

Cooperative Learning: Approaches and Beliefs

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Underlying Beliefs of Cooperative Learning

- Learning is an active process on the part of the learner
- Students can and do readily learn from each other
- Students can be socialized into a classroom culture that embraces collaboration and cooperation
- Language learning is a holistic process that goes beyond the acquisition of a set of skills and understandings and to the cognitive and psychological growth of the whole person

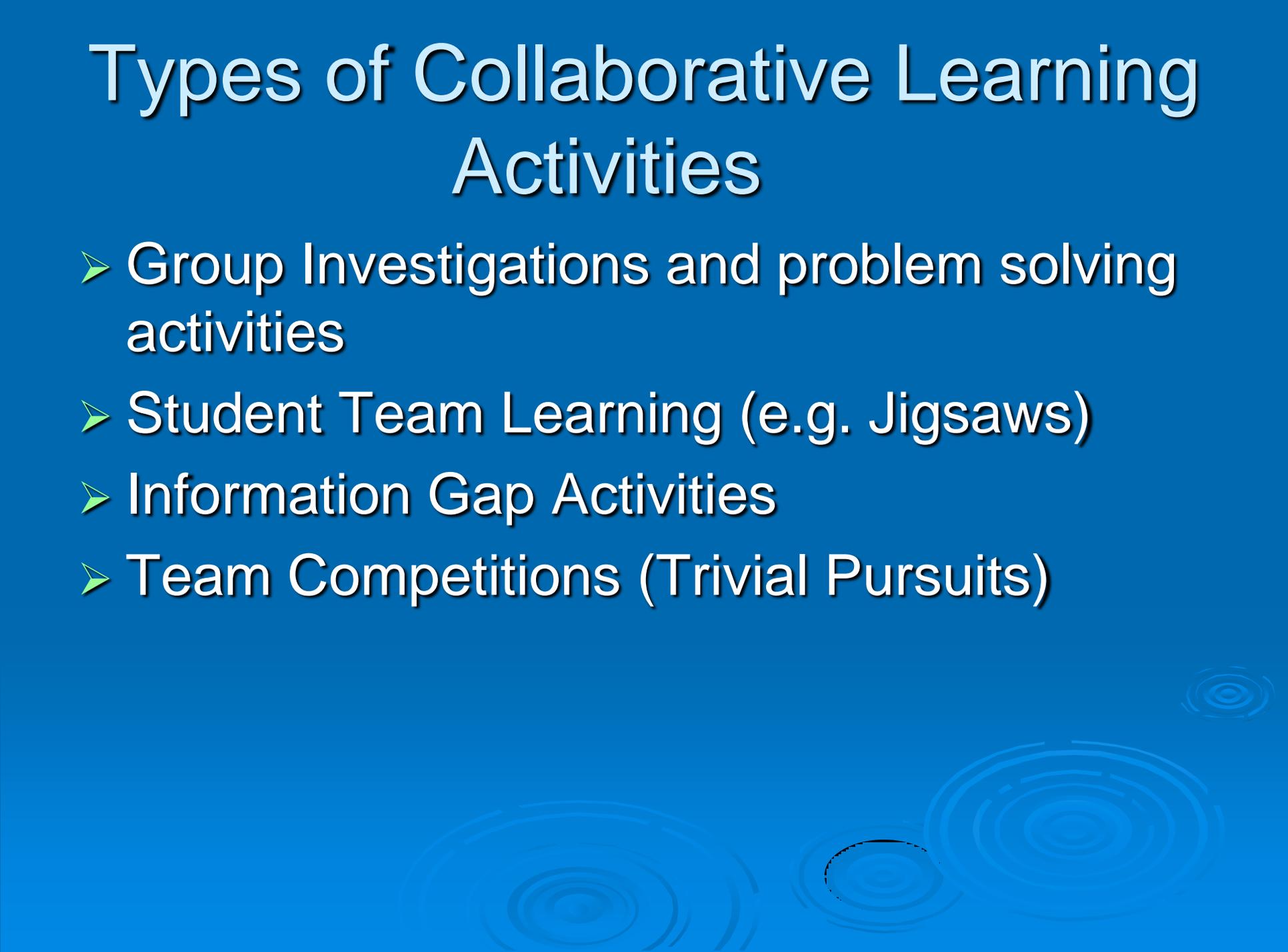
General Classroom Observations from Turkey

- Teachers work too hard (they do most of the work in the class)
- Students have few opportunities to respond to open-ended tasks or questions
- The textbook is often closely followed regardless of student learning needs
- Receptive skills (listening, reading) get more attention than productive skills (speaking, writing).

