

IL Teach Meet
Tuesday 18th January 2022
Co-operative Learning in the Covid Classroom

Cooperative Learning in the COVID Classroom

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St. Leo's College

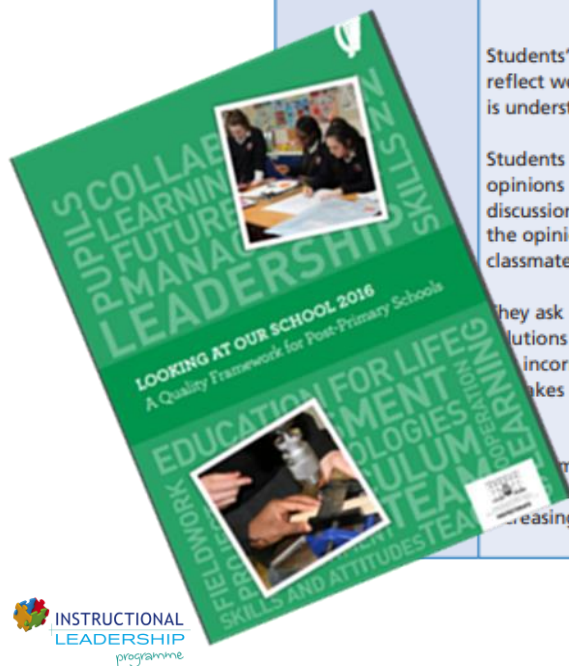


DOMAIN 2: LEARNER EXPERIENCES

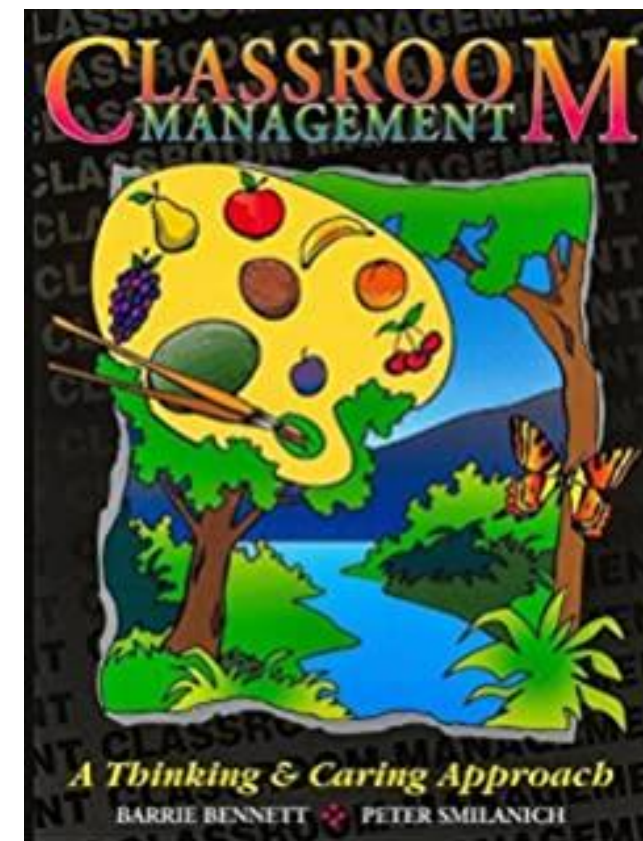
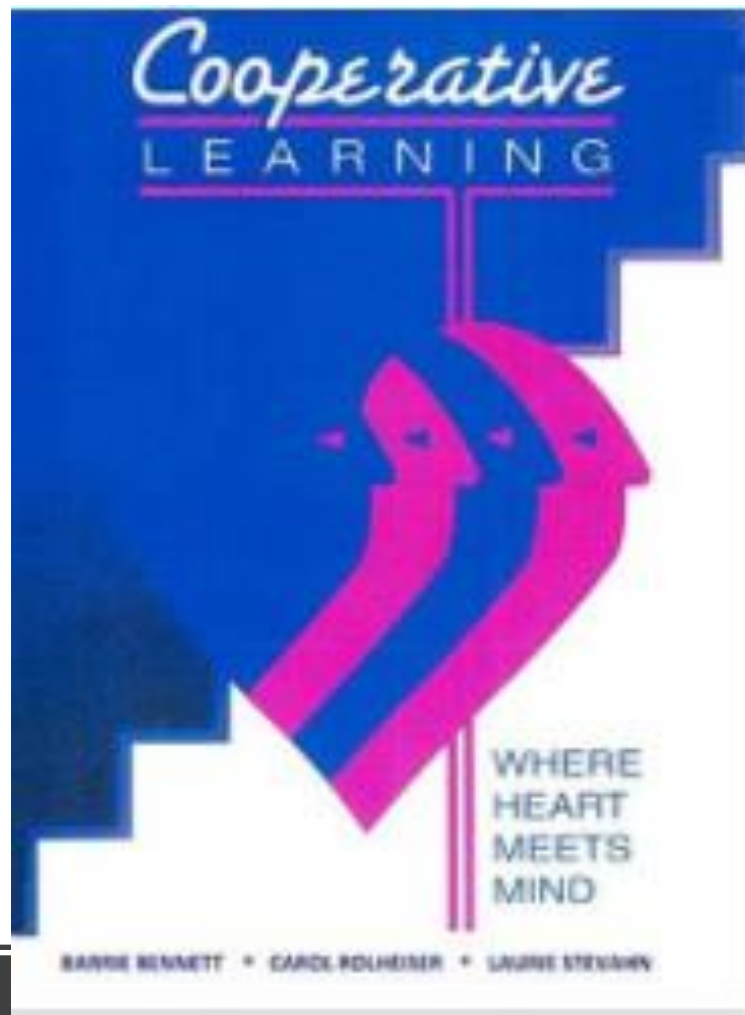
STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students engage purposefully in meaningful learning activities	Students demonstrate high levels of interest and participation in learning.	Students demonstrate very high levels of interest and participation in learning.
	They are able to work both independently and collaboratively in a purposeful manner.	They are able to work both independently and collaboratively in a very purposeful and productive manner.
	They understand and can explain the purpose of the learning tasks they are engaged in.	They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.
	They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.	Interactions among students and between students and teachers are very respectful and positive , and conducive to well-being.
	Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.	Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment.
	Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.	Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.
	Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.	Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.
	They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.	They ask questions and suggest possible solutions very confidently . They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.
	They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.	They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

They are able to work both independently and collaboratively in a **very purposeful and productive** manner.

Relationships and interactions in classrooms and learning areas **create and sustain** a co-operative, affirming and productive learning environment.



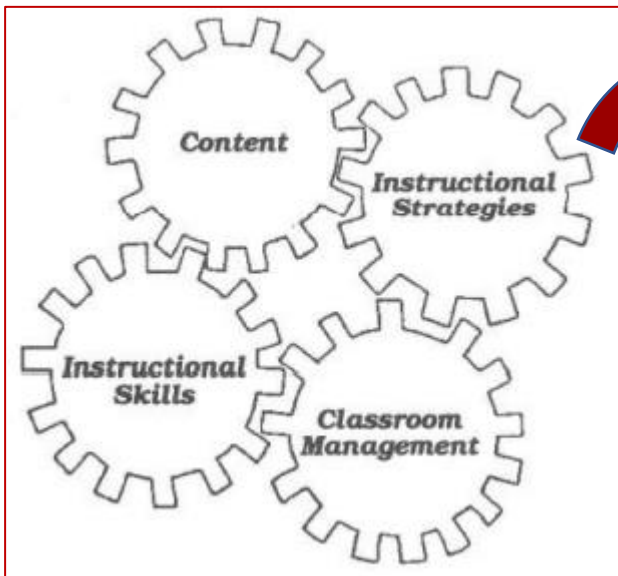
What are the benefits of using
cooperative learning strategies
in your classroom?



