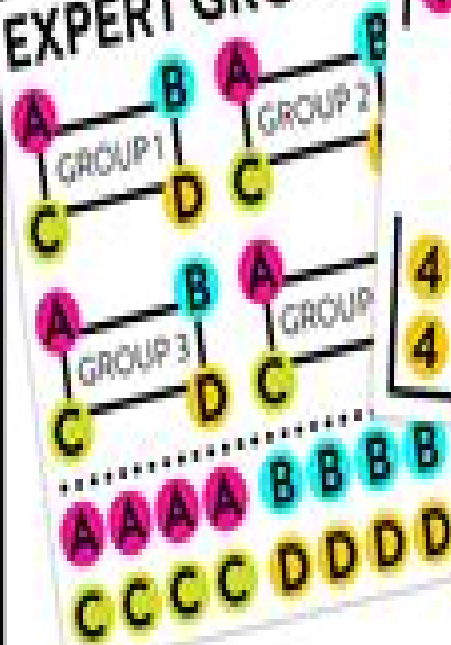
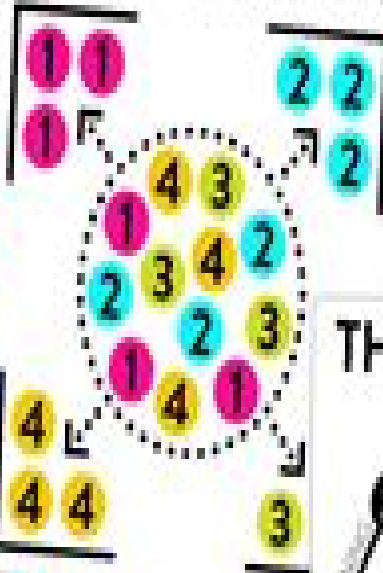


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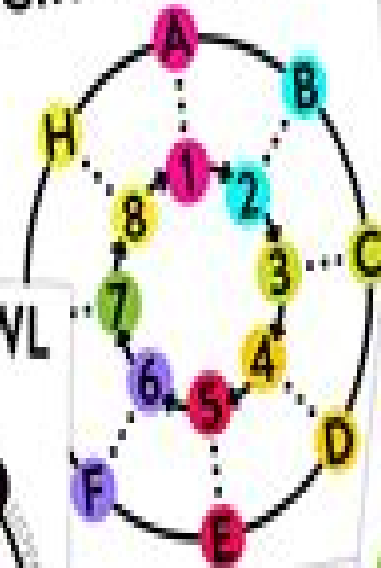
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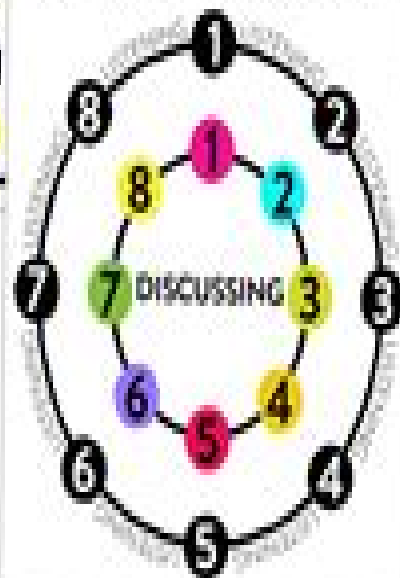
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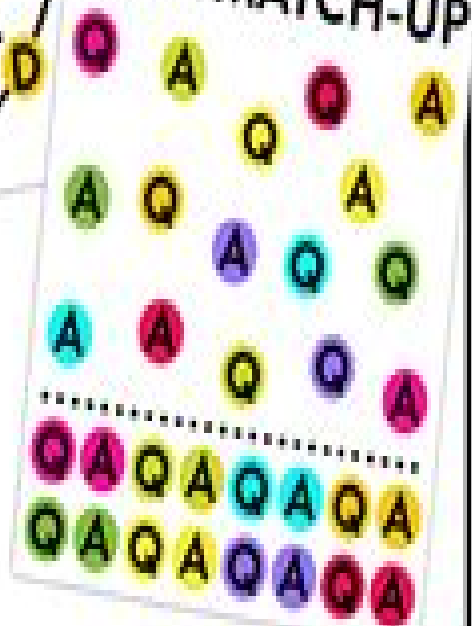
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# Cooperative Grouping For Interactive Learning Students Teachers And Administrators Nea School Restructuring Series

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## **Cooperative Grouping For Interactive Learning Students Teachers And Administrators Nea School Restructuring Series:**

*Cooperative Grouping for Interactive Learning* Lawrence Lyman, Harvey Charles Foyle, 1990 Little has been written about the practical considerations for reforming schools from the inside This booklet explores how people responsible for schools can develop better relationships new forms of collegueship and new ways of working together more productively Three aphorisms describe the phenomenon of faculty led school improvement 1 taking a trip without a roadmap 2 rebuilding the airplane while in flight and 3 rediscovering the if it s not local it s not real adage To restructure education effectively educators must foster the dynamics of group functioning and build an environment in which research proven teaching methodologies promoting positive student interaction can flourish Cooperation and collaboration are often hampered when groups of teachers and students are asked to work together without using group building activities which incorporate heterogeneous grouping positive interdependence group reward and individual accountability Four chapters discuss specific group builders to enhance positive interactions between administrators and teachers among teachers and among both younger and older students The last chapter discusses approaches to assessing the outcomes of the interactive process Numerous sources for group building activities are included along with a selected bibliography of 35 references MLH

Resources in Education ,1991      Cooperative Learning and the Collaborative School Ronald S. Brandt,1991 Cooperation in the classroom counteracts well established routines and values that nearly all adults and many educators take for granted Education remains a fiercely competitive enterprise and individualistic notions of professionalism predominate Despite the continued importance of independence initiative and personal achievement today s schools are experimenting with consideration sharing collegiality and commitment to group goals This volume contains readings from recent editions of Educational Leadership on cooperative learning and collaborative schools beginning with Robert Slavin s introduction and Ronald Brandt s insistence that cooperation is not un American The articles in the second section discuss various cooperative learning models including Team Assisted Individuation Cooperative integrated Reading and Composition and Group Investigation The third section is devoted to implementation of cooperative learning and the fourth section highlights the idea of schools as caring communities developed through group work The sixth section provides ideas on how to get started and the seventh section summarizes controversies among various researchers The final section presents articles on the collaborative school focusing on developing teacher collegiality cooperative professional development and school improvement efforts The volume ends with an extensive annotated bibliography divided into nine parts MLH      *Resources in Education* ,1997      *El-Hi Textbooks & Serials in Print*, 2005 ,2005      **El-Hi Textbooks & Serials in Print, 2003** ,2003

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