

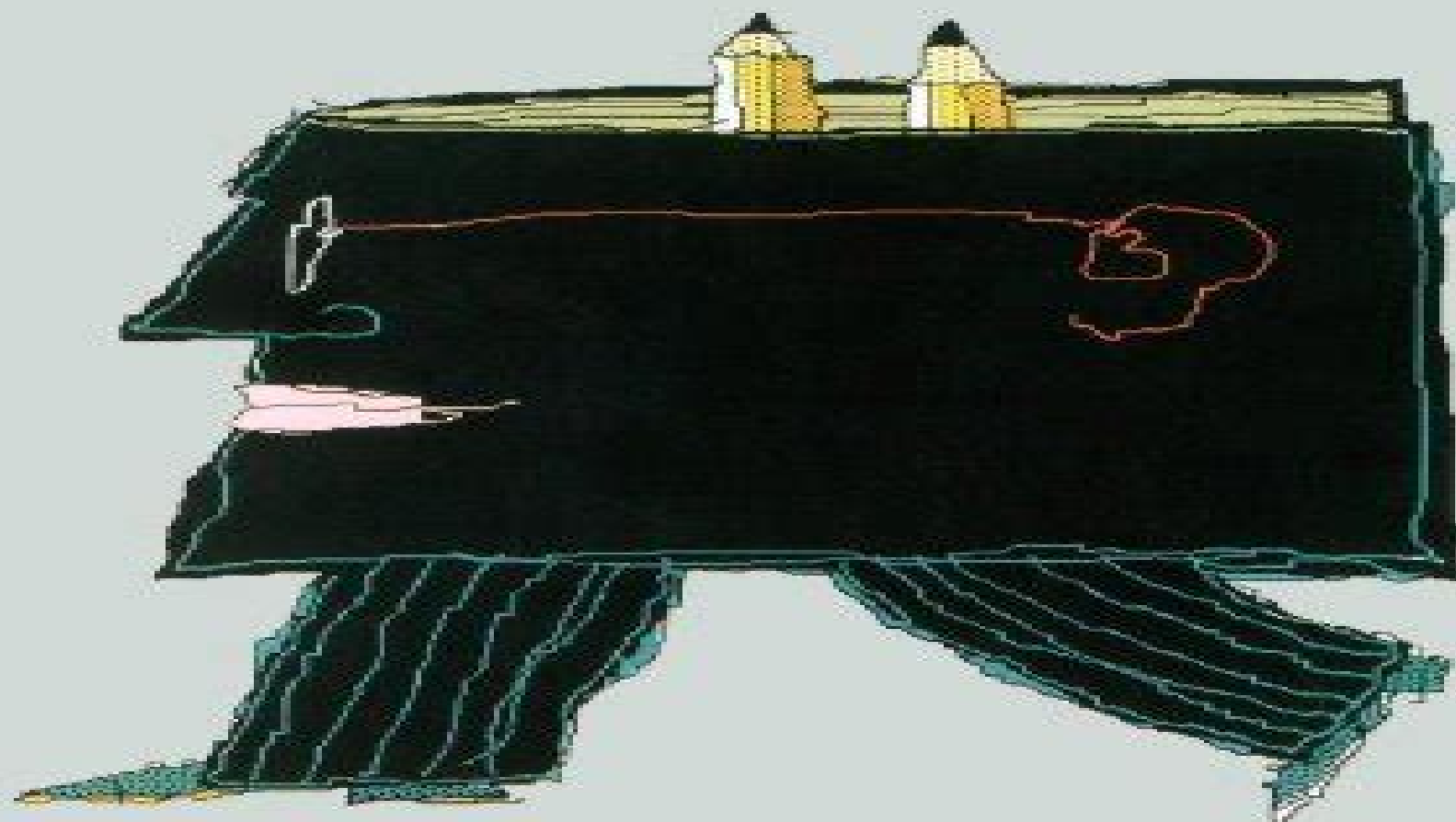
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COOPERATIVE LEARNING

Increasing College Faculty Instructional Productivity

David W. Johnson, Roger T. Johnson and Karl A. Smith

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REPORT FOUR

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Cooperative Learning Increasing College Faculty Instructional Productivity

Judith Grunert, Judith Grunert O'Brien



Cooperative Learning Increasing College Faculty Instructional Productivity:

Cooperative Learning: Increasing College Faculty Instructional Productivity David W. Johnson, Roger T. Johnson, Karl A. Smith, 1991-05-12 This monograph explores the current use in higher education of cooperative learning the instructional use of small groups so that students work together to maximize their own and each other's learning The opening section sets out to define cooperative learning and to look at the history of the technique its basic elements types of cooperative learning groups and implications for faculty functioning and the educational institution overall The next section discusses the five basic elements of cooperative learning 1 positive interdependence 2 face to face promotive interaction 3 individual accountability and personal responsibility 4 frequent use of interpersonal and small group social skills and 5 frequent regular group processing of current functioning The following section reviews the research validating the effectiveness of cooperative learning in college classrooms including research on social interdependence patterns of interaction and learning outcomes The next three sections focus on the instructor's role in using formal cooperative learning groups informal cooperative learning groups and cooperative base groups under the titles The Instructor's Role in Cooperative Learning The Cooperative Lecture and Base Groups The next section examines cooperation among faculty A concluding section describes two typical cooperative learning class sessions and speculates on the impact this method will have in the future 177 references JB

