

Cooperative Learning in the Science Classroom

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How should students interact with one another in Science classes?

There are only three major choices. Students can compete with each trying to do better than the other students in the class; students can work individually toward a set criteria; or students can work cooperatively taking responsibility for each others' learning as well as their own. While traditional teaching has strongly encouraged students to work alone, competing with each other, the research on how students learn best goes in the opposite direction.

Our meta-analysis examining over 600 research studies dating back to the 1800's and covering all age groups and subject matter found that students working together cooperatively learned much more, with an effect sizes of over 0.60 when compared to competitive and individualistic learning (Johnson & Johnson, 1989). Since an effect size of 0.25 is considered significant, the effect sizes indicate a major difference in favour of cooperative learning. In addition students in cooperative conditions enjoyed the subject matter more (>0.60), had higher levels of self esteem (>0.40), and were more inclusive and accepting of diversity (>0.60) When just science classrooms were considered, the effect sizes favoring cooperative learning over competition (0.68) and individualistic learning (0.58) on achievement were equally impressive.

In a college level meta-analysis examining only research in science, math, engineering and technology classes, students working together again learned considerably more than student working alone (0.51). Students were also found to be more persistent (less attrition at 0.46) and had more favorable attitudes (0.55) in the small group teaching (Springer, et.al., 1999).

We are updating our 1989 meta-analysis this year examining more than 1000 studies but have only completed the data for middle school/junior high students (ages 12-14). Our finding for these students again yielded large effect sizes favoring cooperation for producing achievement (0.42). We also did an analysis to examine how much of the variance between learning in a small group vs. working alone was due to having good relationships and found that 80% of the difference was due to relationships. Certainly at this age group, and probably at all age groups, it is important that students have positive relationships with other students if we want them to achieve in school (Paper presented at the American Educational Research Association meeting, 2006). There is other data indicating that the more difficult the material and that the more carefully structured the cooperation is in the small groups the wider the achievement gap between students working together and working alone (Johnson & Johnson, 1989).



Of course this research favoring cooperative learning is not new and is now generally known. The current problem is that teachers believe they are doing cooperative learning when they are just putting students into groups to work. Certainly forming small groups is an important first step but the next task is to structure those groups to be cooperative. The structuring of cooperation is complex and much more than learning a few techniques. You are changing the norms of how students interact with each other as they learn. Several books are available that describe the process including *Circles of Learning*, *The Nuts and Bolts of Cooperative Learning*, and *Active Learning: Cooperation in the College Classroom*. However, here is some advice for Science teachers who want to, or have already, moved beyond just organizing groups.

- 1) Stick to small groups (2-3, maybe 4). Small groups take less group member skills to be successful; each student gets more "talk time"; and they complete the task faster than larger groups.
- 2) For most purposes, make the groups heterogeneous. It enriches the conversation and provides a way for students to get to know more students personally. Working cooperatively is especially important in a diverse classroom as it builds acceptance of differences.
- 3) Provide a clear group goal that can not be accomplished by an individual. One of easiest ways to do this is to specify a single set of answers or product, signed by all group members to indicate that they contributed, agree with, and can explain the answers.
- 4) Check individual accountability by moving from group to group and randomly asking one group member to explain a part of the assignment already covered. When students realize that all group members must be able to explain the material and that you are checking to see that they do, they are less likely to try to "hitchhike".

Cooperative Learning In The Science Classroom

Victoria L. Barnsbee



Cooperative Learning In The Science Classroom:

