



INNOVATIVE PRACTICES IN TEACHER EDUCATION WITH SPECIAL REFERENCE TO CO-OPERATIVE LEARNING

Dr. Shraddha Patil
Assitant Professor,
Mahavir Mahavidyalaya, Kolhapur

Dr. Ravindra Mirajkar
Assitant Professor,
Mahavir Mahavidyalaya, Kolhapur

Introduction

There are lot of innovative practices have been prevailing in the field of teacher education. Co-operative learning is also one of them. Co-operative learning in teacher education can instill in future teachers the value of social interaction. Reflection improves a teacher ability to make appropriate and sound judgment and therefore, become an empowered decision maker.

Meaning of Co-operative learning

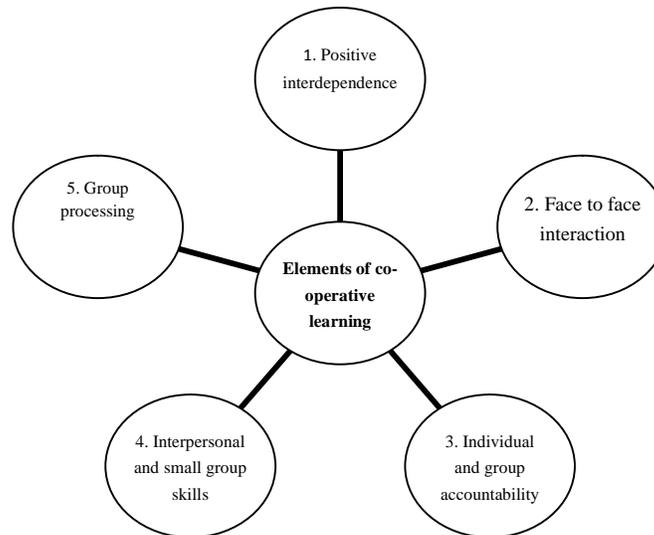
Co-operative learning is a team process where members support and rely on each other to achieve an agreed upon goal. The classroom is an excellent place to develop team building skills you will need later in life.

This co-operative learning is a successful teaching 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 is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Co-operative learning is interactive, as a team member, the student teacher:

- Develops and shares a common goal.
- Empowers the other to speak and contribute and to consider their contribution.
- Is accountable to others and they are accountable to him/her.

Elements of co-operative learning



1. Positive interdependence: Each group member's efforts are required and indispensable for group success.
2. Face to face interaction: Orally explains how to solve problems
 - Teaching one's knowledge to other
 - Checking for understanding
 - Connecting present with past learning
3. Individual and group Accountability:
 - Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be
 - Giving an individual test to each student
 - Randomly examining students orally by calling on one student to present his or her group's work to the teacher
 - Observing and assigning one student in each group
 - Having students teach what they learned to someone else.



4. Interpersonal and small group skills: Skills must be taught leadership, decision making etc.
5. Group processing: Group members discuss how well they are achieving their goals and maintain effective working relationships.

Some activities for co-operative learning

1. Jigsaw: Groups with five students are set up. Each group is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these 'experts' groups the original groups reform and students teach each other.
2. Think: Pair-share-involves a three step co-operative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams or the entire group.
3. Three-step interview: Each members of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step members share their partner's response with the team.
4. Round-Robin Brainstorming: Class is divided into small groups (4to6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the 'think time' members of the team share responses with one another round robin style. The recorder written down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
5. Three minute review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions.
6. Partners: The class is divided into teams of four partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same



material. Teams go back together with each set of partners working on the same material. Team goes back together with each set of partners teaching the other set. Partners quiz and tutor team master. Team reviews how well they learned and taught and how they might improve the process.

Use of co-operative learning

- It helps students to promote academic achievement
- Increase student retention
- Increase 'we feeling' in students
- It helps students to develop social skills

Conclusion

When we conclude co-operative learning it is the very good method for the teacher to receive active response of the class. This process of co-operative learning is predominantly focusing to the active involvement of learner. So, in this learning instructional strategies helps students to understand words and enrich their learning experience.