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Cooperative Learning in Mathematics

A HANDBOOK FOR TEACHERS



Neil Davidson

EDITOR

Cooperative Learning In Mathematics

Gina Marie Roe



Cooperative Learning In Mathematics:

Engaging Mathematics Students Using Cooperative Learning John D. Strebe, 2014-01-09 In this book author and veteran teacher John D Strebe offers a wide selection of student engagement strategies for math teachers in grades K 12 Strebe shares his class tested ideas in a clear and spirited voice with his devotion to the teaching profession and his students apparent on every page Motivate your math students using the strategies in this book gleaned from Strebe s 38 years of teaching experience Engaging Mathematics Students Using Cooperative Learning shows teachers how to create a climate in which students learn and work respectfully in teams and in which they strive to improve their math skills together Additionally many of the engagement strategies can be applied in classrooms of other subjects With invaluable ideas to help students remain engaged for longer time periods this book is especially helpful for teachers instructing in a block schedule

Cooperative Learning in Mathematics Neil Davidson, 1990 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 p e i s t

Learning Mathematics and Cooperative Learning David W. Johnson, Roger T. Johnson, 1991 **Cooperative Learning & Mathematics** Beth Andrini, 1990 Grade level 1 2 3 4 5 6 7 8 k p e i s t How to Use Cooperative Learning in the Mathematics Class Alice F. Artzt, Claire M. Newman, 1990 Incorporating cooperative learning into activities in the classroom *Readings in Cooperative Learning for Undergraduate Mathematics* Ed Dubinsky, David M. Mathews, Barbara E. Reynolds, 1997 Cooperative Learning & Mathematics Dina Kushnir, 2006 **Reaching Standards Through Cooperative Learning- Science** Spencer Kagan, Laurie Kagan, Miguel Kagan, 2000-01-01 This title provides general and special education teachers with specific strategies for classroom use adaptations and modifications for inclusion ways to address the multiple intelligences of their students and valuable cooperative learning structures to differentiate instruction in science *Cooperative Learning in Mathematics Classrooms* Sarah Blaisdell, 2007 Cooperative Learning in Mathematics and Its Effect on Students Allison Lynn Schmitz, 2013 **Cooperative Learning & Mathematics** Beth Andrini, Spencer Kagan, 2006 **Cooperative Learning in Math** Bob Bernstein, 1992-12-01 **The Effectiveness of Cooperative**

Learning in the Mathematics Classroom Areej Barham, 2012 The study investigates the rationale and value of using cooperative learning strategies in the mathematics classroom with special reference to its effectiveness in promoting problem solving skills and levels of achievement in mathematics In this it is compared with traditional teaching methods The study sample was composed of 348 eighth grade students in eight classes from two separate female and male schools and included female and male teachers Two female and two male teachers were trained in the use of cooperative learning strategies in their classes during the implementation of the experiment while the other four teachers had been asked to keep using their usual traditional teaching methods The experiment took place within two scholastic semesters and the same mathematical content was covered by the two groups within the experiment Pre and post mathematical achievement tests were employed to assess students progress in achievement and problem solving skills Also a programme evaluation

questionnaire was applied at the end of the experiment for all students involved. In addition to the quantitative methodology, the study also addressed qualitative issues. All the teachers involved in the experiment and a sample of students were interviewed. Lesson observations were conducted within the research programme to evaluate the implementation of the cooperative learning strategies and teachers and students' responses towards it. In addition, teachers were asked to record weekly diaries to assess their judgement on student progress within the experiment. The researcher recognises that teachers and students who apply cooperative learning strategies might be strongly motivated and be more enthusiastic by the very fact of trying a new strategy. Consideration was therefore given to this point at all stages. The study tries to determine if such strategies are really valuable in the mathematics classroom, allowing for all the variables and have measurable effects in promoting problem solving skills and achievement in mathematics. The study demonstrates that cooperative learning strategies enhance the teaching and learning process by transferring focus from a teacher-centred situation into a student-centred learning context. This enriches the cognitive, competitive and social interaction and hence develops outcomes in the cognitive, affective, motivational and social domains. The study proved the positive impact of applying such strategies in enhancing mathematical achievement and promoting problem solving skills compared with the impact made by traditional teaching strategies. Cooperative learning strategies could offer all students with different abilities the opportunities to cooperate, interact and participate in the mathematics lesson. This gave them a chance to do mathematics by themselves, speak their thoughts, offer and receive explanations, introduce several procedures for solving problems and hence profit from the mathematical knowledge available in the group as a whole. The new learning approach encouraged students to challenge problems and provided them with the opportunities to speak mathematically to understand the mathematical concepts and rules and to use them. Results from the study also demonstrated that cooperative learning developed other skills. It improved student interaction, communication and social skills and built more positive attitudes towards learning compared with the traditional methods. Developing student behaviour and personality was therefore an important additional feature. The study illustrated that cooperative learning strategies help to solve problems faced by teachers in classroom management. As expected, the research showed that outcomes differed from case to case and from one situation to another. The academic ability of students and the quality of mathematical material played an obvious role, emphasising positive or negative affects. On the other hand, gender differences examined in the study showed that despite female students achieving better results, male students actually displayed more positive attitudes toward mathematics. But again, female students were more enthusiastic in applying cooperative learning. The study is the first of this nature to be applied in Jordan and has several implications for theory and practice. No teaching method is the best, but it is recommended to provide teachers with professional training programmes to apply more developmental teaching methods effectively and to modify mathematical textbooks and teachers' guides for the use of different teaching methods. It is recommended that more research be carried out.

in different fields of study to concentrate on improving the quality of learning and enhancing problem solving skills **A**
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