

- **Subject area:** Social Science
- **Title of Instructional Method, Strategy, or Approach:** Cooperative Learning
- **Grade Levels:** K-12
- **Description of each Instructional Method, Strategy, or Approach:**

Cooperative learning is structured group work towards a common goal that still requires students to be individually accountable. Types of cooperative learning for social studies are group investigation, jigsaw, learning together, student-team achievement divisions (STAD), and teams-games-tournaments (TGT). Group investigation involves giving each group a topic and assigning each student one aspect of the topic. For example, the topic could be the Civil War and each student would be assigned smaller topics such as a certain battle. The students will then combine their individual knowledge for a group presentation. Jigsaw involves creating expert groups to research individual sections. Once the expert groups have finished their research, new groups are formed with one expert from each section because new groups can teach the other group members new information. Learning together involves students working on a worksheet together and turn it in as a group. The group can be graded on correct number of answers, improvement, collaboration, etc. STAD involves teams working together to make sure everyone masters the skill, however there are individual tests. In order to ensure cooperation and skill mastery, the teacher can assign points with an average of a group score and an individual score. TGT involves groups of varying skill level students are combined to work on a skill, however each week the students can be in games or tournaments against students of their own skill level. Each student is a representative of the group and points are awarded based on performance.
- **References in APA format:**
 - 1. Box, J., & Little, D. (2003, December). Cooperative Small-Group Instruction Combined with Advanced Organizers and Their Relationship to Self-Concept and Social Studies Achievement of Elementary School Students. *Journal of Instructional Psychology*, 30(4), 285-287. Retrieved January 15, 2008, from Academic Search Premier Database.
 - 2. Hendrix, J.C. (1999). Connecting cooperative learning and social studies. *Clearing house*, 73. Retrieved January 14, 2008, from <http://proxy.library.eiu.edu:4769/ehost/delivery?vid=8&hid=117&sid=9a8065fd-f3fl-4dc5>.
 - 3. Sullivan, J. (1996). *Implementing a cooperative learning research model: How it applies to a social studies unit*. *Social Studies*, 87 (5), 210.
- **“How To” Information – What will make this work in the classroom? What would a teacher need to know to implement this Instructional Method, Strategy, or Approach?:** In order for cooperative learning to be effective, teachers need to ensure that students are given sufficient time to work in groups. Each student feels that they have an individual part, but must rely on the other students to complete their assignment as well. Social skills such as leadership, trust, and conflict resolution also need to be taught in classrooms for cooperative

learning to work. Upon completion of the cooperative learning activity, students need to be given time to reflect on the performance as a group and individual. The teacher and students should set short term goals within the long term goal to keep the students on track.

- **Implications for Practice/ Other Considerations:** Social skills are needed in order to practice cooperative learning. The teachers can use cooperative learning for any subject.
- **Additional Links (for further information):**
 - <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>
 - <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction§ion=main&subsection=udl/cooperative>
 - www.jigsaw.org
- **EIU Candidate Names:**
 - Jamie Hille
 - Kelly Sherlock
 - Kelly Boynton