

1: Cooperative learning – IDEA

Summary: Online collaborative learning theory, or OCL, is a form of constructivist teaching that takes the form of instructor-led group learning online. In OCL, students are encouraged to collaboratively solve problems through discourse instead of memorizing correct answers.

What can it look like? Informal cooperative learning groups In informal cooperative learning, small, temporary, ad-hoc groups of two to four students work together for brief periods in a class, typically up to one class period, to answer questions or respond to prompts posed by the instructor. This video shows an example of informal cooperative learning in a large class taught by Tessa Andrews at the University of Georgia: Additional examples of ways to structure informal group work are given in the table below. Formal cooperative learning groups In formal cooperative learning students work together for one or more class periods to complete a joint task or assignment Johnson et al. There are several features that can help these groups work well: The instructor defines the learning objectives for the activity and assigns students to groups. The groups are typically heterogeneous, with particular attention to the skills that are needed for success in the task. Within the groups, students may be assigned specific roles, with the instructor communicating the criteria for success and the types of social skills that will be needed. Instructors also encourage groups to reflect on their interactions to identify potential improvements for future group work. There are many more specific types of group work that fall under the general descriptions given here, including team-based learning , problem-based learning , and process-oriented guided inquiry learning. The use of cooperative learning groups in instruction is based on the principle of constructivism, with particular attention to the contribution that social interaction can make. In essence, constructivism rests on the idea that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding Bransford, et al. Lev Vygotsky extended this work by examining the relationship between cognitive processes and social activities, developing the sociocultural theory of development. The sociocultural theory of development suggests that learning takes place when students solve problems beyond their current developmental level with the support of their instructor or their peers. Thus both the idea of a zone of proximal development, supported by positive group interdependence, is the basis of cooperative learning Davidson and Major, ; Johnson, et al. Cooperative learning follows this idea as groups work together to learn or solve a problem, with each individual responsible for understanding all aspects. The small groups are essential to this process because students are able to both be heard and to hear their peers, while in a traditional classroom setting students may spend more time listening to what the instructor says. Cooperative learning uses both goal interdependence and resource interdependence to ensure interaction and communication among group members. Changing the role of the instructor from lecturing to facilitating the groups helps foster this social environment for students to learn through interaction. Is there evidence that it works? David Johnson, Roger Johnson, and Karl Smith performed a meta-analysis of studies comparing cooperative learning to competitive learning and individualistic learning in college students Johnson et al. They found that cooperative learning produced greater academic achievement than both competitive learning and individualistic learning across the studies, exhibiting a mean weighted effect size of 0. In essence, these results indicate that cooperative learning increases student academic performance by approximately one-half of a standard deviation when compared to non-cooperative learning models, an effect that is considered moderate. Importantly, the academic achievement measures were defined in each study, and ranged from lower-level cognitive tasks e. The meta-analysis also showed substantial effects on other metrics, including self-esteem and positive attitudes about learning. George Kuh and colleagues also conclude that cooperative group learning promotes student engagement and academic performance Kuh et al. Springer, Stanne, and Donovan confirmed these results in their meta-analysis of 39 studies in university STEM classrooms. They found that students who participated in various types of small-group learning, ranging from extended formal interactions to brief informal interactions, had greater academic achievement, exhibited more favorable attitudes towards learning, and had increased persistence through STEM courses than students who did not

participate in STEM small-group learning. The box below summarizes three individual studies examining the effects of cooperative learning groups. What are approaches that can help make group work effective?

