



LEARNING TOGETHER

A Guide to Interactive,
Co-operative and Collaborative Learning

By Julie Boyd

Global Learning Communities International Headquarters
PO Box 66, Hastings Point, NSW 4289
Phone/Fax: 02-66764217
Email: globallearning@vision.net.au
www.vision.net.au/~globallearning/ and www.julieboyd.com.au

The material contained in this packet is copyright to Global Learning Communities Pty Ltd and Julie Boyd. It may not be reproduced, stored or transmitted in any form, electronic or otherwise, without prior written permission from Global Learning Communities.

Learning Together

An Introductory Guide to Interactive, Co-operative and Collaborative
Learning

A Global Learning Communities Manual

By Julie Boyd

Published 2001

© Global Learning Communities and Julie Boyd

PO Box 66, Hastings Point, NSW 2489, Australia 7250

Phone/Fax: 02-66764217

Email: globallearning@vision.net.au

URL: www.vision.net.au/~globallearning/ and www.julieboyd.com.au

ISBN: 1-876153-36-8

Published simultaneously in Australia, New Zealand and the United States of America.

All rights reserved

No part of this publication may be reproduced or stored in any form including electronic transmission, copying, photocopying, or any other means, without prior written permission from the publisher.

Learning Together: An Introductory Note:

Creating effective learning opportunities for our students is the responsibility of all teachers. Taking advantage of those opportunities to grow and expand experience, skill and knowledge bases is the responsibility of all students. Developing and shaping learners is an exciting endeavour for all.

There have been a number of major developments in teaching and learning over the past two decades, all of which are need to be integrated to impact effectively on our work with students.

Cooperative Learning was first introduced to Australia more than two decades ago by practitioners such as Joan Dalton, Julie Boyd, Sue Hill and Polly Eckert. Thousands of Australian teachers have been influenced in their teaching through the workshops of these practitioners.

In 1990 the Australasian Association for Cooperative Education was created by Julie Boyd and Joan Dalton to provide opportunities for educators to share practices and skills in a modeled collaborative environment. It continues to this day.

In recent years the introduction of further fields of study and endeavour such as brain-based learning, resiliency, multiple modes and intelligences, sensory learning, metacognitive learning, mindful learning, lateral thinking, learner-centred assessment, digital learning have all evolved either adding confusion or exciting new overlays to teacher's practice. It is the effective integration of all of these new ideas, concepts and practices which provides the challenge for the teaching profession, along, of course, with the daily challenges of managing large groups of students.

This manual is based on highly successful co-operative learning workshops which have been provided to teachers by Global Learning Communities for well over a decade. They do not provide a step by step approach but rather a collection of overheads used during those workshops and combined with new information designed to assist teachers to consider the numerous aspects of creating an effective learning environment for students.

Further expanded information on the topics touched on in this manual may be found in others of the Global Learning Communities series of manuals including:

- Active Learning and Cooperation: A Compendium of Generic
- Teaching and Learning Strategies K-12
- A Guide For Learning Facilitators
- Effective Middle Schooling; A Manual For Middle School Leaders
- Creating Resilient Youth: A Curriculum Framework for Middle School Students and Beyond
- Integral Curriculum for Effective and Relevant Learning
- Educare: The Anatomy of Possibility: Brain Compatible Teaching and Learning (Tim Burns)
- 101 Energizers to Enliven, Engage and Enhance Learning(Tim Burns)

A full catalogue of resources, which includes a list of integral curriculum units for years 2-12 included in the GLC catalogue is available on request.

In a field which provides constant daily challenges, the capacity to continuously enjoy our practice while we seek to improve and do the best we can by our students is an enormous task for us all. We wish you well in your endeavours to continuously improve your practice as a teacher.

Julie Boyd

Learning Together

Section:	Page
1. Learning Together	1
2. What is Co-operative Learning	6
3. Creating a Learning Community	26
4. Teacher's Role	55
5. Lesson Plans and Activities	125

This Manual is designed to assist you to explain...

