

A photograph of a large, ornate, light-colored stone building with Gothic-style architecture, featuring multiple towers and spires. The building is set against a blue sky with scattered white clouds. In the foreground, there are lush green trees on the left and a vibrant garden bed filled with yellow and pink flowers. A black lamppost stands near the trees.

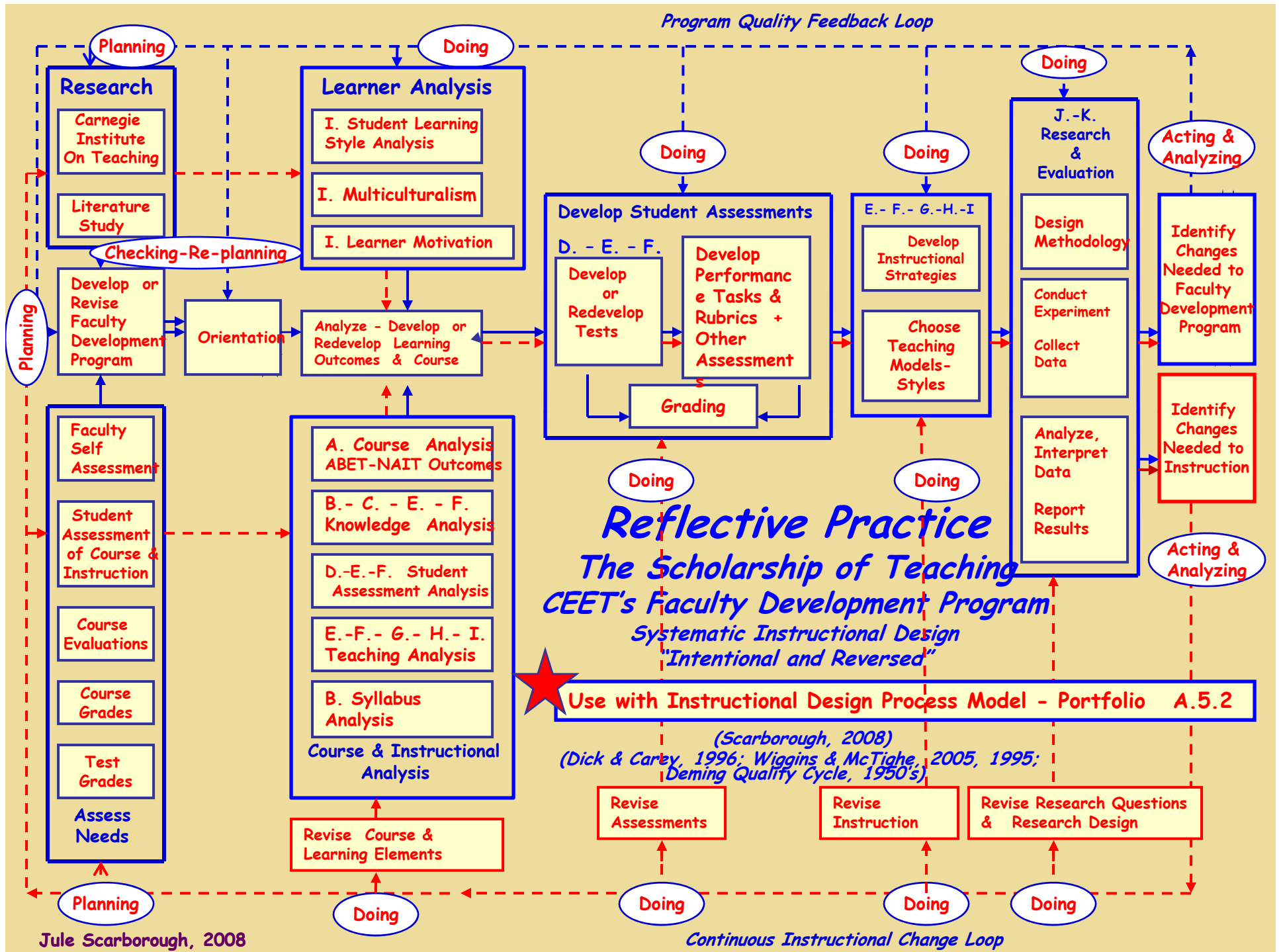
*Teaching at Northern Illinois University*

