



CO-OPERATIVE AND COLLABORATIVE TEACHER EDUCATION

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The process of teaching-learning is as old as human beings on earth. It has been carried out by human beings and even by animals to teach their young ones for successful adjustment in the environment. The process has undergone several changes from non-formal to formal with the passage of time.

Modern trends in education have been receiving active consideration of educationists all over the world. We have noticed a number of changes in education and training. A number of innovative ideas have been evolved to improve teacher education. Co-operative and collaborative learning is one of them.

What is co-operative learning?

Co-operative or collaborative learning is a team process where members support and reply on each other to achieve an agreed upon goal.

Co-operative learning is a successful strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team helps other until all group members successfully understand and complete the assignment.

Elements of co-operative learning

1. Positive Interdependence

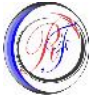
- Each group members efforts are required and indispensable for group success.
- Each group member has a unique contribution to make to the joint effort because of the role and task responsibilities.

2. Face to Face Interaction

- Connecting present with past learning.
- Discussing concepts being learned.
- Teaching one's knowledge to another.
- Checking for understanding
- Orally explaining how to solve problems.

3. Individual & group accountability

- The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student
- Examining students orally by calling on one student to present his/her group's work to the teacher(In the presence of the group) or the entire class



- Observing and recording the frequency of each members contribution to the group's work.
- Assigning one student in each group as a checker. The checker asks other group members to explain the reasoning and rationale of the group answer.

4. Interpersonal and Small-Group Skill

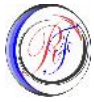
- Social skills must be taught
- Leadership
- Decision-making
- Communication
- Trust – building
- Conflict management skill

5. Group – Processing

- Discussion of group members regarding the achievement of their and Maintaining effective working relationships.
- Describing helpful and unhelpful actions of the members
- Deciding the behavior to continue or to change

What makes for a good Co – operative /collaborative learning team ?

- Team activities begin with training and understanding group process. An instructor facilitates discussion and suggests alternatives but does not impose solutions on the team
- Three to five people in the team .Larger teams have difficulty in keeping everyone Involved .
- Teacher assigned groups function better than self assigned groups .
- Diverse skill levels, back grounds, experience
 - Each individual brings strengths to a group.
 - Each member of group contributes his/her strength and helps others To understand their strengths
 - Learning is positive influenced with a diversity of perspective and experience increasing options for problem solving.
- Commitment of each member to a goal is defined and understood by the group .
 - Confidential peer ratings are a good way to assess who is and who is not contributing.
- Groups have the right to fire a non cooperative or non – participating members If all remedies have failed
 - Individuals can quit if they believe they are doing most of the work with little assistance from the others .
- Shared operating principles and responsibilities , agreed by each member
 - Commitment to attend , prepare and be on time for meetings .
 - Have discussions and disagreements focus on issues , avoiding personal criticism



Activities for co – operative Learning

1. Jigsaw

Groups with five students are set up each group member is assigned some unique material to learn and then to teach it to his group members.

2. Think – pair – share

Involves a three step co – operative structure .During the first step individual think silently about a question. During the second step individuals pair up and exchange the thoughts. In the third step , the pairs share their responses with other pairs other teams or the entire group .

3. Three – step- Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking questions . Durning the second step partners reverse the roles . For the final step , members share their partner' response with the team.

4. Round Robin Brainstorming

Class is divided into small groups (4 to6) with one person appointed as a recorder. A question is posed with many answers and students are given time to think about answers. Then members of the team share responses with one another. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group gives an answer until time is called.

5. Three minute review

Teachers stop during a lecture or discussion and give three minutes to the team to review what has been said \, to ask clarifying questions or answer questions.

6. Numbered Heads Together

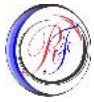
A team of four is established. Each member is given numbers of 1,2,3,4 Questions are asked to the group. Groups work together to answer the question. Teacher calls out a number to give the answer so that all can verbally answer the question.

7. Team pair Solo

Students try to solve problems first as a team, then with partner and finally on their own. It is based on simple notion of mediated learning. Students can do well with help than they can do alone. By allowing them to work on problems they could not do alone, first as a team, then with a partner \, they progress to a point they can do alone that which at first they could do only with help.

8. Circle the sage

First the teacher polls the class to see which students have a special knowledge to share those students (the sages) stand and spread out in the class . The rest of the class each surround a sage with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen , ask questions and take notes . All students then return to their teams. Each one explains what they learn . they compare notes . If there is disagreement, they stand up as a team .Finally the disagreements are aired and resolved.



9. Partners

The class is divided into team of four .Partners move to one side of the room Half of each team is given as assignment so that they can able to teach the other half. Parteners learn and can consult with the other partners working on the same material . Teams go back to teach the other set. Team reviews how well they learned and taught and how they might improve the process .

Advantages of Co – operative Learning

Co – operative learning techniques –

1. Promote student learning and academic achievement
2. Increase student retention
3. Enhance student satisfaction with their learning experiences .
4. Help students to develop skills in oral communication.
5. Develop students ‘ social skill .
6. Promote student self – esteem
7. Help to promote positive race relations .

Co – operative learning is interactive

As a team member, the student teacher -

- Develops and shares common goal
- Contributes his / her understanding of the problem, questions , and solutions.
- Respond to others questions, insights and solutions.
- Empowers the others to speak and contribute and to consider their contributions.
- Is accountable to others and they are accountable to him/her.
- Is dependent on others and they dependent on him/ him.

Conclusion

Thus co-operative and collaborative learning is one of the essential strategies of the teaching learning process which will be beneficial for student teachers to improve their learning, sharing the ideas, and to work collectively to make their learing successful.

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