Cooperative Learning in the Science Classroom Linda Lundgren,1994 The effective use of cooperative skills is becoming increasingly necessary to cope successfully in today's team oriented workplaces This booklet presents jargon free cooperative learning skills and strategies suitable for the middle school science student Strategies suggested capitalize on the interests and strengths of middle school students Activities suggested involve their interest in how things work their fascination for new and future technology and their desire to manipulate materials Included are suggestions for practicing the working relationship skills that students need Examples of these skills include staying on task dealing with distractions and disagreeing in an agreeable way PR *Cooperative Learning in the Science Classroom* Jonathan Lenig,1997 **Team Learning** Clyde Freeman Herreid,National Center for Case Study Teaching in Science,State University of New York. Research Foundation,2001 **Cooperative Learning in the Science Classroom** Patrick W. Lindsay,1999 Using Cooperative Learning Strategies in a Special Education Science Classroom Kelly J. Standerling,2003 **Using Cooperative Learning in the Secondary Science Classroom** Robin Iiams Walters,1991 *The Benefits of Cooperative Learning in the Middle School Science Classroom* Michael M. Pettibone,2006 *Science Experiences* Jack Hassard,1990 An instruction manual for teachers which discusses methods and philosophies of teaching science Part 1 presents an overview of science teaching and suggest how science should be taught in our classrooms to reflect direct experiential learning Part 2 consists of 8 science teaching units for students in grades 4 through 9 in a framework based on experiential and cooperative learning The 8 units include student and teacher information and reproducible pages for classroom use The author uses three themes in the lessons ecology cooperative learning and whole brain learning **Cooperative Learning in the Middle School Science Classroom** Paul M. Baer,1991 *Cooperative Learning in the Middle School Science Classroom* Kathryn M. Humason,1998 **Designing Cooperative Learning in the Science Classroom** Reuven Lazarowitz,Rachel Hertz-Lazarowitz,Mahmood Khalil,Salit Ron,2013 The model of the six mirrors of the classroom and its use in teaching biology in a cooperative learning mode were implemented in high school classrooms In this study we present a The model of the six mirrors of the classroom MSMC b Cooperative learning settings 1 The Group Investigation 2 The Jigsaw Method and 3 Peer Tutoring in Small Investigative Groups PTSIG c Two biology topics 1 Microorganism 2 Evolution The MSMC examines the processes of a organization b learning tasks c teacher instructional behaviors d teachers communicative behaviors e students academic performance and f students social behaviors Each mirror is described in terms of five levels of complexity from simple to complex Both subjects were taught in Cooperative Learning Methods The Jigsaw Method Group Investigation GI rooted in Dewey's 1927 philosophy and Peer Tutoring in small Investigative Groups which is a combination of the Jigsaw method and Group Investigation Two biology subjects were instructed through the MSCM and PTSIG 1 Microorganisms learning unit written in Arabic and Hebrew for 9th grade students in the STS approach structured around two biological

principles a the unity of the life b the relationship between structure and function 2 Evolution learning unit for 12th grade students included topics on Lamarck s Darwin s and neutral theories punctuated equilibrium genetics diversity natural selection specialization and phylogenesis The paper will include the subjects research procedure and results For complete volume see ED567118

Cooperative Learning in the Secondary Science Classroom Denise B. Johnson,1991 *Using Cooperative Learning Task Structures in a Junior High Science Classroom* Nina K. Gaddy,1987

Using Cooperative Learning as an Aide in the Inclusive Middle School Science Classroom Kenneth R. Groch (Jr.),2001 *Co Operative Learning : A Strategy for Effective Classroom Teaching in Social Science* Dr. U. K. Kulkarni,2020-05-21

The present book entitled co operative learning a strategy for effective classroom teaching in social science An empirical study has been specially designed to equip the teacher and teacher educators with as much knowledge on all aspects as per recommendations of NPE 1986 NCF 2005and 2011 Education is one of the most important factors in achieving the developmental goals of a country Social Science is one among those subjects which is an essential element of education Social Science is a subject which broadens the horizon of an individual and develops various skills and provides opportunity for the professional growth of an individual Social Science has become a greater value in the present day Social Science has spread its net on all over the fields of life Before the days of early printing when books were not easily available the knowledge was imparted by the teachers from their own store by lecturing and discussion With the advancement of educational technology and educational research the educationists evolved many teaching skills and techniques which resulted in effective teaching The teachers are required to teach in such a way xii that the students should learn better understand well and also feel interested while learning The scope of the book has been made broad based and comprehensive and the approach is practical and functional Practical approach followed in dealing with topics such as model approach with reference to Cooperative learning model currents trends in social science teaching learning process like collaborative learning approach methodology analysis and interpretation of data and at the end findings of research along with educational implications of present study are discussed The author therefore hope that this book which is very informative for teachers working at secondary schools and teacher educators We hope that this book would meet the needs of both the students teachers and teacher educators and especially would be researchers in the field of education We look forward to and appreciate suggestions from the intelligentsia to improve the book

The Teacher's Sourcebook for Cooperative Learning George M. Jacobs,Michael A. Power,Loh Wan Inn,2002-07-23 The Teacher s Sourcebook for Cooperative Learning has ideas and activities that can be used by all teachers who want to improve their classroom management and promote community building Rebecca Den Hartog Elementary Classroom Teacher Mercer Island School District Mercer Island WA I unreservedly recommend this important resource to any preservice or inservice teachers of young children Chris Iddings Assistant Professor of Language and Literacy Vanderbilt University Nashville TN The authors

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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 Co-operative Learning in a Science Classroom Brian Basil Isaacs,1990

Cooperative-learning Groups in the High School Science Classroom Facilitate Learning and Maintain the Focus of Learning Disabled Students Victoria L. Barnsbee,2006 *The Art of Teaching Science* Jack Hassard,Michael Dias,2013-07-04 *The Art of Teaching Science* emphasizes a humanistic experiential and constructivist approach to teaching and learning and integrates a wide variety of pedagogical learning tools These tools involve inquiry and experimentation reflection through writing and discussion as well as experiences with students science curriculum and pedagogy Becoming a science teacher is a creative process and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers professionals and instructors and through hands on minds on activities designed to foster a collaborative thoughtful learning environment

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