*Cooperative Learning:  
Basic Elements*

*5/5*

Jule Scarborough, 2008

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# Active Learning

## Five Basic Elements

### Chapter Five

David W. Johnson  
Roger T. Johnson  
Karl A. Smith

(Interaction Book Company, 1998)

This PowerPoint presentation was taken directly from the text by Johnson, Johnson, and Smith, 1998  
Jule Scarborough, 2006

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## TYPES OF GROUPS

*Demonstrate your understanding of the different types of groups by matching the definitions with the appropriate group. Check your answers with your partner and explain why you believe your answers to be correct.*

TYPE OF GROUP	DEFINITION
	a. A group in which students work together to accomplish shared goals. Students perceive they can reach their learning goals if and only if the other group members also reach their goals.
Pseudo Group	b. A group whose members have been assigned to work together but they have no interest in doing so. The structure promotes competition at close quarters.
Traditional Learning Group	d. A group that meets all the criteria for being a cooperative group and outperforms all reasonable expectations, given its membership.
Cooperative Learning Group	c. A group whose members agree to work together, but see little benefit from doing so. The structure promotes individualistic work with talking.
High- Performance Cooperative Learning Group	

# Basic Elements of Cooperative Learning

## ◆ Pseudo-Learning Group

- Members assigned to work together but have no interest in doing so.
- **Members often will:**
  - ◆ Block or interfere with each other
  - ◆ Communicate and coordinate poorly
  - ◆ Mislead or confuse each other
  - ◆ Not participate and seek free ride

The sum of the whole is less than the potential of the individual members

# Basic Elements of Cooperative Learning

## ◆ Traditional Classroom Learning Group

- Members accepted that they are to work together, but see little benefit from doing so.
- **Member's:**
  - ◆ Only take responsibility for themselves
  - ◆ Interact primarily to share information
  - ◆ Each do work on their own
  - ◆ Accountable as individuals not as team