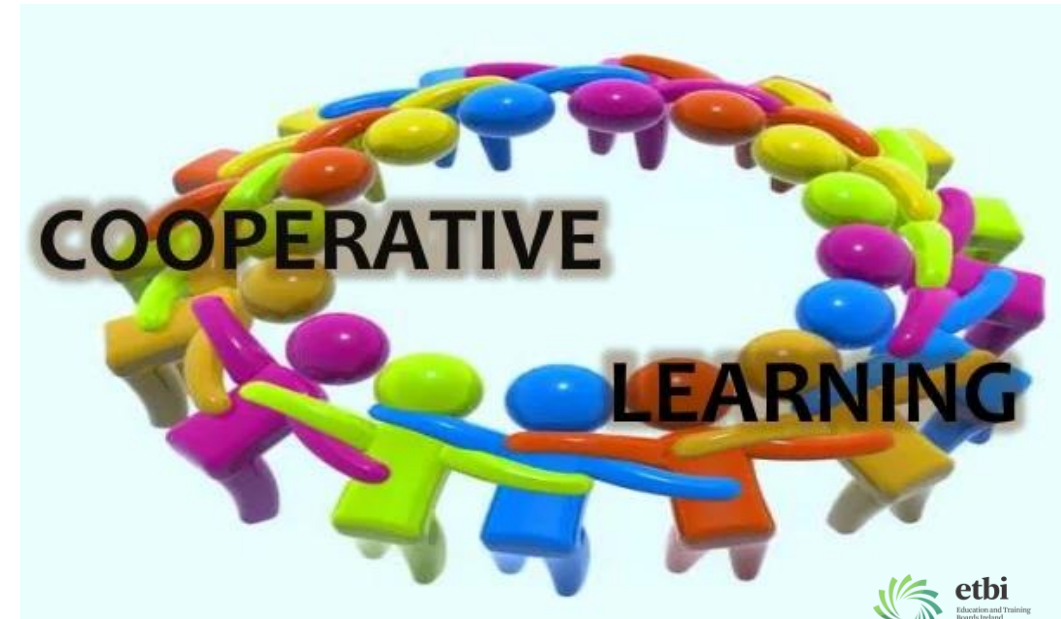
Instructional Leadership

Cooperative Learning-an instructional strategy

Cooperative learning is an instructional strategy that exists within a framework of other effective classroom practices.



- Cooperative Learning
- Direct Instruction
- Concept Attainment
- Concept Formation
- Inquiry
- Advance Organizer
- Memory Models
- Synectics
- Simulations
- Mind Mapping
- 4 - Mat Planning
- Other...



Basic Elements of Cooperative Learning



Positive Interdependence

When all members of a group feel connected to each other in the accomplishment of a common goal. All individuals must succeed for the group to succeed. (Refer to Chapter 6 for further information.)



Individual Accountability

Holding every member of the group responsible to demonstrate accomplishment of the learning. (Refer to Chapter 7 for further information.)



Face-to-face Interaction

When group members are close in proximity to each other and dialogue with each other in ways that promote continued progress.



Social Skills

Human interaction skills that enable groups to function effectively (e.g., taking turns, encouraging, listening, giving help, clarifying, checking understanding, probing). Such skills enhance communication, trust, leadership, decision-making, and conflict management. (Refer to Chapter 8 for further information.)



Processing

When group members assess their collaborative efforts and target improvements. (Refer to Chapter 9 for further information.)

Cooperative Learning Structures

- Think-Pair-Share
- Say and Switch
- Roundtable/Roundrobin
- Three-Step Interview
- Corners
- Graffiti
- Learning Together
- Teams-Games-Tournaments
- Jigsaw
- Group Investigation





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CURRENT REALITY

The COVID classroom