Cooperative Learning in Higher Education Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you've been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each other's chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues

Resources in Education, 1992-12

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL's theoretical basis its implementations in diverse environments and evaluation of student outcomes

Clinical Education American Physical Therapy Association, 2000

Teaching Economics William E. Becker, Suzanne R. Becker, Michael W. Watts, 2006 This

sequel to the 1998 Teaching Economics to Undergraduates provides more alternatives to the lecture and chalkboard approach that dominates university economics teaching. It provides a wide range of innovative teaching techniques and examples aimed at effectively engaging undergraduates in the learning of economics. Journal of the Freshman Year Experience, 1994

Engaging Ideas John C. Bean, 1996-03-27 Publisher Description

Imagining a Renaissance in Teacher Education Cheryl J. Craig, Louise F. Deretchin, 2008. Imagining a Renaissance Teacher in Education encompasses a wide swath of topics ranging from the need to discuss the psychic rewards of teaching and adding care to the vision of education to the revamping of particular courses and apprising student teachers of their legal rights before placing them in schools. With chapters written by internationally acclaimed teacher educators and with the voices of teachers, children and principals threaded throughout, this book offers principles of teacher education practice that have been gleaned over time from an international meta analysis.

Faculty Job Satisfaction Martha Wingard Tack, Carol Logan Patitu, 1992-05-12. Given the impending shortage of prospective college faculty that will exist by the year 2000, the topics of faculty job satisfaction, recruitment and retention must be given priority attention. Moreover, the faculty of the future must reflect the diversity of the population to be served; consequently, immediate actions must be taken to ensure that faculty positions are made attractive to women and minorities alike. Numerous internal stressors uniquely affecting women and minorities must be recognized and dealt with to enhance job satisfaction and create a better fit between the faculty role and the person involved. It has been shown that women faculty members are less satisfied with their positions than their male counterparts because they are often forced to sacrifice more in terms of their personal lives in order to meet the demands of their jobs as well as their families. As for minority faculty members, they generally find themselves less likely to be tenured compared to whites, are often concerned about lower salaries, feel isolated and less supported, and often encounter prejudice and racism. Leaders and faculty in higher education must implement a variety of recruiting and retention strategies if a faculty representing a diverse culture is to become a reality. Actions include: 1. recruiting women and minorities into undergraduate and graduate programs in sufficient numbers to fill the pool for faculty positions; 2. attracting women into disciplines where they are currently underrepresented; and 3. using incentives for departments to diversify. Contains an index and over 200 references. GLR

Handbook New Instr Getting Star HAIR, Carl McDaniel, Lamb, 2005. *Handbook of College Teaching* Keith Prichard, R. McLaren Sawyer, 1994-10-26. Colleges are becoming increasingly concerned with the quality of undergraduate instruction, and faculty are devoting more attention to improving their teaching skills. This volume will help college faculty improve their performance in the classroom. The book contains useful theoretical information on the learning styles of college students and it presents practical information on how to teach courses in particular disciplines. The chapter authors are widely recognized as master teachers. The information at the beginning of the book summarizes and evaluates current research in cognitive psychology and student learning styles. The bulk of the volume then provides practical information on college teaching. A set

of chapters stresses the advantages of different instructional methods while other chapters are devoted to teaching particular disciplines in the arts and sciences The book also presents information on related issues such as working with at risk students classroom management textbook selection and grading This professional reference will be an indispensable tool for college professors in all disciplines

Web-based Learning and Teaching Technologies Anil Aggarwal,2000
Annotation Addresses the trends opportunities and problems facing colleges and universities in effective utilization and management of Web based learning and teaching technologies The contributors describe their experiences in developing Web based courses and provide guidance to those interested in developing Web courses Among the topics of the 22 chapters are infrastructure issues in the third world selecting software and services the design of courseware systems and student assessment The final section consists of case studies from the U S Australia Singapore and Finland Annotation c Book News Inc Portland OR booknews com

The Course Syllabus Judith Grunert,Judith Grunert O'Brien,1997-03-15 This best selling practical manual presents why and how to construct a syllabus that shifts from what you will cover the traditional syllabus to one that reflects what tools and information you can provide students to help them learn the learning centered syllabus The book s underlying assumption is that good teaching helps students understand how to actively acquire use and extend knowledge in an ongoing process of learning The book s goal is to assist anyone interested in designing a learning centered syllabus to plan and construct one

The Journal of Materials Education ,2003 *Journal on Excellence in College Teaching* ,2007 New Paradigms for College Teaching William E. Campbell,Karl A. Smith,1997 Outlines new ways to help students learn covering a variety of methodologies Journal of Engineering Education ,2005 High School-college Partnerships Arthur Richard Greenberg,1991

The Chilly Classroom Climate Bernice Resnick Sandler,1996

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