# Basic Elements of Cooperative Learning

## ◆ Cooperative Learning Group

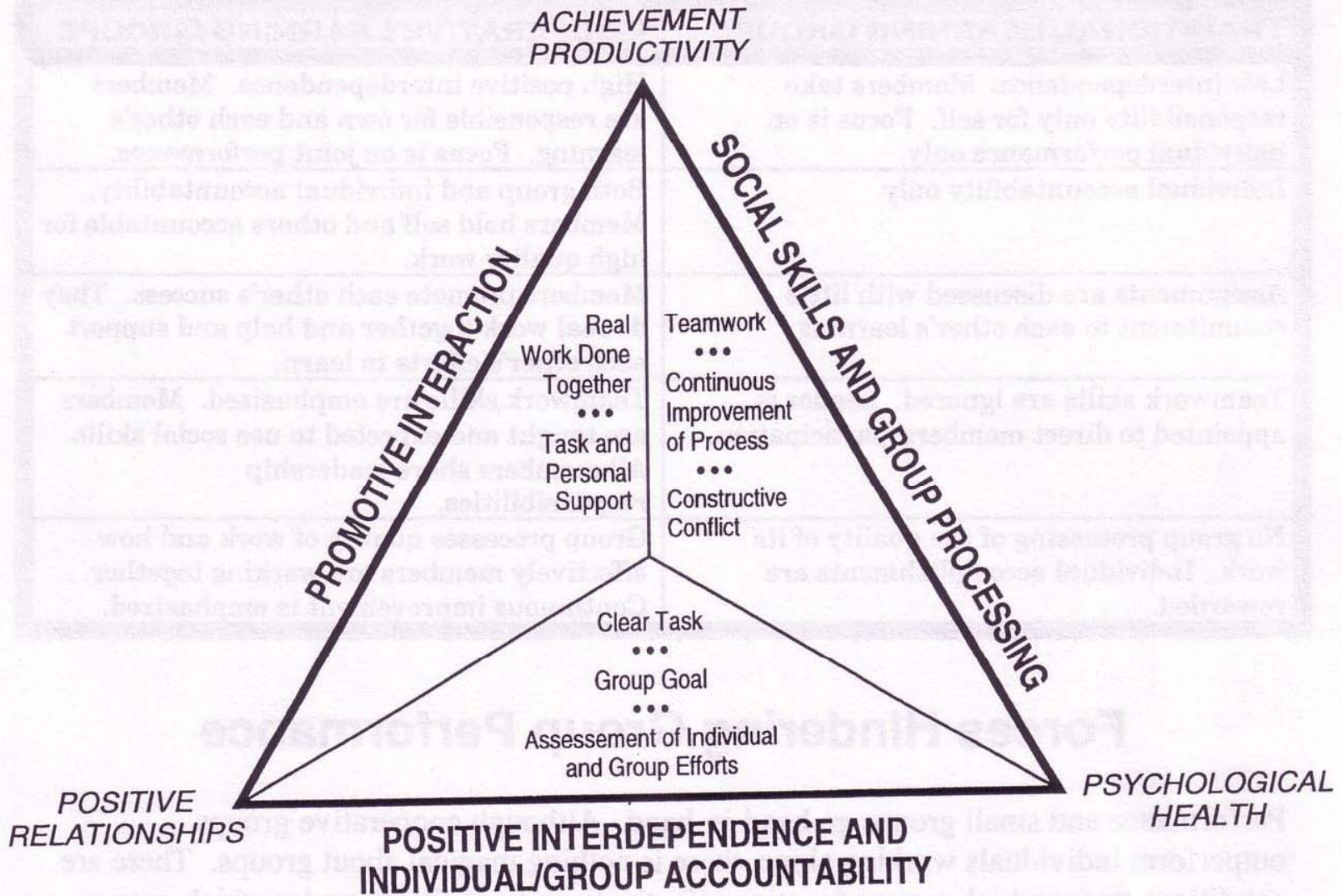
- A group whose members are committed to the common purpose of maximizing each other's learning
- **Characteristics**
  - ◆ **Maximizing all members' learning**
  - ◆ Focus both on group and individual accountability
  - ◆ Members do real work together
  - ◆ Members taught social skills
  - ◆ Groups analyze how effectively they are at achieving their goals

