

# Creating Positive Interdependence and Individual Accountability Through Cooperative Learning

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Thank you

# Outline

Cooperative Learning (CL) strategy #1

Discussion

Back to small groups

Benefits of CL for Student and Instructor

Discussion

CL Strategy #2

CL Strategy #3

# CL Strategy #1 Instant Star

- Groups of 4 (breakout rooms)
- Number yourselves 1-4
- Respond to prompt in that order 1 = first, etc.
- Speaker responds to the question
- Other group members
  - Ask clarifying questions
  - Take notes
- 2 minutes for each person to respond
- Facilitators will give you a time notice - you'll have 2 minutes to synthesize and prepare to report.
- The Instant Star (reporter) will be picked by the facilitator.
  - In other words, be prepared to speak for your group. :)
  - Type in chat box

# Prompt

What are the similarities and differences between *education*, *training*, *socialization*, and *indoctrination* in the higher education classroom?

# Group Answers

# Similarities and Differences

Education- the process of receiving or giving systematic instruction

Training - teaching an individual or a group a particular skill

Socialization - the process of learning how to behave a way that is acceptable in social contexts.

Indoctrination - the process of teaching a person or group to accept a set of beliefs uncritically.

# Fostering Individual Accountability and Positive Group Interdependence

Possible: Go back into your groups and discuss how this activity can cultivate interdependence and individual accountability

(4 min)

- Talk about in general terms
- Within own discipline

# Benefits of Cooperative Learning

## Student

- Student interactions
- Mental Effort
- Active Learning (low to high)
- Invested
- Motivation
- Community of learners
- Procedural learning

## Instructor

- Established learning environment
- Assessment
- Attendance
- Pattern of learning
- Balance lecture and active learning

# CL Strategy #2 Written Roundtable

Groups of 4

Students numbered 1-4 (google doc needed)

Instructor provides prompt (open-ended question)

Students given think time (1-2 min)

Students provide 1 written answer at a time

Continues for a number of rounds or min (e.g., 4 min)

Instructor has groups summarize answers

Groups present findings to whole class

# CL Strategy #3 Thoughts Travel

Class divided into A's and B's (google doc needed)

Instructor provides 1st prompt for A's (think time 1-2 min)

All A's are matched with a B in groups of 2

A's provide B's with answer (B's record; 1 min)

Instructor calls time. B's given time to ask clarifying questions

B's provide additional thoughts

Instructor calls time

Groups are called on to present findings

Roles reverse

# Resources

## Articles

Adams, D., Hale, E. (2020, August 26). Stop Giving Them the Answers: Make Them Think. *Faculty Focus*. <https://www.facultyfocus.com/articles/effective-teaching-strategies/stop-giving-them-answers-make-them-think/>

## Books

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass Publishers.

Kagan, S., Kagan, M., & Kagan, L. (2016). *59 Kagan Structures: Proven Engagement Strategies*. Kagan.