COOPERATIVE LEARNING APPROACH

by:
Dusty M. Mangila
Teacher III Limay National High School

Students’ cooperation in developing effective learning environment amplifies best results of achieving success in teaching endeavor by working in unison. Varied students with varied backgrounds could share significant ideas in promoting cooperative learning. Many heads that work in a certain task deliberately develop creative ideas on how to accomplish assigned activities without jeopardizing time and efforts. Thus, allowing the students learn on their own cooperative works lessen the teachers’ duty of handling a big number of learners that need teacher’s full attention. Cooperation leads to a higher group and individual achievement, healthier relationships with peers and colleagues, more metacognition, and greater psychological health and self-esteem.

Cooperative Learning Approach is designed to help students and teachers come up with best results of every activity with the help of shared efforts of all members. This approach allows a small group of learners to accomplish the task in unity. Moreover, the approach helps the learners feel responsible for their own actions and the group’s efforts. Cooperative learning changes the roles of learners and teacher in classroom environment. The responsibility of handling teaching and learning is given to the groups of students, and is no longer the teacher’s responsibility alone. Setting goals, assessing learning, and facilitating learning are shared by all. Students are provided equal opportunities for their active participation on their own learning. This challenges each other in sharing and discussing ideas. Cooperative learning also helps students engage in meaningful discourse in different perspectives, and which helps them to develop students’ self-esteem, motivation, and empathy.
Introducing cooperative learning to a class could be also risky if the students are not familiar with the approach. It is important to begin with the short and highly structured activities where teachers could facilitate the task with proper instructions. Teachers must set as role model in developing respectful and safe learning community that provide time and opportunity for best learning. Successful teams are the result of members who show respect to one another, listen to the ideas shared by each other and feel safe in sharing thoughts and feelings. Also, remember that teacher’s role as the classroom authority must always be established to set limitations. This role plays an important key in establishing cooperative learning in the classroom for its success. It builds awareness of structuring cooperative learning in teams, considering the size and composition of the group in doing a type of task set, the expected response for students toward success, for personal and group responsibilities, and the teacher’s way of monitoring of the process and the outcomes of the group performances. In using cooperative learning with our learners, it is important to establish team norms. Team norms are guidelines on how each member agrees to work with one another.

All learners work with consensus until everyone successfully understands and completes the given task which creates an “atmosphere of achievement” (Panitz, 1996). Students frame new concepts by making conclusions based on their prior knowledge. This process promotes deeper understanding of the material used and more potential on the retention of learned knowledge. Cooperative learning helps learners develop critical thinking skills. Because this approach creates a situation in which learners must provide explanation and discuss various perspectives. Elaborative thinking is also promoted through the students’ shared thoughts and ideas. Through this process of learning with students of with varied viewpoints that cognitive development is stimulated. Emphasis is prioritized on learning how to cooperate in finding the best possible solution to a problem. When students formulate their own solutions as a response to the raised problem or issue, they are truly thinking critically.
Three Phases in Implementing Cooperative Learning

Pre-Implementation Phase

This includes specifying instructional objectives to the learners, determining the group sizes and assigning students to groups, arranging the work area, planning for instructional materials that promote interdependence, assigning roles for individual and group task, explaining the criteria, giving structured positive interdependence and accountability, and specifying desired behaviors that each member must provide.

Implementation Phase

This phase includes the monitoring of students’ behavior toward working cooperatively with one another, intervening que if trouble may arise, assisting with needed action, and praise.

Post-Implementation Phase

This includes providing closure using summarization, evaluation of the students’ learning, and reflection of the entire activity executed by the group.

Reference:

https://www.teachervision.com/professional-development/cooperative-learning

https://granite.pressbooks.pub/teachingdiverselearners/chapter/cooperative-learning-2/