# Basic Elements of Cooperative Learning

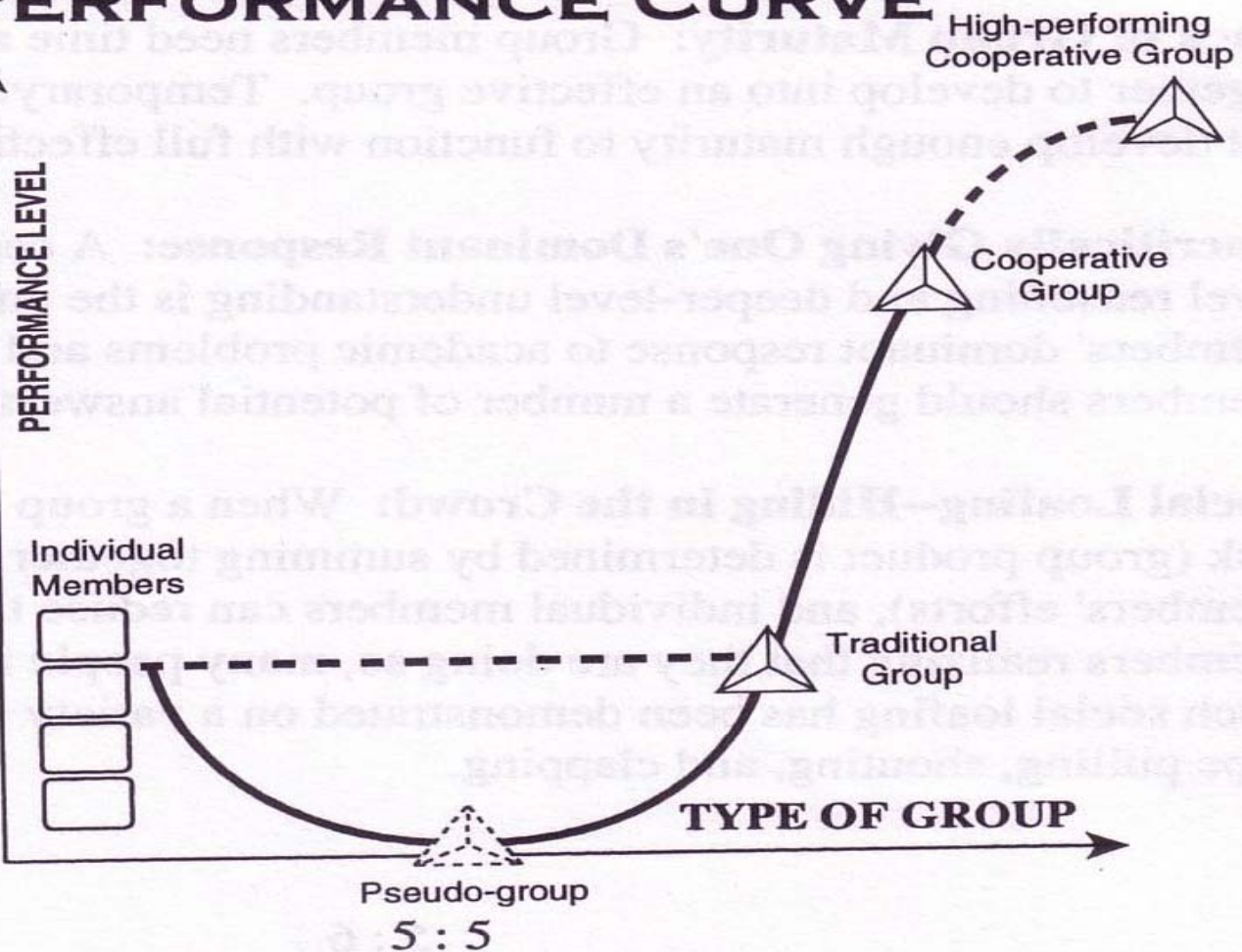
## ◆ High-Performance Coop Learning Groups

- Coop learning group that **exceeds all reasonable expectations**
  - ◆ Higher level of commitment
  - ◆ Rare
  - ◆ Most groups never achieve this level

*Figure 5.1 Cooperative Efforts*



# FIGURE 5.2 THE LEARNING GROUP PERFORMANCE CURVE



*Johnson, Johnson, & Smith (1998)*

## TABLE 1.1 COMPARISON OF LEARNING GROUPS

TRADITIONAL LEARNING GROUPS	COOPERATIVE LEARNING GROUPS
Low interdependence. Members take responsibility only for self. Focus is on individual performance only.	High positive interdependence. Members are responsible for own and each other's learning. Focus is on joint performance.
Individual accountability only.	Both group and individual accountability. Members hold self and others accountable for high quality work.
Assignments are discussed with little commitment to each other's learning.	Members promote each other's success. They do real work together and help and support each other's efforts to learn.
Teamwork skills are ignored. Leader is appointed to direct members' participation.	Teamwork skills are emphasized. Members are taught and expected to use social skills. All members share leadership responsibilities.
No group processing of the quality of its work. Individual accomplishments are rewarded.	Group processes quality of work and how effectively members are working together. Continuous improvement is emphasized.

# Basic Elements of Cooperative Learning

## ◆ Forces Hindering Group Performance

1. Lack of group maturity
2. Uncritically giving one's dominant response
3. Social loafing – hiding in the crowd
4. Free riding
5. Motivation losses due to perceived inequity
6. Group thinking
7. Lack of sufficient heterogeneity
8. Lack of teamwork skills
9. Inappropriate group size

# Positive Interdependence: We Instead of Me

◆ Three steps to structuring **positive interdependence**:

- **Step 1**

- **Assigning the group a clear, measurable task**

- ◆ Members need to know what to do

- **Step 2**

- **Structure positive goal interdependence**

- ◆ All members scoring above a specified criterion when tested individually
- ◆ All members improve their performance over their previous scores
- ◆ The overall group score being above a specified criterion
- ◆ One product successfully completed by the group

