Cooperative Learning K-12
CEUs: 3

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Introduction:

Welcome to *Cooperative Learning K-12*, an online professional development course geared primarily for educators. This course requires K-12 educators to implement new or improve current strategies for cooperative learning, sometimes called small-group learning, in the classroom. A cooperative learning task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments.

Cooperative learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy.

This course will focus on the following modules:

- **Positive Interdependence**
- **Face to Face Promotive Interaction**
- **Individual (as well as Group) Accountability**
- **Social (or Interpersonal) Skills & Group Processing**

Academic Integrity Statement
The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work
Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others
The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards may result in loss of credit for the course.
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Level of Application
This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.
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Course Expectations:

Upon completion of the 4 modules in this online professional development course, educators should:
- ✓ Know the terminology related to cooperative learning
- ✓ Lead peer discussions regarding cooperative learning in their educational setting
- ✓ Apply the strategies addressed in this course
- ✓ Increase the probability of students performing better academically
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Course Description
The *Cooperative Learning K-12 course* was developed to provide educators with proper implementation strategies for learning in the classroom. Educators will be introduced to innovative methods to incorporate cooperative learning. These methods allow educators to gain a knowledge and understanding of carefully structured activities that can help students learn the skills to work together successfully. Structured discussion and reflection on group process can help avoid some problems. Using cooperative learning strategies in the classroom allows the educator to release the control of learning, manage noise levels, resolve conflicts, and assess student learning-all which will impact student academic achievement.
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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 90 to 100% on "Positive Interdependence" quiz
- Share at least one technique implemented or enhanced

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 1	Assignment	Complete reading assignments	5%
	Discussion	"Positive Interdependence"	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	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 **"Face to Face Promotive Interaction"** quiz
- Share at least one technique implemented or enhanced

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 2	Assignment	Complete reading assignments"	5%
	Discussion	"Face to Face Promotive Interaction"	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	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 **"Individual (as well as Group) Accountability"** quiz • Share at least one technique implemented or enhanced				

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 3	Assignment	Complete reading assignments	5%
	Discussion	"Individual (as well as Group) Accountability"	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Unit 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"**
- Score 90 to 100% on **"Social (or Interpersonal) Skills"**
- Share at least one technique implemented or enhanced

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 4	Assignment	Complete reading assignments	5%
	Discussion	**"Social (or Interpersonal) Skills" "Group Processing"**	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

Earn It – Final Wrap-up

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

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	Required to Pass

References:

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- Teachervision (2012). Cooperative Learning. Retrieved from https://www.teachervision.com/pro-dev/cooperative-learning/48531.html

- Freey, Nancy & Fisher, Douglas (2009). Chapter 2. Using Positive Interdependence. Retrieved from http://www.ascd.org/publications/books/109018/chapters/Using-Positive-Interdependence.aspx

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- Slavin, R.E. (1995). Cooprative learning: Theory, research, and practice (2nd ed.). Boston: Allyn & Bacon.