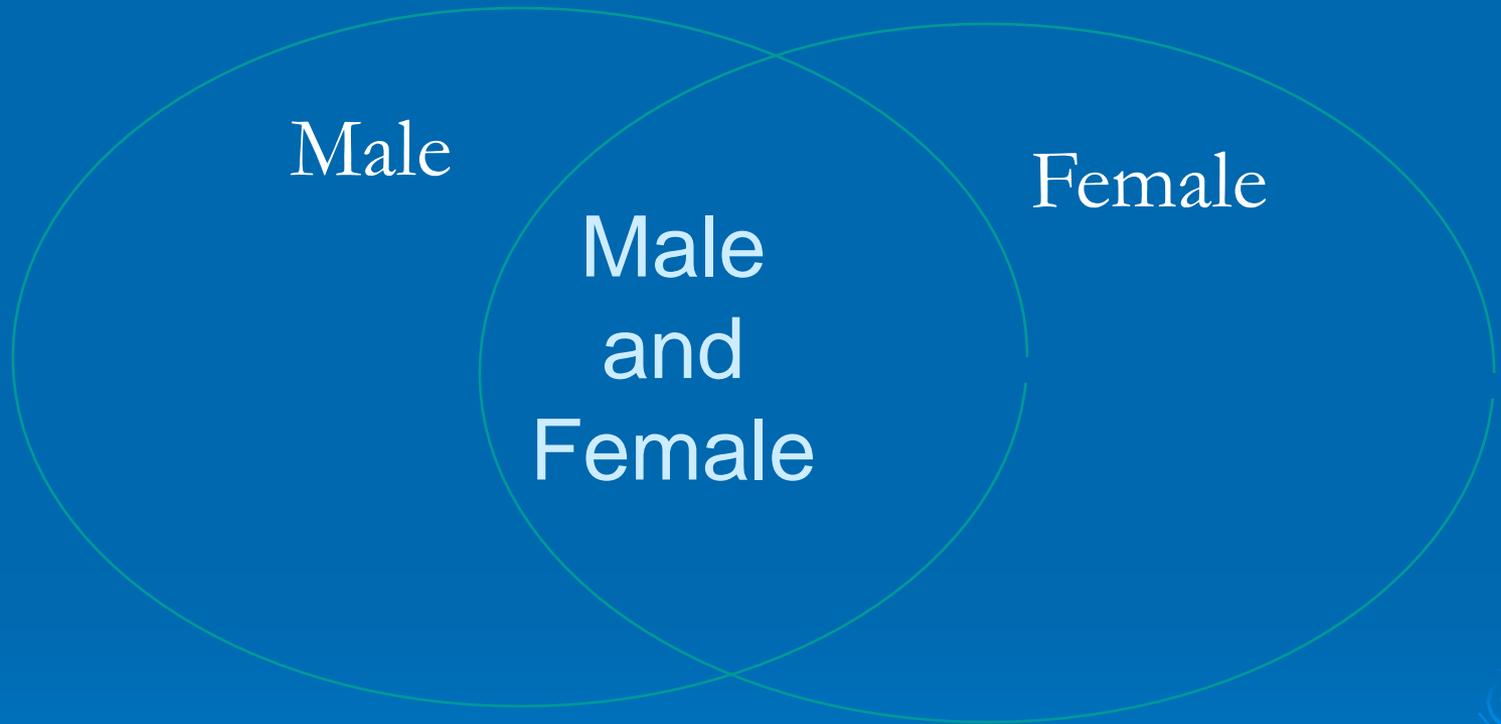
Challenges of Cooperative/Collaborative Learning

- Use of the mother tongue (first language), at least during the conceptualization/negotiation phases
- Uneven distribution of responsibilities- some learners dominate and do all the work, others take it easy
- Timing: Some groups finish much earlier than others
- Grading: How can we grade the outcomes of group-produced work?

Types of Collaborative Learning Activities

- Group Investigations and problem solving activities
 - Student Team Learning (e.g. Jigsaws)
 - Information Gap Activities
 - Team Competitions (Trivial Pursuits)
- 

Neither Male
nor female



Male

Female

Male
and
Female

Group Investigations/Problem Solving

Alice entered a forest. The forest was called the forest of forgetfulness. She forgot some things. She did not forget everything. She forgot her name. She forgot the day of the week

A lion and a unicorn lived in the forest. The lion and unicorn were strange. The lion sometimes lied. The unicorn sometimes lied.