Preparation Articulate your goals for the group work, including both the academic objectives you want the students to achieve and the social skills you want them to develop. Determine the group conformation that will help meet your goals. In informal group learning, groups often form ad hoc from near neighbors in a class. In formal group learning, it is helpful for the instructor to form groups that are heterogeneous with regard to particular skills or abilities relevant to group tasks. For example, groups may be heterogeneous with regard to academic skill in the discipline or with regard to other skills related to the group task e. Groups from are generally recommended, with groups that consist of three members exhibiting the best performance in some problem-solving tasks Johnson et al. To avoid common problems in group work, such as dominance by a single student or conflict avoidance, it can be useful to assign roles to group members e. Assigning these roles is not necessary in well-functioning groups, but can be useful for students who are unfamiliar with or unskilled at group work. Choose an assessment method that will promote positive group interdependence as well as individual accountability. In team-based learning, two approaches promote positive interdependence and individual accountability. First, students take an individual readiness assessment test, and then immediately take the same test again as a group. Their grade is a composite of the two scores. Second, students complete a group project together, and receive a group score on the project. Heller and Hollabaugh describe an approach in which they incorporated group problem-solving into a class. Students regularly solved problems in small groups, turning in a single solution. The University of New South Wales describes a variety of ways to assess group work , ranging from shared group grades, to grades that are averages of individual grades, to strictly individual grades, to a combination of these. They also suggest ways to assess not only the product of the group work but also the process. Again, having a portion of a grade that derives from individual contribution helps combat the free rider problem. Explain how the task involves both positive interdependence and individual accountability, and how you will be assessing each. Assign group roles or give groups prompts to help them articulate effective ways for interaction. The University of New South Wales provides a valuable set of tools to help groups establish good practices when first meeting. The site also provides some exercises for building group dynamics; these may be particularly valuable for groups that will be working on larger projects. Monitoring group work Regularly observe group interactions and progress, either by circulating during group work, collecting in-process documents, or both. When you observe problems, intervene to help students move forward on the task and work together effectively. The University of New South Wales provides handouts that instructors can use to promote effective group interactions, such as a handout to help students listen reflectively or give constructive feedback , or to help groups identify particular problems that they may be encountering. Assessing and reflecting In addition to providing feedback on group and individual performance link to preparation section above , it is also useful to provide a structure for groups to reflect on what worked well in their group and what could be improved. Graham Gibbs suggests using the checklists shown below. The University of New South Wales provides other reflective activities that may help students identify effective group practices and avoid ineffective practices in future cooperative learning experiences. Brain, mind, experience, and school. Higher education, interdependence, and the authority of knowledge. Johns Hopkins University Press. Journal of College Student Development, 43 1 , Cooperative learning, collaborative learning, and problem-based learning. The role of cooperative learning in increasing problem-solving ability in a college remedial course. Journal for Research in Mathematics Education, 22 5 , Collaborative Learning enhances critical thinking. Journal of Technology Education, 7 1. Designing problems and structuring groups. American Journal of Physics 60, Cooperation in the university classroom 3rd edition. Cooperation in the classroom 8th edition. Improving university instruction by basing practice on validated theory. Journal on Excellence in College Teaching 25, Implementation of cooperative learning in a large-enrollment basic mechanics course. Piecing together the student success puzzle: Integrating collaborative learning inside and outside the classroom. Cooperative learning in the undergraduate laboratory. Journal of Chemical Education 68 5 , Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: Review of Educational Research, 96 1 , The effect of

computer-mediated collaborative learning on solving ill-defined problems. Educational Technology Research and Development, 51 1 , Setting up and facilitating group work: Using cooperative learning groups effectively. Retrieved [today's date] from <http://>

2: Cooperative learning: Theory, principles, and techniques. | George Jacobs - www.enganchecubano.com

In education, collaborative learning is a technique teachers use to group students together to impact learning in a positive way. Proponents of collaborative learning believe it helps students in.

An Overview Of Cooperative Learning David W Johnson and Roger T Johnson Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group. Ashley Montagu, How students interact with each another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have. In the mid-20th century, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. Materials on cooperative learning have been translated into dozens of languages. Cooperative learning is now an accepted and highly recommended instructional procedure. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis. While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively. Theorizing on social interdependence began in the early 1930s, when one of the founders of the Gestalt School of Psychology, Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. For interdependence to exist, there must be more than one person or entity involved, and the persons or entities must have impact on each other in that a change in the state of one causes a change in the state of the others. Deutsch conceptualized three types of social interdependence—positive, negative, and none. Positive interdependence tends to result in promotive interaction, negative interdependence tends to result in oppositional or contrient interaction, and no interdependence results in an absence of interaction. The relationships between the type of social interdependence and the interaction pattern it elicits is assumed to be bidirectional. Each may cause the other. Teachers a formulate both academic and social skills objectives, b decide on the size of groups, c choose a method for assigning students to groups, d decide which roles to assign group members, e arrange the room, and f arrange the materials students need to complete the assignment. In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and

provides data for group processing. Explaining the instructional task and cooperative structure. Teachers a explain the academic assignment to students, b explain the criteria for success, c structure positive interdependence, d structure individual accountability, e explain the behaviors i. Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize a the social skill objectives of the lesson and b the interaction patterns such as oral rehearsal and jointly building conceptual frameworks teachers wish to create. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve taskwork and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing. Teachers a bring closure to the lesson, b assess and evaluate the quality and quantity of student achievement, c ensure students carefully discuss how effectively they worked together i. The assessment of student achievement highlights individual and group accountability i. The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of promotive interaction and the patterns of interaction need to maximize student learning and retention. During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre cue the next session, and provide closure to an instructional session. Two important aspects of using informal cooperative learning groups are to a make the task and the instructions explicit and precise and b require the groups to produce a specific product such as a written answer. The procedure is as follows. Teachers assign students to pairs or triads and explain a the task of answering the questions in a four to five minute time period and b the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required. Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question specific enough so that students can answer it in about three minutes that requires students to cognitively process the material just presented. Each student formulates his or her answer. Students share their answer with their partner. The question may require students to: Summarize the material just presented. Give a reaction to the theory, concepts, or information presented. Predict what is going to be presented next; hypothesize. Relate material to past learning and integrate it into conceptual frameworks. Resolve conceptual conflict created by presentation. Teachers should ensure that students are seeking to reach an agreement on the answers to the questions i. Randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together i. Group celebrations add reward interdependence to the pairs. Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture. Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being as well as increase the individual accountability of participating in the discussions. In order to ensure the base groups function effectively, periodically teachers should teach

