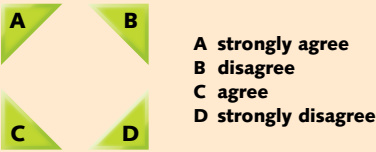
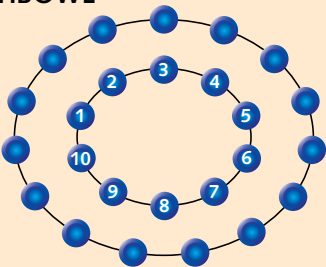
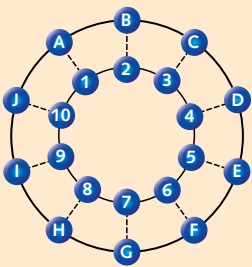
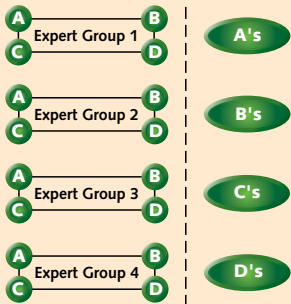
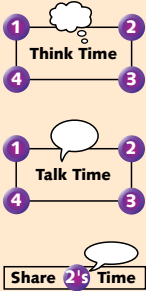
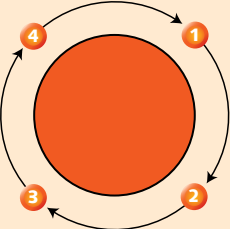
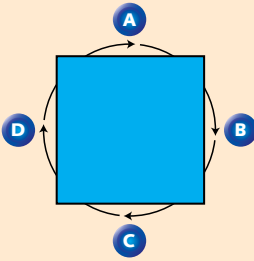
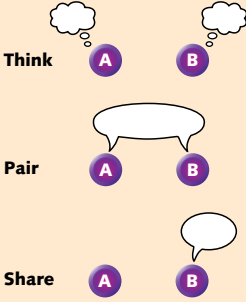
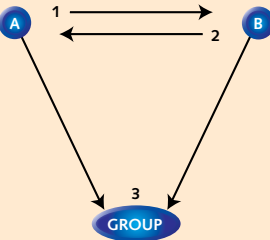


COOPERATIVE LEARNING

Cooperative learning strategies transform today's classroom diversity into a vital resource for promoting students' acquisition of both challenging academic content and language. These strategies promote active engagement and social motivation for all students.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSES
<p>CORNERS</p>  <p>A strongly agree B disagree C agree D strongly disagree</p>	<ul style="list-style-type: none"> • Corners of the classroom are designated for focused discussion of four aspects of a topic. • Students individually think and write about the topic for a short time. • Students group into the corner of their choice and discuss the topic. • At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> • By "voting" with their feet, students literally take a position about a topic. • Focused discussion develops deeper thought about a topic. • Students experience many valid points of view about a topic.
<p>FISHBOWL</p> 	<ul style="list-style-type: none"> • Part of the class sits in a close circle facing inward; the other part of the class sits in a larger circle around them. • Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to pre-established criteria. • Groups reverse positions. 	<ul style="list-style-type: none"> • Focused listening enhances knowledge acquisition and listening skills. • Peer evaluation supports development of specific discussion skills. • Identification of criteria for evaluation promotes self-monitoring.
<p>INSIDE-OUTSIDE CIRCLE</p> 	<ul style="list-style-type: none"> • Students stand in concentric circles facing each other. • Students in the outside circle ask questions; those inside answer. • On a signal, students rotate to create new partnerships. • On another signal, students trade inside/outside roles. 	<ul style="list-style-type: none"> • Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. • Interactions can be structured to focus on specific speaking skills. • Students practice both speaking and active listening.
<p>JIGSAW</p> 	<ul style="list-style-type: none"> • Students are grouped evenly into "expert" groups. • Expert groups study one topic or aspect of a topic in depth. • Students regroup so that each new group has at least one member from each expert group. • Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> • Becoming an expert provides in-depth understanding in one aspect of study. • Learning from peers provides breadth of understanding of overarching concepts.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSES
<p>NUMBERED HEADS</p> 	<ul style="list-style-type: none"> • Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student with that number reports for the group. 	<ul style="list-style-type: none"> • Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
<p>ROUNDTABLE</p> 	<ul style="list-style-type: none"> • Students sit around tables in groups of four. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> • Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
<p>TEAM WORD WEBBING</p> 	<ul style="list-style-type: none"> • Teams of students sit around a large piece of paper. Each team member has a different colored marker. • Teacher assigns a topic for a Word Web. • Each student adds to the part of the web nearest to him/her. • On a signal, students rotate the paper and each student adds to the nearest part again. 	<ul style="list-style-type: none"> • Individual input to a group product ensures participation by all students. • Shifting point of view supports both broad and in-depth understanding of concepts.
<p>THINK, PAIR, SHARE</p> 	<ul style="list-style-type: none"> • Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Students individually share information with the class. 	<ul style="list-style-type: none"> • The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking. • Discussion with a partner reduces performance anxiety and enhances understanding.
<p>THREE-STEP INTERVIEW</p> 	<ul style="list-style-type: none"> • Students form pairs. • Student A interviews Student B about a topic. • Partners reverse roles. • Student A shares with the class information from Student B; then B shares information from Student A. 	<ul style="list-style-type: none"> • Interviewing supports language acquisition by providing scripts for expression. • Responding provides opportunities for structured self-expression.