Cooperatively Structured Learning  EDS545
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Office Hours:

Description

This course examines the use of cooperatively structured teaching strategies and learning activities. Its focus is on methods for fostering student/participant interdependence in heterogeneous groups, classrooms, schools and other educational settings. It provides educators with understandings and pedagogical skills to create multicultural classrooms, school communities and other organizations where all learn in meaningful ways.

SUNY at New Paltz
CONCEPTUAL FRAMEWORK FOR THE PROFESSIONAL EDUCATION UNIT
CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS
RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY

Our unit (School of Education, Art Education Department, and Communication Disorders Department) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:
Inquiry, Intellectual growth, Professionalism, Appreciation of human diversity, Advocacy for students

Rationale and Course Objectives

Learning in most educational settings is structured competitively or individualistically. Research findings, however, bear out the effectiveness of cooperative structures for achieving increased cognitive and affective student outcomes as well as appreciation of diversity.

Through this course we will:
1. Explore research and ideas about cooperation in education; (inquiry, intellectual growth)
2. Design and implement well-structured cooperative learning activities that meet the academic and social needs of diverse learners; (professionalism, diversity)
3. Reflect on competition and cooperation as ideas and values and apply understandings about cooperation to ourselves, the classroom/school, the school/community, other educational settings and to broader issues of diversity, educational equity and social justice; (advocacy, democratic-citizenship)

This course develops Humanistic/Multicultural Education Program Competencies for:
a. Cooperative Interaction and Inclusive Work Settings; b. Participatory Approaches to Instruction and c. Individual/Group Development and Democratic Group Participation.
Course Topics

Session 1: Introduction to the Course

Session 2: Impact of Goal Structures on Learning
Reading: The New Circles of Learning, Chpts. 1-3.
“And the Winner Is...,” Susan Black, American School Board Journal, 7/05.

Due: For all readings - short, typed responses to focus questions, may be outlined.

Cooperative Games and Sports; or A Friendly Classroom for a Small Planet.

Skim book, Be ready to share cooperative games that interest you.

Session 3: Jigsaw Format for Structuring Cooperative Learning
Reading: No Contest: The Case Against Competition, Chpts. 1-3.

Due: Oral report on the philosophy and principles of practice underlying the Orlick or Prutzman book.

Session 4: Values, Philosophy and Practice of Cooperative Learning
Reading: The New Circles of Learning, Chpts. 4-6, answer focus questions 4-7.
“Assessment and Evaluation,” David and Roger Johnson, Cooperative Link.
“High Stakes Testing and the Cooperative Classroom,” David and Roger Johnson, Cooperative Link.

Session 5: Teaching Social Skills and Processing
Reading: No Contest, Chpts. 4-5.
* “A Place for Everyone”, Jeffrey Zuckerman, Teaching Tolerance, Fall 94.

Session 6: Integrating the Essential Elements of Cooperative Learning
Reading: The New Circles of Learning, Chpts. 8-11.
No Contest, Chpts. 6-8.
“Common Mistakes in Using Cooperative Learning and What to Do About Them,”
David and Roger Johnson, Cooperative Link.

Session 7: Integrating the Essential Elements of Cooperative Learning
Reading: No Contest, Chpt 9, 10, afterward.
Due: “Cooperative Learning: Theory and Practice.” In-class cooperative assessment of The New Circles of Learning (inquiry, intellectual growth)
Bring in 1 pg. typed outline of Kohn paper.

Session 8: Board Game Format for Structuring Cooperative Learning
Due: Paper on No Contest - first draft.
Plan: “Sequence of Lessons/Project.” - A contract.
This must be approved by the instructor with a check before you move ahead to develop your Sequence of Lessons/Project.

Session 9: Learning Center Format for Structuring Cooperative Learning
Reading: Cooperative Learning: Cooperative Lives, Chpt. 3.
* “What Cooperative Learning Has to Offer the Gifted,” D&R Johnson, Cooperative Link.
Due: No Contest - Revised draft/ final paper, Due with peer-edited, draft attached.
(intellectual growth, professionalism, advocacy)

Session 10: Differentiating Cooperative Learning
Reading: Cooperative Learning: Cooperative Lives, Chpts. 4-5.
* “Differentiating Cooperative Learning,” Nancy Schniedewind and Ellen Davidson, Educational Leadership, 9/00.

Session 11: Teaching about Cooperation as an Idea and Value: Diversity, Inclusion, Democracy
Reading: Cooperative Learning, Cooperative Lives, Chpts. 6-7.
“The Cooperative Classroom: The Context for Cooperative Learning”
“Imagining Inclusive Classrooms”, Mara Sapon-Shevin, Widening the Circle.
* “Cooperative Learning and American Values,” David and Roger Johnson, Cooperative Link.
* “Cooperative Learning and Building Democracies,” Cooperative Link.
* “Cooperative Learning that Includes Students with Disabilities,” Michelle Grenier, Ben Dyson, Pat Yeaton. Journal of Physical Education, Recreation and Dance, 8/05. (optional)
Due: Cooperatively-developed, cooperatively-structured lesson plan.
(professionalism, diversity) - In class presentations plans.
Bring in 1 pg. typed outline of Schniedewind & Davidson paper.

Session 12: Collaboration: Linking Parents, Teachers and Community, Student Presentations
Reading: * “Cooperative Schoolwide Communities for Teachers, Parents and Students,” Marilyn Watson et al., Cooperative Learning, Vol 14, #4.
Due: Cooperative Learning: Cooperative Lives - First draft.
Session 13: Student Presentations
Due: Cooperative Learning: Cooperative Lives final paper, with rubric & peer-edited first draft attached.

