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Cooperative Learning K-12

CEUs: 3/ Fee: \$80.00 or Free w/Annual Support Package

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Introduction

Welcome to Cooperative Learning K–12

Welcome to *Cooperative Learning K–12*, an engaging and practical online professional development course designed specifically for educators. Throughout this course, you'll explore ways to implement or enhance cooperative learning—often referred to as small-group learning—within your classroom environment.

Cooperative learning transforms the traditional dynamics of teaching. Rather than placing the full burden of instruction and assessment on the teacher, this approach distributes responsibility among students, encouraging them to take ownership of their learning and support one another in the process. Whether it's collaboratively solving a multi-step math problem or designing a prototype for an innovative school, cooperative tasks offer students a meaningful context to deepen both their academic understanding and social development.

In cooperative learning settings, roles evolve:

- **Teachers become facilitators**, guiding and scaffolding rather than delivering knowledge from the front of the room.
- **Students become co-owners of the learning process**, actively engaging with peers through dialogue, critical thinking, and collaborative problem-solving.

Not only does cooperative learning support academic achievement, but it also promotes essential life skills. Students build self-esteem, improve motivation, and develop empathy by interacting with peers in supportive, goal-driven teams. Through group dialogue and shared experiences, they learn to appreciate diverse perspectives and refine their communication and collaboration skills.



Course Modules

This course is structured around four core modules that support successful cooperative learning:

- **Positive Interdependence** – How students rely on one another to reach shared goals.
- **Face-to-Face Promotive Interaction** – Techniques for encouraging meaningful discussion and support among group members.
- **Individual (as well as Group) Accountability** – Ensuring that each student contributes meaningfully while working toward a common outcome.
- **Social (or Interpersonal) Skills & Group Processing** – Developing students' communication, conflict resolution, and reflection skills to foster effective collaboration.

Each module is designed to offer evidence-based strategies, classroom examples, and practical tools you can adapt to your unique teaching context. As you progress, you'll be invited to reflect, share insights, and collaborate with peers in the course community—practicing the very principles of cooperative learning as a professional learner.

Academic Integrity Statement

The structure and expectations of online professional development presume a high level of personal and academic integrity in the completion and submission of coursework. Educators enrolled in this course are expected to uphold the following standards of academic conduct:

Academic Work

All coursework submitted must be the individual educator's original work. When using external sources or collaborative input, proper attribution must be provided. Submitting commercially prepared materials—or group-created content—as one's own is not acceptable and constitutes a violation of academic integrity.

Aiding Honesty in Others

Participants are expected to support academic honesty among peers by refraining from sharing materials or information if there is reason to believe it will be misused or submitted inappropriately.

Violations of these standards may result in the loss of course credit.



Level of Application

This course is designed as an informational and application-oriented experience. The strategies presented are appropriate for use in K–12 educational settings and may also support the remediation of challenging student behavior through structured collaboration and accountability.

Course Expectations

Upon completion of the four modules in this online professional development course, educators will be able to:

- ✓ Understand and apply the terminology and principles of cooperative learning
- ✓ Facilitate peer discussions about cooperative learning practices within their educational settings
- ✓ Implement evidence-based strategies to enhance student engagement and collaboration
- ✓ Increase the likelihood of improved student academic performance through structured group learning

Course Description

Cooperative Learning K–12 was developed to provide educators with practical strategies for implementing cooperative learning in the classroom. Participants will be introduced to innovative, research-supported approaches that promote collaboration, student engagement, and shared responsibility for learning.

Throughout the course, educators will explore how to design and facilitate structured activities that not only build academic understanding but also develop students' interpersonal skills. Emphasis is placed on group processing and reflection, which are essential for helping students navigate group dynamics, resolve conflicts, and work together effectively.

By incorporating cooperative learning strategies, educators can shift the locus of control from teacher-directed instruction to student-centered engagement. These approaches support the management of classroom behavior, help regulate noise levels, promote meaningful discourse, and enhance both individual and collective accountability. Ultimately, cooperative learning impacts students' academic achievement and prepares them for successful collaboration beyond the classroom.



Course Units

Unit 1: Positive Interdependence

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Positive Interdependence**. Score 100% on the **Positive Interdependence** quiz.
- Share at least one technique implemented or enhanced.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Review the reading or video materials correlated to the learning objective (s)	5%
Discussion	Positive Interdependence	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%



Unit 2: Face to Face Promotive Interaction

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Face to Face Promotive Interaction** .
- Score 90 to 100% on the **Face to Face Promotive Interaction** quiz.
- Share at least one technique implemented or enhanced.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	<u>Face to Face Promotive Interaction</u>	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%



Unit 3: Individual (as well as Group) Accountability

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Individual (as well as Group) Accountability**.
- Score 90 to 100% on the **Individual (as well as Group) Accountability** quiz.
- Share at least one technique implemented or enhanced.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	Individual (as well as Group) Accountability	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%



Module 4: Social (or Interpersonal) Skills” & Group Processing

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Social (or Interpersonal) Skills” & Group Processing**.
Score 100% on **Social (or Interpersonal) Skills” & Group Processing** quiz.
- Share at least one technique implemented or enhanced.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	Social (or Interpersonal) Skills” & Group Processing	5%
Assessment	Quiz from reading assignments or posted assignments	5%
Assignment	Lesson Plan Snippet and Create S.M.A.R.T Goals	5%
Assignment	Recorded reflection, peer observation, or posted assignment	5%



Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depth of knowledge of the course objectives.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assessment	Complete the Reflection Assessment	Required to Pass
Survey	Submit the End-of-Workshop Survey	Optional
Certificate of Completion	Generate your Certificate within the course	Optional
CEUs	Apply for 3.0 CEUs	Optional
Share	Spread the word about EarnYourPD.org	Optional



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