



Cooperative Learning in the Classroom

How it Works?

Using Cooperative Learning In The Mathematics Classroom

ML Morrison



Using Cooperative Learning In The Mathematics Classroom:

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

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

How to Use Cooperative Learning in the Mathematics Class Alice F. Artzt, Claire M. Newman, 1990
Incorporating cooperative learning into activities in the classroom **Incorporating Cooperative Learning Into the Mathematics Classroom Using Activities for Grades 7-12** Barbie King, University of Tennessee at Martin. University Scholars Committee, 1992 **The Achievement Benefits of Using Cooperative Learning in the High School Mathematics Classroom** Patricia Luann Allen Wabler, 1992 **Engaging Students Using Cooperative Learning** John D. Strebe, 2017-07-20 Motivate your students and create an engaging classroom environment with the time tested strategies in this book Drawing on over 35 years of experience author and consultant John D Strebe offers a wealth of advice for teachers who want to encourage collaboration and team learning among students of all grade levels This expanded second edition includes activities and examples across the subject areas as well as new reproducible tools for classroom use Topics include Building enthusiasm and increasing student development with games mini competitions and team projects Implementing new seating arrangements that promote discussion and participation Keeping students engaged during lectures and presentations

Facilitating group work by organizing students into teams based on academic skills and personal traits And more John D Strebe taught secondary mathematics for 38 years in the Maryland public schools He conducts workshops for teachers across the country providing instruction on setting up a cooperative and engaging classroom *How to Use Cooperative Learning in the Mathematics Class* Alice F. Artzt, Claire M. Newman, 1997 How to use cooperative learning in the mathematics class English Language Learners in the Mathematics Classroom Debra Coggins, 2007-02-12 The number of students whose first language is not English is increasing As a result many teachers need new resources to adapt their teaching of mathematics to support the mathematical learning of students with limited English and to include them in rigorous instruction By incorporating multimodal strategies teachers can more confidently teach standards based mathematics that can reach all of their students Through simple straightforward language and examples this resource helps teachers develop specialised understanding and strategy knowledge for supporting a high level of mathematics learning along with language acquisition

Student Discussions in Cooperative Learning Groups in a High School Mathematics Classroom Susan R. Phillips, 2010 Teachers want and need students to excel in the classroom Cooperative learning is one method recognized to address this Numerous researchers have shown that cooperative learning leads to improved skills in teamwork and communication in other fields Johnson and Johnson 2007 Slavin 1995 Cooperative learning used in this study showed that the secondary math students benefited socially and academically through effective student communication This case study reported observational evidence concerning the patterns and experiences of student interaction in discussions within cooperative learning groups in several high school geometry classes Developed from data collected in observations audiotapes and student journals notebooks a multiple case study was used to examine the discussions of two groups of students in cooperative learning groups Each group participated in three activities Placemat to build team camaraderie Numbered Heads to strengthen positive interdependence and STAD to ensure individual accountability Four patterns emerged when examining the data change in attitude toward cooperative learning the development of trust group regulation and the facilitation of math learning Students showed a more positive feeling toward cooperative learning stated an increased appreciation for cooperative learning developed trust in their group members and were able to analyze what they were doing well and what areas needed work Math learning occurred when the students demonstrated how they solved problems by communicating using mathematical concepts and language

Cooperative Learning & Mathematics Beth Andrini, 1990 Grade level 1 2 3 4 5 6 7 8 k p e i s t **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 **Effective Implementation of Cooperative Learning in a Secondary Mathematics Classroom** Alicia Berginski, 2011 The first paper describes the four types of cooperative learning Structural Approach Mastery Designs Learning Together Curriculum Specific Packages in order to provide teachers with information for implementing cooperative learning into their mathematics classrooms The

second paper provides strategies and tips for implementing writing into the teaching of mathematics An Assessment of the Effectiveness of Cooperative Learning Strategies in Promoting Problem-solving Skills and Achievement in Mathematics, 2002 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.

The Relationship Between Cooperative Learning and the Mathematics Classroom Ronald Dean Furgerson, 1998. 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 Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01. *Teaching Secondary and Middle School Mathematics* combines the latest developments in research, technology, and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning, teaching, and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and

learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 **Mathematics Education in Singapore** Tin Lam

Toh, Berinderjeet Kaur, Eng Guan Tay, 2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context [Implementing Cooperative Learning in Mathematics to Increase Attitude and Improve Understanding](#) Jennifer Rebecca Selensky, 2003 This project documents the use of cooperative learning groups in a second grade mathematics classroom setting Results showed that students attitudes improved and their understanding of mathematical concepts increased **Effects of Cooperative Learning Groups** Amy Guthrie, 2009 [Implementing State Mathematics](#)

Standards Julie Rachele Ervin, 2006

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