Session 14: Student Presentations, Course Closure and Evaluation
Due: “Sequence of Lessons/Project” - A - with relevant attachments (see Assessment). 
(Intellectual growth, professionalism, diversity)

Course Assignments/Requirements

A. Readings

2. No Contest: The Case Against Competition, Alfie Kohn.
4. Either Cooperative Games and Sports, Terry Orlick or Friendly Classroom for a Small Planet, first edition, Priscilla Prutzman et al.
5. Articles, as assigned. Articles are available on the Library Electronic Reserve System (ERES). Sign on to Blackboard, click on EReserves.

B. Assessment

For a C grade
1. Read The New Circles of Learning as assigned and participate in discussion. You will be assessed for the knowledge gained through an in-class, cooperative assignment.
2. Read No Contest: The Case Against Competition and submit paper with peer reviewer’s signature and comments on “Assessment Rubric for Writing” and rough draft attached. 3-4 typewritten pages.
3. Read either Cooperative Games and Sports: Challenge Without Competition by Terry Orlick or Friendly Classroom for a Small Planet by Priscilla Prutzman with a partner, teach a cooperative game to our class.
4. Typed responses to focus questions on the readings.

For a B
1. Complete all requirements for a C:
2. Read Cooperative Learning, Cooperative Lives and submit paper with peer reader’s comments on “Assessment Rubric for Writing” and rough draft attached.
3. Within a small group plan a 40-minute cooperatively structured learning activity with cooperative content designed either for your students/educational environment or our class and teach it to us later in April. Cooperative skills should be evident in planning and presenting and it should meet the criteria on the “Cooperative Project Rubric”. Hand in “Contract A/Project B Lesson Format” sheet a week or two before you present your lesson, for feedback, with blank rubric attached. On the day of your presentation hand in the draft lesson, revised lesson and rubric.
4. Read short articles, and be responsible for the material in class and/or in writing, as assigned.

For an A
1. Complete all expectations for C and B:
2. Read articles marked * and report on them to the class and/or in writing as assigned.
3. Design a cooperatively-structured “Sequence of Lessons /Project” for your educational setting. Attach approved Project Plan and completed “Cooperative Project Rubric.” See “Checklist for Cooperatively Structured Project/Sequence of Lessons” and “Guidelines for A Project” (for your use, not to turn in). Further descriptions of specific assignments will be handed out in class. You must attach a stamped, large, self-addressed stamped envelope with your project so you can receive your project back with feedback. This is required to receive credit.

If you are absent when articles or focus questions are due, turn in focus questions or written summary of articles on your return.

C. Criteria for written work

Written work must clearly fulfill the assignment, be of graduate quality and meet criteria on the assignment rubric. Papers will be graded with a “check” if the paper meets the criteria for proficiency on assignment rubric; a “check minus” if it is acceptable but needs work in some areas; or a “check plus” if the paper is outstanding on most rubric criteria.

A “check with a minus in parentheses” indicates that serious attention should be given to the instructor’s comments for future work. One “check with a minus in parentheses” will not affect your contract grade. If two “checks with a minus in parentheses” are received, one becomes a “check minus”.

Inadequate work (more than one check minus or unacceptable work) will result in a lowered contract grade. After feedback on the first paper, no paper will be given credit that has more than a few spelling or grammatical errors.

Use the “Assessment Rubric for Papers” to help you plan and edit your writing and “Assessment Rubric Content” to help you review the substance of your paper. Attach the returned rubric with the instructor’s comments to your subsequent papers when you turn them in. Please use the services of the Writers Assistance Program or work with a tutor privately if you need support with writing.

For each paper and unit of study/project attach a very brief Self Assessment at the end of your paper/sequence of lessons.

a. A strength of this work is .......
b. Something I’ll do differently next time is .......
   c. The # of hours I spent on this was .........

You cannot receive full credit without your Self Assessment.

Finally, if you submit a revised assignment, always attach the original copy with the instructor’s feedback attached to it.

D. Expectations
1. To attend all classes and make contact with instructor and group members if you must be absent.
2. To work cooperatively with others.
3. To receive assignments on due dates. Late papers will be accepted only if previous arrangements are made.
4. To have people take advantage of my office hours if you need help with the material or want to talk. Please feel free to contact me in person or by phone during office hours. Calls are welcome at other times as well.
5. Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery and plagiarism (intentional or unintentional) are serious offenses for which you will receive a failing grade. If you are unsure of what constitutes plagiarism, please see the instructor.
6. Students who may need special considerations because of a disability should make an appointment to see the instructor.
7. Electronic technology is both a blessing and a burden. Though cell phones now allow us to call, text, and Twitter, and to access the Web, they can also be an intrusion into the classroom and a serious distraction to teaching and learning. It will be important for you to be present physically, mentally and emotionally during this course. Please do not use your cell phone during class. If you want to use it for academic purposes, ask me first. If you are on call because of your job or a home role, please alert me before class.

Bibliography
A. Contemporary References


**B. Traditional References**


Holmes Beach, FL.: Learning Publications


**Articles and Book Chapters**


**Children’s Books**


**Other Materials of Interest**

“Win-Win Solutions: An Introduction to Fair Trade and Cooperative Economics”, Lynn Benander, Equal Exchange, 2008. A curriculum connecting children around the world through the power of fairness and cooperation. (Grades 4-9)