

Cooperative Learning

Integrating Theory and Practice



Robyn M. Gillies



Cooperative Learning Integrating Theory And Practice

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Cooperative Learning Robyn M. Gillies, 2007-03-16 Gillies focuses the majority of the book on the relationship in the classroom between the individual teacher and the students. She gives teachers ammunition to overcome resistance to cooperative learning by presenting well substantiated research on virtually every page of her book showing the benefits of having students study together. Ted Wohlfarth *PSYCCRITIQUES* This text's greatest strengths are bringing together a range of powerful teaching strategies connected to students taking responsibility for their own learning and the learning of others. The focus on both teacher strategies to encourage effective group talk and student strategies to encourage effective discourse is helpful. Nancy L. Markowitz, San Jose State University. Although cooperative learning is widely endorsed as a pedagogical practice that promotes learning and socialization among students, teachers still struggle with how to introduce it into their classrooms. This text highlights the strategies teachers can use to challenge student thinking and scaffold their learning as well as the strategies students can be taught to promote discourse, problem solving, and learning during cooperative learning. Key Features: Presents cooperative learning in conjunction with national standards. The book situates cooperative learning within the context of No Child Left Behind and a climate of high stakes testing. Links theory with practice. Numerous case studies and small group exercises highlight how teachers can assess both the process and outcomes of cooperative learning. Emphasizes the key role teachers play in establishing cooperative learning. Guidelines are given on how teachers can establish cooperative learning in their classrooms to promote student engagement and learning across various levels and for students of diverse abilities. Incorporates the latest research on cooperative learning. An overview is provided of the major research and theoretical perspectives that underpin the development of cooperative learning pedagogy. Intended Audience: This is an excellent supplementary text for several undergraduate and graduate level K-12 teacher preparation and certification courses regularly offered in schools of education. It can also be used as one of several texts in courses on cooperative learning and as a supplement in K-12 teaching methods courses. Talk to the author: r.gillies@uq.edu.au

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Reese-Weber, 2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real

life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities

Cooperative Learning for Intercultural Classrooms Kate Ferguson-Patrick, Wendy Jolliffe, 2018-02-21 Cooperative Learning for Intercultural Classrooms helps both pre service and in service teachers to develop a well researched pedagogy that supports inclusive practice for a globalised world It provides an overview of theoretical perspectives that illustrate why cooperative learning is an effective learning strategy reviews research findings about how cooperative learning supports inclusion and outlines the strategies and methods that support teachers in putting cooperative learning into practice Providing a step by step guide to implementing cooperative learning for schools teachers and teacher educators this invaluable resource includes guidelines for a staged approach to implementation case studies of cooperative learning in classrooms from a range of different contexts including Australia England Sweden Italy India Singapore and Hong Kong guidance on developing an effective professional development programme for a school appendices with valuable information on a range of cooperative learning structures and explanations of the main types of cooperative learning used in classrooms

Contemporary Global Perspectives on Cooperative Learning Robyn M. Gillies, Barbara Millis, Neil Davidson, 2023-03-29 This volume captures contemporary global developments in cooperative learning CL across varied educational contexts levels and disciplines Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten to tertiary education and across different subject domains With chapters from contributors throughout the Global North and South this comprehensive volume offers a wide ranging perspective and addresses a range of cooperative learning pedagogies including relational online and peer learning STAD the Jigsaw model and dialogic talk The chapters draw on novel empirical research and theory to highlight best practices in cooperative learning whilst also considering the challenges limitations and factors which drive or inhibit learner engagement and success Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to maximum benefit to enhance students affective social cognitive and metacognitive learning Thus this book will appeal to scholars and researchers across a variety of subjects and will provide an additional benefit to in service and pre service educators who already practice cooperative learning in their classrooms as well as those who are interested in implementing the model