1. How cooperative learning fits into the classroom and schoolwide changes we need to make to help students.
2. How to establish a collaborative learning environments and communities in classrooms.
3. Ideas to improve schools to make them collaborative learning communities.
4. How to form groups in classrooms.
5. How to handle reluctant cooperative learners.
6. How to teach and reinforce the use of appropriate social skills and values/attitudes.
7. Simple co-operative structures for use at the start of the school year.
8. Class and team building strategies for use at the start of the school year.
9. How to respond to the commonly asked questions about cooperative learning.
10. Thinking skills and multiple intelligences for development in students.
11. How co-operative learning helps to better teach attitudes, skills, and knowledge.
12. Questioning skills to help students and adults reflect on the articulate learning.
13. Application of academic concepts in hands-on activities.
14. The teacher's role in introducing, observing, intervening, and processing cooperative lessons.
15. Areas that improve teaching that have, in the past, hindered learning and effective student participation.
16. Development of effective cooperative learning units and lessons, and possible ways to integrate curriculum.
17. Assessment of student learning in cooperative learning lessons/unit.

CONTENTS

1. LEARNING TODAY	1
From Information to Wisdom	2
The Web of Learning	3
Forces Driving Educational	4
Teaching and Learning 2001	5
2. WHAT IS COOPERATIVE LEARNING	6
Overview of Cooperative Learning	7
Shifts in Teaching	8
What the Research says	9
How We Learn	10
Cooperative Groups	11
Groupwork (Cooperative and Traditional)	12
Cooperative Team Learning (a short article)	13
The Basic Elements of Cooperation	17
Quote: Cooperative Learning is an Attitude	18
Quote: Haim Ginnott	19
Attitudes Fostered by Cooperative Learning	20
Quote: We care	21
Classroom Goal Structures	22
An Effective cooperative lesson or unit	23
Cooperative and Collaborative Learning	24
Where to Begin	25
3. CREATING A LEARNING COMMUNITY	26
What is involved	27
Quote: Peterson	28
Multiple Aspects of a Learning Community	29
The Needs of Human Beings	30
The Resiliency Shield	31
The Resiliency Process Model	32
Basic Needs + Resiliency Strategies = Outcomes	33
Rights and Responsibilities	34
Creating a Learning Community	35
Class and Team Building Means	36
Tips and Benefits	37
Individual Needs in a Group	38
Balance of Self and Others	39
Stages of Team Development	40
The Group Development Cycle	41
The Team Development Wheel	43
Generic Activities for Team Building	44
ABC's of Discipline	45
Steps in a Consistent Discipline Plan	46
Response-able Discipline	47
Building a School Climate	48
School Environment ideas	49
Whole School Climate Thoughts	50
Teacher Support Systems	51
Peer Support Groups and Meetings	52
Partner Coaching	53
What Administrators Need to Know	54

4. THE TEACHER’S ROLE	55
Teacher’s Role Overview	56
Questions to Guide Planing	57
Problems in Lesson Development	58
Hindrances to Facilitating Learning	59
Forming Groups	60
Group Formation Methods	61
Group Forming Ideas	62
Non-random and Random Grouping	63
Random Grouping Strategies	64
Cooperative Learning Structures	65
Getting Started With Jigsaw	67
Constructive Controversy	68
Lesson Planning Forms	69
The Teacher’s Role – Why Observe, Why Intervene	71
The Teacher’s Role -Observation Sheet	72
The Teacher’s Role- Why Process/Reflect	73
The Teacher’s Role- Reflection Possibilities	74
The Teacher’s Role- Feedback	75
The Teacher’s Role- Assigning Roles to Students	76
Seven Steps in Teaching Collaborative Skills	82
Teacher Skills: Teaching Social Skills	83
Sample Social Skills	84
Sample T Charts	85
Teacher Skills: Advanced Social Skills	91
Teacher Skills: Core Thinking Skills	92
Teacher Skills: Questioning Skills	93
Teacher Skills: Open-Ended Questioning Skills	94
Teacher Skills: Questions for Quality Thinking	95
Teacher Skills: Multiple Intelligences	97
Teacher Skills: Strategies to Extend Student Thinking	102
Teacher Skills: Assessing Student Multiple Intelligences	103
Teacher Skills: What we Teach and Assess	106
Essential Curriculum Elements for Student Learning	107
Ways of Integrating the Curriculum	108
Unit Development Outline	109
What we Teach and Assess	110
Necessary Mindshifts Around Assessment	111
Multiple Methods of Assessment	112
What we Assess and How	113
Assessment and Cooperative Learning	114
Key Thoughts on Assessment	115
Why We Assess	116
Sample Observation Sheet	117
Considering Grading	118
Assessment Toolkit	119
Thoughts on Assessment	120
5. LESSON PLANS, ACTIVITIES AND COOPERATIVE GAMES	125