# Positive Interdependence: *We* Instead of *Me*

## ■ Step 3

### ■ Supplement positive goal interdependence with other types of positive interdependence:

- ◆ Reward interdependence
- ◆ Resource interdependence
- ◆ Role interdependence
- ◆ Identify interdependence
- ◆ Environmental interdependence
- ◆ Fantasy interdependence
- ◆ Task interdependence
- ◆ Outside enemy interdependence (see p.5:10)

## TYPES OF POSITIVE INTERDEPENDENCE

**Positive Goal Interdependence:** Students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals. Members of a learning group have a mutual set of goals that they are all striving to accomplish.

**Positive Celebration/Reward Interdependence:** Group celebrates success. A joint reward is given for successful group work and members' efforts to achieve.

**Positive Resource Interdependence:** Each member has only a portion of the information, resources, or materials necessary for the task to be completed and the member's resources have to be combined in order for the group to achieve its goal.

**Positive Role Interdependence:** Each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete a joint task.

**Positive Identity Interdependence:** The group establishes a mutual identity through a name, flag, motto, or song.

**Environmental Interdependence:** Group members are bound together by the physical environment in some way. An example is putting people in a specific area in which to work.

**Positive Fantasy Interdependence:** A task is given that requires members to imagine that they are in a life or death situation and must collaborate in order to survive.

**Positive Task Interdependence:** A division of labor is created so that the actions of one group member have to be completed if the next team member is to complete his or her responsibility.

**Positive Outside Enemy Interdependence:** Groups are placed in competition with each other. Group members then feel interdependent as they strive to beat the other groups and win the competition.

# Individual Accountability/Personal Responsibility

- ◆ The discipline of using cooperative groups includes structuring group and individual accountability:
  - **Group accountability:** The performance of the overall group is assessed and given back to all group members
  - **Individual accountability:** The performance of each individual member is assessed, the results are given back to the individual and the group to compare

# Individual Accountability/Personal Responsibility

- ◆ The purpose of cooperative groups is to make each member a **stronger individual**. (*note-reverse*)
  - With cooperative groups:
    - ◆ First, Students learn knowledge, skills, strategies, or procedures in a cooperative group
    - ◆ Then, Students apply the knowledge or perform the skill, strategy, or procedure alone to enhance mastery of material

# Individual Accountability/Personal Responsibility

## ◆ Positive interdependence and accountability

### ■ Personal accountability

- ◆ Contributing his or her efforts to accomplish the groups goals
- ◆ Helping other group members do likewise
- ◆ Do what ought to be done
  - Sharing
  - Contribute
  - Pulling one's weight
  - (*attaining competencies individually, but at higher level in group*)

# Face-To-Face Promotive Interaction

- ◆ The discipline of using cooperative groups includes ensuring that group members **meet face-to-face** to work together to complete assignments and promote each other's success (*note-virtual*)
  - Schedule time for the group to meet
  - Highlight positive interdependence that **requires** groups to work together
  - Encourage promotive interaction among group members

# Interpersonal and Small Group Skills

◆ Teaching group members the **small group** and **interpersonal skills** they need to work effectively with each other

- **Students are required to learn:**

- ◆ academic subject matter (**task work**)
- ◆ the interpersonal and small group skills required to function as part of a group (**teamwork**)

**No Teamwork Skills,..... No Task work**

## HOW VALUABLE ARE SOCIAL SKILLS?

Given below are six of the more important outcomes of being socially skilled. Form a pair. Rank order the outcomes from most important ("1") to least important ("6").

