learning (CL)**
- ▶ **Classroom Management**
- ▶ **Remembering Students' Names**

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Schedule

- ▶ **Session: I**
 - 9:00 am CL Fundamentals
 - 9:45 am A short film
 - 10:05 am Tea Break
- ▶ **Session: II**
 - 10:20 am Team Activity on CL
 - 12:20 pm Short Break
 - 12:30 pm Classroom Management
 - 1:00 pm How to remember students name
 - 1:30 pm QA session
 - 2:00 pm End of Session




Desirable Outcomes

- ▶ **At the end of the workshop, participants should be able to:**
 - Explain to others what CL is and why it is important.
 - Know some CL techniques.
 - Take initiatives to apply CI activities in the classroom
 - Know some ways on managing a disturbing class
 - Will be able to apply some techniques of remembering students name



Lets Start then




Teachers

- ▶ **Facilitators of learning**




Teaching Job

- ▶ **Is it your passion or option**
- ▶ **Do we love it?**

Choose a job you love,
and you will never have to work a day in your life.

— Confucius




Testimonial of Teacher

- ▶ **In Islam**



The Best amongst you are those who learn the Qur'an and teach it to other

Sahih Bukhari
Vol. no. 6, Hadith no. 5027



Teaching Philosophy

"If you give a man a fish, you gave something for his next meal, but if you teach him fishing, you give something for the rest of his life."

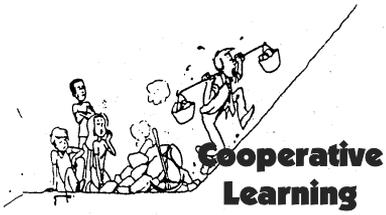
- Chinese Proverb




Measuring good teaching

- ▶ By the amount of student learning
- ▶ Absence of learning is just talking

Jayasinha Ravirala





What is Cooperative Learning?

COOPERATIVE LEARNING CENTER (CLC)
UNIVERSITY OF MINNESOTA
Driven to Discover™



What is Cooperative learning?

"Cooperative Learning (CL) is a student centered learning method where students work together in small groups to promote their own and each other's learning."

- ◆ Teachers act as **facilitators**
- ◆ Students learn by **active involvement**
- ◆ Students cooperate **each other in learning and understanding**



Other names of CL

1. Collaborative Learning
2. Collective Learning
3. Peer Learning
4. Reciprocal Learning
5. Team Learning
6. Active Learning




Cooperative Learning

- ▶ Research shows that the CL method is **applicable in teaching almost any area**



Researchers' Findings

- Learn better than traditional method
- More satisfied in their learning
- Increased motivation
- Longer retention

Learning Pyramid

Method	Average Retention Rate
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teach Others/Immediate Use	90%

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Difference

◆ **In traditional learning**

- Passive listener
- Students study individually
- Negative Interdependence
- Win-lose

◆ **In Cooperative Learning**

- Active involvement
- Students work together
- Positive Interdependence
- Win-Win

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How the concept of CL developed?

- ◆ **1930's** Idea of student centric learning
- ◆ **1980's** CL became popular In the elementary and high school
- ◆ **2000** Post secondary level College and university students

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Main Tool of CL

**Together
Everybody
Achieves
More**

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Example

TEAM wins by combining members' unique skills

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Caution !!

- Simply working in groups is not Cooperative learning

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CL is NOT

- ◆ Students sitting around and **studying together**
- ◆ Group projects with one or two students doing all the work and other take a **free ride**




How do you make a CL team?



Building Blocks of Cooperative Learning

5 Building Blocks of CL

- Group Processing
- Face-to-face interaction
- Interpersonal skills
- Individual accountability
- Positive interdependence

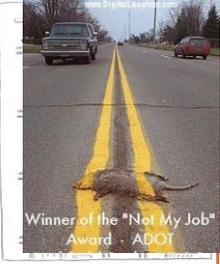


CL Building Blocks

1 2 3 4 5

Positive interdependence

- Members depends on each other
- Members cooperate
- "Sink or swim together"




CL Building Blocks

1 2 3 4 5

Individual accountability

- Members are accountable
- Members play different roles
- Member's contribution are evaluated



**A story
of four people**

**Everybody
Somebody
Anybody and
Nobody**

**There was an important job to
be done and Everybody was
asked to do it.**

**Everybody was sure that
Somebody would do it.**



**Anybody could have done it
but Nobody did.**

**Somebody got angry about it
because it was Everybody's
job.**



Everybody thought Anybody could do it but Nobody realized that Somebody would not do it.



It ended up that everybody blamed Somebody when actually Nobody asked Anybody.



