

TITLE OF THE PRACTICE - COOPERATIVE LEARNING AS A STRATEGY FOR TEACHING

The context that required the initiation of the practice

The faculty were looking for a strategy of teaching where there is maximum pupil engagement. A lot of research has been done on the use of cooperative learning in schools. A lot of information about it was available on the internet. So, the teacher trainees were given a workshop on cooperative learning and were asked to incorporate its strategies while teaching in the internship schools.

Objectives of the Practice

To increase student engagement in their own learning.

To motivate students to take on more responsibility for learning.

To develop crucial life skills such as cooperation and collaboration that students will continue using far beyond their school years.

To inspire students to engage in thoughtful discourse, examine different perspectives, and learn how to disagree productively, thereby gaining a deeper understanding of the content learnt.

Brief explanation regarding the practice

Cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment. The parameters often vary, as students can work collaboratively on a variety of problems, ranging from simple mathematics problems to large assignments such as proposing environmental solutions on a national level. Students are sometimes individually responsible for their part or role in the assignment, and sometimes they are held accountable as an entire group. It has five basic elements that allow successful small-group learning: Positive interdependence: Students feel responsible for their own and the group's effort. Face-to-face interaction: Students encourage and support one another; the environment encourages discussion and eye contact. Individual and group accountability: Each student is responsible for doing their part; the group is accountable for meeting its goal. Social Skills: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others and develop a sense of responsibility. Group processing: Group members analyse their own and the group's ability to work together. For the implementation of the cooperative learning strategies the faculty after studying the strategies in detail conducted a workshop for students regarding the same during the years. The students were exposed to different strategies and all doubts and queries were solved during the workshop. The students used these strategies in their teaching. The faculty observed their lessons and gave feedback.

Obstacles faced if any and strategies adopted to overcome them

Small group activities aren't always very efficient – Trainees are taught classroom Management to handle the group activities with a minimum of noise and in an orderly manner.

Students conversing about something not related to the task given-Trainees move from one group to another to prevent students from engaging in other conversations.

One bright student doing most of the work – Trainees settle in each group from time to time to ensure all students' participation in the task equally.

Students getting impatient with those who do not cooperate – Trainees guide these students.

Teachers find it difficult to accurately assess students' participation – Group leader gives a written report

Impact of the practice

The practice of cooperative teaching helped in increasing the academic achievement of students and also helped them to develop their emotional intelligence. It was found to have built positive relationships among students - important for creating a learning community that values diversity. From the feedback taken and the lesson observations it was seen that it provided experiences that developed both good learning skills and social skills. When students work towards achieving a common goal, academic work becomes an activity valued by peers. Students were motivated to help one another to learn efficiently. Students were able to translate the teacher's language into 'student language' for one another. Students who explained to others in the cooperative learning groups also reinforced their own learning thus, improving the whole teaching learning process to a great extent. They enjoyed using the cooperative learning strategies such as Round Table, Round Robin, Numbered Heads Together, Team Jigsaw, Think-Pair-Share and Write Around. Their students enjoyed the activities given in groups. It broke the monotony of teacher talk. On the whole it helped to make learning fun and enjoyable for the students

Resources required

The college Library Resources were used besides the internet provided students with needed information.

About the Institution

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