The lion always lied on Monday, Tuesday and Wednesday but never lied on Thursday, Friday, Saturday and Sunday

The unicorn always lied on Thursday, Friday and Saturday but never lied on Sunday, Monday, Tuesday and Wednesday

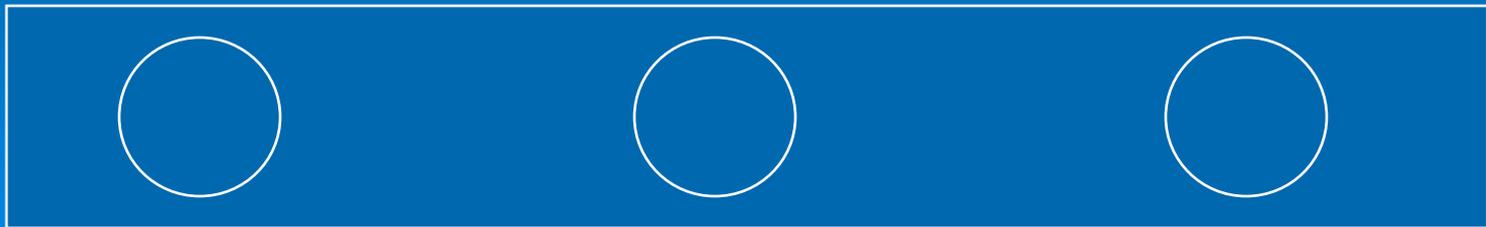
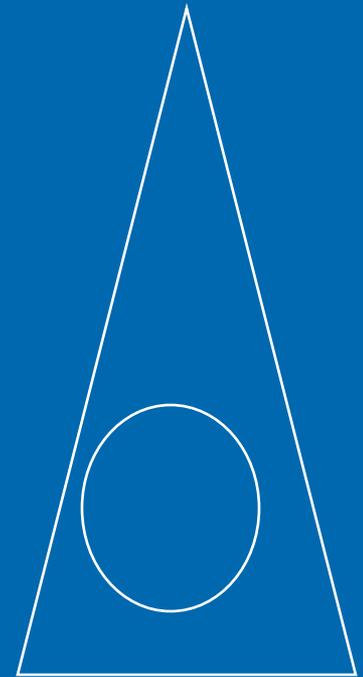
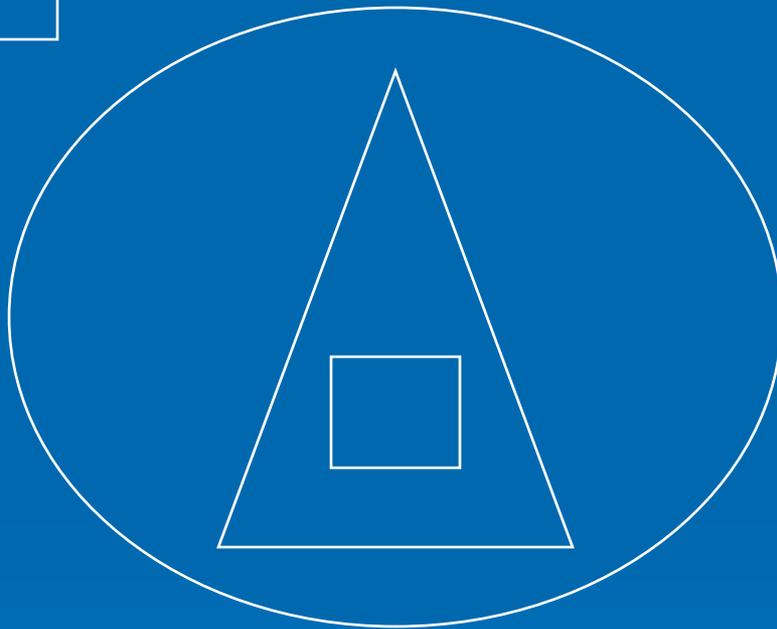
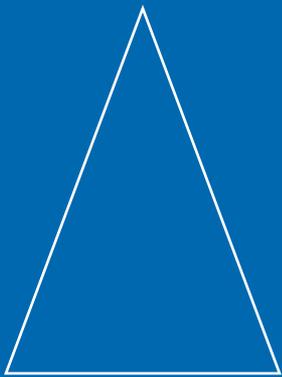
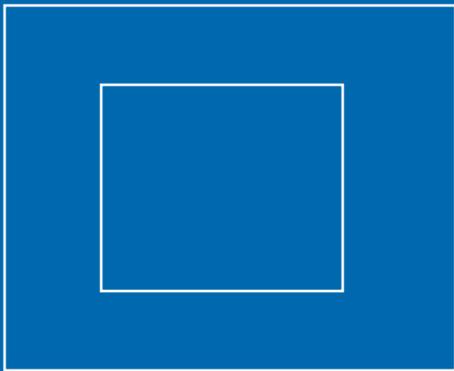
Alice met the lion and the unicorn

The lion said "Yesterday I lied"

The unicorn said "Yesterday I lied too"

What day of the week was it?