Teaching as a Human Activity J. Amos Hatch, 2021-09-01 This is a book for teachers especially new and soon to be teachers It s a book from one teacher to other teachers who care deeply about what goes on in schools who see teaching as a calling who want to make their time in classrooms life changing for the students they are lucky enough to teach This book is meant to inspire as much as instruct The lessons that make up the body of this book are organized around five questions that every teacher needs to consider 1 What can I do to be sure I realize my dream of making a positive difference in the lives of my students 2 How can I make my teaching effective by building on vital human

connections with my students 3 How can I make my classroom management effective while encouraging my students to become self regulating agents of their own behavior 4 What are instructional approaches that will engage my students in shaping their own development and learning 5 What can I do to ensure my successful initiation into the teaching profession and avoid burnout in the future Four lessons are included in each of the five parts defined by these questions This book celebrates the passion commitment and intelligence that teachers bring to their profession Bright caring individuals are called to teaching because they feel a powerful drive to touch the lives of young people and to make a difference in the world The approaches advocated in these pages seek to take advantage of the commitment drive and brainpower teachers bring to their avocation The lessons explored foreground the humanity of teaching and highlight ways teachers can experience the satisfaction of sharing meaningful learning filled connections with their students

Mathematical Applications and Modelling Berinderjeet Kaur, 2010 Mathematical Applications and Modelling is the second in the series of the yearbooks of the Association of Mathematics Educators in Singapore The book is unique as it addresses a focused theme on mathematics education The objective is to illustrate the diversity within the theme and present research that translates into classroom pedagogies

Co-Teaching and Other Collaborative Practices in The EFL/ESL Classroom Andrea Honigsfeld, Maria G. Dove, 2012-05-01 Much has been written about the cognitive and academic language needs of those learning English as a new language be it a second language in the United States or other English speaking countries or as a foreign language in all other parts of the world Many guidebooks and professional development materials have been produced on teacher collaboration and co teaching for special education inclusive classrooms Similarly much has been published about effective strategies teachers can use to offer more culturally and linguistically responsive instruction to their language learners However only a few resources are available to help general education teachers and ESL English as a second language specialists or two English as a foreign language EFL teachers such as native and nonnative English speaking teachers to collaborate effectively With this volume our goal is to offer an accessible resource long awaited by educators whose individual instructional practice and or institutional paradigm shifted to a more collaborative approach to language education Through this collection of chapters we closely examine ESL EFL co teaching and other collaborative practices by a exploring the rationale for teacher collaboration to support ESL EFL instruction b presenting current classroom based practitioner oriented research studies and documentary accounts related to co teaching co planning co assessing curriculum alignment teacher professional development and additional collaborative practices and c offering authentic teacher reflections and recommendations on collaboration and co teaching These three major themes are woven together throughout the entire volume designed as a reference to both novice and experienced teachers in their endeavors to provide effective integrated collaborative instruction for EFL or ESL learners We also intend to help preservice and inservice ESL EFL teachers teacher educators professional developers ESL EFL program directors and administrators to find answers to critical questions

Materials for the learning of english and teachers` professional growth Judith Castellanos Jaimes, 2018-02-07 This book is the compilation of eight research studies conducted by the students from the Master s in Education with Emphasis on English Didactics at the School of Education in Universidad Externado de Colombia and one study carried out by the professors from the same Emphasis It illustrates the students research process focused on various English didactic issues relevant to the EFL community of teachers This issues comprise several themes such as materials development for teachers professional growth undergraduate students critical thinking skills revealed through class debates on controversial issues in an EFL classroom the enhancement of writing through cooperative learning the improvement of oral fluency through vocabulary learning activities based on collocations materials development for learning English for specific purposes development of task based vocabulary to enhance reading comprehension the process approach to develop argumentative skills meaningful photographs to engage students in oral activities and fostering reading strategies through the use of authentic materials This book divided into nine chapters Each chapter explains the corresponding research process undergone by the students It describes their theoretical considerations instructional and research designs data analysis and findings and conclusions in relation to their concern

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