

JROTC Virtual Learning
LET 4 / JROTC
Strategies for
Cooperative Learning

May 12, 2020



Lesson: May 12, 2020

Objective/Learning Target:

- **Explore** cooperative learning strategies
- **Define** key words: group dynamics, team building strategies, questioning strategies

Bad Teamwork, Good Teamwork

https://www.youtube.com/watch?v=fUXdrl9ch_Q

When is teamwork bad? Good?

Learning Objectives (cont'd)

- **Explore** cooperative learning strategies
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Using Cooperative Learning Strategies with Groups

A cooperative learning strategy is one where a team of learners work with and depend upon each other to accomplish a common goal. These strategies are effective in the classroom, and in planning projects and events for JROTC Cadet teams.

Each team member is responsible for:

- Achieving an individual goal
- Instructing the other team members
- Receiving information from the other members
- Helping their teammates achieve their individual goals
- Reaching the group goal

The team members work both independently and as a group to gather, disseminate, discuss, and incorporate information into a single cohesive element.

Cooperative learning is based on the belief that all people are good at something, have the ability to help others, and can benefit from others help. This cooperation among all students leads to an exciting and far-reaching way of including all students with different abilities.

The best uses of a cooperative learning strategy are when the learning goals are important, the task is complex or conceptual, and when mastery and retention of the lesson are essential. These strategies include team building, team questioning, and team information gathering and sharing.

As you read about these strategies, think about how you can use them in the four phases of learning.



Figure 1.2.6

TEAM-BUILDING STRATEGIES

Ideally, a team is a cohesive group of people. Since you are going to form teams when using a cooperative learning strategy, it makes sense to try to have the best teams possible. In *Figure 1.2.7* are a few team-building exercises to help you build team spirit.

Team-Building Exercises	
Team Cheer	The team creates a cheer for when they have completed a task and are celebrating.
Team Color	The team chooses a color to represent the personalities of the group members.
Team Excellence Symbol	The team decides on a physical symbol formed by the group that indicates they have finished an assigned task and have fulfilled the requirements of the task.
Team Food	The team selects food (candy, fruit, gum, etc.) that the whole group enjoys and can be used as part of their celebrations.
Team Logo	The team designs a logo that visually represents the team.
Team Name	The group decides on an appropriate name for the team.
Team Song	The team creates a song or selects a song that reflects the team's personality.

Figure 1.2.7

QUESTION STRATEGIES

In a classroom, a teacher calls on students to answer the question. When a student wants to ask a question, they will raise a hand and wait for teacher recognition before speaking.

This question and answer format doesn't work the same way with teams. However, teams can still facilitate questions, responses, and discussions. See [Figure 1.2.9](#) for effective ideas.



Figure 1.2.8

Question Strategies	
Heads Together	Pairs of students get together to answer a question, solve a problem, review an assignment, react to a video, generate a discussion, etc.
Partner Interview	Partners take turns interviewing each other to determine their level of understanding of a concept.
Round Robin	Each team member takes a turn adding information or sharing an idea; each class member shares an insight or new learning; each team member contributes to the creation of a writing project, etc.
Round Robin Brainstorm	Team members take turns adding to a group brainstorm.
Think-Pair-Share	Individually, students think about a question, pair with another student to discuss their thoughts, then shares their thoughts with a larger group or with the class.
Team Brainstorm	Team members randomly and rapidly contribute many ideas.

Figure 1.2.9

GATHER, SHARE, AND LEARN STRATEGIES

Anyone who has ever taught knows that time flies when brains are working! In a classroom, a teacher often struggles to do everything they planned during the class period. However, with a team approach, learners can sometimes save time by dividing information-gathering tasks and sharing what they learned. See *Figure 1.2.10* for exercises.

Gather, Share, and Learn Exercises	
Carousel	Teams work together to respond to different problems by moving from station to station. Alternatively, groups send their problem around to other groups so those groups can contribute to the solution by responding on a chart or piece of paper.
Conversation Circles	Form two circles with one circle inside the other. One student from each circle faces another student. In these pairs, students discuss questions posed by the teacher. Circles rotate two to four times in opposite directions so students discuss questions with new partners.
Jigsaw	Divide content into segments. Each team member is assigned a segment of a book chapter, website, research topic, etc. Team members return to share what they learned about their segment with the rest of the group.
Jigsaw and Expert Groups	Each team member has an assigned segment of information. Each member studies the assigned section independently. Members then find others from different groups who studied the same material. Together they review what they learned and reinforce the learning, clarify any misunderstandings, and fill in gaps. They become experts. They return to their original group and share their expertise.
Team Graphic Organizer	Together, a team prepares a single graphic organizer of information.
Team Product or Project	Teams produce a product or engage in a project as a culminating activity.
Team Performance	Teams prepare a performance or presentation based on a synthesis of what they learned.

Figure 1.2.10

Benefits of Cooperative Learning

Key words

group dynamics:

The attitudes and behaviors of people in a group situation



Figure 1.2.11



Figure 1.1.12

There are real benefits for using a cooperative learning strategy in the classroom. The **group dynamics** of cooperative learning requires a large amount of social interaction. Students share ideas and feelings. Team members get to know one another and develop a better understanding of other individuals. The students learn to trust, depend upon, and respect one another as they strive to achieve a common goal. Teammates get appreciation for what they can do; they are not rejected or ignored for what they cannot do. In this way, cooperative learning promotes positive relationships and attitudes among students.

Cooperative learning groups tend to be more creative than individual students or non-cooperative learning groups. Group dynamics encourage all team members to participate actively. Therefore, as the team generates more ideas, the quality and originality of the ideas can improve. If the team is trying to solve a problem, they generate more ideas for creative problem-solving activities.

Conclusion

You've seen that learners benefit from specific activities in each phase of learning. Learning activities along with strategies such as cooperative learning can enrich the learning experience for students of all abilities.

Lesson Check-up



- **Why is cooperative learning effective learning new material?**
- **What are the benefits of cooperative learning strategies?**