CL Building Blocks

1 2 3 4 5

Interpersonal skills

- Communication, trust, leadership, decision making, and conflict resolution



CL Building Blocks

1 2 3 4 5

Face-to-face interaction

- Circular seating position
- Seating culture in SA



CL Building Blocks

1 2 3 4 5

Group Processing

- Members Share their learning
- Members identify their own skills and have the opportunity to sharpen it.



Result

- ✓ **Deeper understanding of content**
- ✓ **Development of weak skills**
- ✓ **Increased overall achievement in grades**
- ✓ **Improved teamwork and interpersonal skills**




Why it works?

Why CL works?

Why teachers are the best learners?

- Because they teach what they learn.
- Similarly in **CL team**, students learn best because they teach their learning to other students.



Why CL works?

CL Team combines the core competencies.

An old story with new twist




4th Race as a team

- ▶ **A greater sense of satisfaction**
- ▶ **Benefited by each other**
- ▶ **Created a Win-Win situation.**



Lesson we learn

- ▶ **It's good to be individually brilliant & to have strong core competencies; but unless you're able to work in a team & harness each other's core competencies, you'll always perform below par because there will always be situations at which you'll do poorly & someone else does well.**





Why I Follow CL Method?

Why I follow CL method?

1 ● ● ● ●

Students receive more attention and care

- Whole class Vs few teams



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Why I follow CL method?

2 ● ● ● ●

CL Team helps unzipping students' lip

What usually happen in a traditional class.



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Why I follow CL method?

2 ● ● ● ●

CL Team helps unzipping students' lip

- **Questions** are more likely to be asked and answered in a group setting
- **Students** feel more comfortable sharing their questions and difficulties with their peers

Cure of Ignorance is asking questions



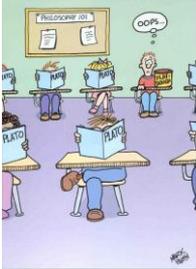
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Why I follow CL method?

3 ● ● ● ●

CL exercise Cures Three Syndromes

1. MWS Movie Watcher Syndrome



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Why I follow CL method?

3 ● ● ● ●

CL exercise Cures Three Syndromes

1. MWS Movie Watcher Syndrome
2. PTL Pretend to listen Syndrome



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Why I follow CL method?

●●●3●

CL exercise Cures Three Syndromes

1. MWS	Movie Watcher Syndrome
2. PTL	Pretend to listen Syndrome
3. FAS	Falling Asleep Syndrome



They are all **DEAD!** Well, almost.



Why I follow CL method?

●●●3●

In CL exercise, there is no PowerPoint Positioning




Why I follow CL method?

●●●●4

CL Team helps walking the talk



WALK THE TALK



Why I follow CL method?

●●●●4

CL Team helps walking the talk

A Chinese Proverb

- ▶ If you tell me, I will forget,
- ▶ If you show me, I will remember
- ▶ If you involve me, I will understand and
- ▶ If you step back, I will act.

Students Learn best not from listening lectures, but from the tasks they do it by themselves.
John Biggs.



Critics view Cooperative Learning




critical perspectives

- ◆ Escaping **teaching responsibility**
- ◆ Focusing **edutainment**



© CLC





Applying CL in the classroom

Seven Steps

Steps

1 2 3 4 5 6 7

Specify Objectives

- In the academic program and syllabus



Steps

1 2 3 4 5 6 7

Prepare and schedule CL assignments

- Prepare assignment and case study for CL exercise



Team

1 2 3 4 5 6 7

Team formation

- Form teams with 3 to 5 members
- Teachers assigned team works better



Steps

1 2 3 4 5 6 7

Arrange the Room and its setup

- Seating arrangement
- Face to face, circular fashion



Steps

1 2 3 4 5 6 7

Apply the CL techniques



Steps

1 2 3 4 5 6 7

Monitor and Intervene



Steps

1 2 3 4 5 6 7

Evaluate performance and progress





End of Part: I

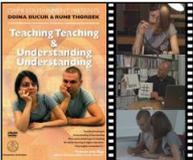
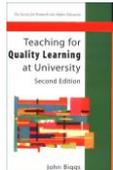
Now is the short-film session



Film shows how students learn and how teacher's teaching style affect students' learning and understanding

An award winning short-film

- ▶ on **Constructive Alignment: Aligning course activities with Learning outcomes.**
 - (available on DVD in 7 languages, epilogue by John Biggs
 - an educational psychologist and novelist
 - developed the SOLO Taxonomy and the model of constructive alignment



Break Time

BREAK TIME