RANK	OUTCOME OF SOCIAL SKILLS
	<b>Personal development and identity:</b> Our identity is created out of relationships with others. As we interact with others we note their responses to us, we seek feedback as to how they perceive us, and we learn how to view ourselves as others view us. Individuals who have few interpersonal skills have distorted relationships with others and tend to develop inaccurate and incomplete views of themselves.
	<b>Employability, productivity and career success:</b> Social skills may be even more important than education and technical skills to employability, productivity, and career success. Recent national surveys found that (a) when hiring new employees, employers value interpersonal and communication skills, responsibility, initiative, and decision-making skills and (b) 90 percent of the people fired from their jobs were fired for poor job attitudes, poor interpersonal relationships, inappropriate behavior, and inappropriate dress. In the real world of work, the heart of most jobs, especially the higher-paying, more interesting jobs, is getting others to cooperate, leading others, coping with complex power and influence issues, and helping solve people's problems in working with others.
	<b>Quality of life:</b> There is no simple recipe for creating a meaningful life, but the research indicates that for almost everyone a necessary ingredient for a high quality of life is some kind of satisfying, close, personal, intimate relationship.
	<b>Physical health:</b> Positive, supportive relationships have been found to be related to living longer lives, recovering from illness and injury faster and more completely, and experiencing less severe illnesses. Physical health improves when individuals learn the interpersonal skills necessary to take more initiative in their relationships and become more constructive in the way they deal with conflict. Loneliness and isolation kill. High quality relationships create and extend life.
	<b>Psychological health:</b> When individuals do not have the interpersonal skills to build and maintain positive relationships with others, psychological illness results. The inability to establish acceptable relationships often leads to anxiety, depression, frustration, alienation, inadequacy, helplessness, fear, and loneliness. The ability to build and maintain positive, supportive relationships, on the other hand, is related to psychological health and adjustment, lack of neuroticism and psychopathology, reduction of psychological distress, coping effectively with stress, resilience, self-reliance and autonomy, a coherent and integrated self-identity, high self-esteem, general happiness, and social competence.
	<b>Ability to cope with stress:</b> Positive and supportive relationships help individuals cope with stress by providing caring, information, resources, and feedback. Supportive relationships decrease the number and severity of stressful events, reduce anxiety, and help with the appraisal of the nature of the stress and one's ability to deal with it constructively. Discussions with supportive peers help individuals perceive the meaning of the stressful event, regain mastery over their lives, and enhance their self-esteem.

# Group Processing

## ◆ Group processing

- **Reflecting** on a group session to:
  - ◆ Describe what members actions were helpful or unhelpful
  - ◆ Make decisions about what actions to continue or change
- Purpose is to **clarify and improve the effectiveness** of the members to achieve the group goals

# Group Processing

## ◆ Five steps in structuring group processing:

- Assess the quality of the interaction among group members as they work to maximize each other's learning.
- Give each learning group feedback on how the group does its work
- Groups set goals as to improve their effectiveness
- Process how effectively the **whole class** is functional
- Conduct small-group and whole-class celebrations

# Positive Interdependence & Intellectual Conflict

◆ The greater positive interdependence,  
the greater the likelihood of ...  
**intellectual disagreement and conflict**  
among group members

**\*\*This is a good thing!**

# Reducing Problem Behaviors

- ◆ When students first start working in cooperative learning groups, they sometimes engage in **unhelpful behaviors**.
- ◆ Whenever inappropriate student behavior occurs, your first move should be toward **strengthening the perceived interdependence**

# Reducing Problem Behaviors

- ◆ Student Not Participating or Bringing Work or Materials:
- ◆ Jigsaw materials! (excellent teaching model)

**Assign** student role essential for group success

**Reward** group if all members achieve up to criterion to increase peer pressure to participate

# Reducing Problem Behaviors

## ◆ A Student is Talking About Everything But the Assignment:

Give a **reward** the student or group finds especially attractive

Structure task so **steady contributions** are required for group success

# Reducing Problem Behaviors

## ◆ A Student is Working Alone and Ignoring the Group Discussion:

**Limit** resources in the group (if there is only one pencil, the student will be unable to work alone)

**Jigsaw** materials so that the students cannot complete the assignment without other members' information

# Reducing Problem Behaviors

- ◆ A Student is Refusing to Let Other Members participate:

Jigsaw resources (people, materials, knowledge, information, activities, etc.)

Assign other members essential roles (leader, recorder, etc.)

Reward on group basis of the lowest two scores by group members