Can you draw this?



- 1) Once upon a ping, there was a ngeng old man named Photak.
- 2) He had three anak-anak, named Phare, Bare and Pare.
- 3) He selalu bejalan to pasar with his anak-anak,
- 4) but he selalu left his bini at home to water the sayor-sayor.
- 5) He went to pasar to sell sayor-sayor.
- 6) He set up his stand and began to sell his sayor-sayor right away while they were fresh.
- 7) An orang-ketchil came by and stopped in front of Photak's stall.
- 8) He looked ngeng carefully at Phare.
- 9) Then, he saberchakap, "What a kawaii looking boy that is!".
- 10) "Do you want to sell him?"
- 11) Photak didn't laly berchakap to strangers but he saberchakap,
- 12) "What are you, some king of a kachang or something?!!!".
- 13) Lepas itu, Photak took his anak-anak home for lunch, which by now his bini had prepared.

- 14) The next day, Photak went with Bare and Pare to the pasar.
- 15) As usual, he left his bini at home to water the sayor-sayor and prepare the meals as well.
- 16) He also left his youngest anak at home because he didn't want to sell him to the orang-ketchil.
- 17) Arriving at the pasar, Photak together with his anak-anak displayed his sayor-sayor.
- 18) By eleven o'clock, he sold nearly all his sayor-sayor and he was getting ready to go home.
- 19) Suddenly, the orang-ketchil appeared and berchakap shrilly,
- 20) "Your Kawaii anak isn't here, just the unattractive ones".
- 21) "You have excellent vision," saberchakap Photak. "Perhaps you can also see that I don't want to talk to you."
- 22) With that, Photak lifted his one remaining sayor, which was by now slightly wilted, and whacked the orang-ketchil on the head.
- 23) After that, strangely enough, Photak, his bini and all three of his anak-anak lived ngeng happily ever after.
- 24) The quinn of the story is: If you're looking for kawaii looking boys, the pasar is no place to go.

Jigsaw and Information Gap Activities

- All students have a role that must be performed. In fact, the task as a whole can not be completed unless everybody “does their job”
- Students first work in “specialist groups” in which they can “teach each other” the material.
- Students are then put into mixed groups, with one representative from each of the specialty groups present. They must share their “specialty” and then act on the shared information in some way.

Ralph Johnson: Ralph is a 28 year old veteran from the Bomptana armed forces. Ralph comes from an impoverished home in rural Bomptana. At the age of 17, Ralph moved to Bomptana City and joined the military. After demonstrating his numerous natural gifts, the military sent him to school and then the University of Bomptana, where he majored in Political Science. His academic record was superb. During his years with the Bomptana army, Ralph rapidly worked his way up to the rank of colonel. He was then accused of bribery. The charges were eventually dropped on the condition that Ralph leave the army. Ralph claims that he was a victim of tribal rivalry. He is highly motivated and is interested in pursuing a career in the Bomptana legal system. Ralph wishes to attend the law school and concentrate on constitutional law.

Evelyn Silverio: Evelyn is a 24 year old teacher in her native country of Harmonia Island. Evelyn completed her secondary education at the age of 16 and started to work as a elementary school teacher in her native village. She has been supporting her parents and 6 brothers and sisters ever since. In the evenings, Evelyn would take the bus into town to take courses at the College of Dismalia. 6 years later, she graduated with a degree in education. Evelyn was rewarded for her outstanding performance at the college with a faculty position. In her two years at the College, she has received two "outstanding teacher" awards and has recently been named chair of the Department of Curriculum and Teaching. She wishes to earn a Ph.D. in education. When she returns to Harmonia Island, Evelyn hopes to receive a position at the Ministry of Education.

Tu-se Lin: Tu is a 29 year old director of a refugee camp in Lemopine. Tu fled her native country of Whatsyoumacallit at the age of 11 and ended up in this refugee camp. She struggled through the refugee camp school and was selected by the authorities as the most promising graduate and sent to the University of Lemopine. She graduated with honors with a degree in education. She returned to the refugee camp where she lived for so long and taught at the camp school. She was soon promoted to school principal, then camp assistant director and finally, camp director. She has done a great deal to improve conditions in the camp. She now wishes to come to the U.S. and study international law, with a concentration on refugee concerns. She then hopes to return to Lemopine and work in the commission on refugee concerns and policy.