needed social skills and have the groups process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership especially in terms of achievement motivation and task orientation, meet regularly for example, daily or biweekly, and last for the duration of the class a semester or year or preferably for several years. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life. A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting. Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: Mastering the basic elements of cooperation allows teachers to: Take existing lessons, curricula, and courses and structure them cooperatively. Tailor cooperative learning lessons to unique instructional needs, circumstances, curricula, subject areas, and students. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups. The first and most important element is positive interdependence. If one fails, all fail. If there is no positive interdependence, there is no cooperation. The second essential element of cooperative learning is individual and group accountability. The group must be accountable for achieving its goals. The group has to be clear about its goals and be able to measure its progress in achieving them and the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

3: What is Cooperative Learning? © Cooperative Learning Institute

As eLearning professionals, we believe in the value of learning from www.enganchecubano.com orative learning is an essential learning strategy and one we can apply to our profession as well, especially in eLearning design.

The Origins of Collaborative Learning written by: The teaching methodology owes its growing popularity to research in the 20th century that demonstrated the efficacy and longevity of learning when students cooperate with each other and with their instructor. However, it was replaced by other learning philosophies both in the West and in the colonized East. Collaborative learning was granted a new lease of life in the second half of the 20th century when research showed that students learned faster and retained more when they became partners in the process of teaching and learning instead of remaining mere receivers of knowledge from their educators. The first "stage" of life began with the "second birth" after a boy went through his thread ceremony akin to confirmation around puberty. Learning had no school hours. Through the ages, prophets and seers have taught by example and experience to small groups of disciples. In traditional societies, small, close-knit communities made it possible for wise men like Confucius, Buddha, Jesus, Muhammad, Nanak and Kabir to foster learning through personal experience from social interaction rather than through texts or scriptures, which were recorded later for posterity. As small, close communities disappeared all over the world with the advent of urbanization, easier travel and migration, formal school systems with standardized curricula began to develop. The ancient forms of collaborative learning disappeared, making way to a new paradigm of individual and competitive learning through a system of lectures, texts, notes and tests. Though there is no one point of origin that can be attributed to the process of Collaborative Learning, one can find many related ideas that have helped the formation of this teaching tool. Alpert described interdependence among members as he studied Group Dynamics and social psychology and wrote about the reasons behind the success and failure of groups. Piaget talked about intellectual development as something that was fostered by social interaction. If you disagree with me about something, it causes disequilibrium in my world view and forces me to think again about my ideas, thus expanding and enhancing my experience and comprehension of my world. Vygotsky supported the idea of learning as a social process. According to his sociocultural theory, we learn first from our interactions on the social level and then carry that learning to our individual selves. Loosely speaking, these thought processes can be bundled under the theory of Constructivism, which serves as the foundation of the structure we call Collaborative Learning. At the core of Constructivism is the idea that we learn from our own experiences; that learning is active; that we make meaning of the world around us from what we see, feel, hear, smell etc and by asking questions, exploring new ideas and evaluating our existing knowledge. Every time we have a new experience, we try and fit it into what we already know. The new experience can either add to our knowledge of the world as we already know it or it can modify our perspective and give us a fresh belief. According to the constructivist, we are not passive absorbers of knowledge given to us by others. We are, on the contrary, active contributors to the learning process. This learning process is affected by the context of the experiences from which it began. Thus, learning is a social process, enhanced by our interpersonal relations and encounters. Kappa Delta Pi, A Dynamic Theory of Personality. McGraw Hill, 3. Theory and Practice San Francisco: Jossey-Bas Publishers, 4. The Nature of Prejudice.

4: Collaborative learning - Learning and Teaching - The University of Sydney

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

Best practice models from throughout a variety of educational settings have confirmed the effectiveness of instructional strategies which identify these learning modes and seek to incorporate these learning processes, when applicable, into learning environments. The behavioral or psychomotor learning domain focuses upon the processes of mastery of physical skills. Physical skills have been categorized in a variety of ways, but invariably include cognitive, psychomotor, reactive, and interactive domains Romiszowski, Romiszowski stresses not only the general learning processes of psychomotor skill learning but also the instructional strategies necessary for skills development. The challenge for educators teaching physical skills is for learners to transfer knowledge of these skills into proficient practice. Therefore, the focus of cognitive learning is built upon the understanding that learners attain knowledge through a variety of interactions and processes. Or, stated another way, the affective domain relates primarily to the motivational factors involved in learning. A taxonomy of internalization from least to most includes: Affective components are strongly related to other elements of learning processes, and are at times not easily distinguishable. Collaboration has typically taken place in the classroom setting through the use of group work, etc. While traditional collaborative learning opportunities have typically been synchronous, many online instructional strategies now implement asynchronous collaborative exercises. These asynchronous collaborations are not dependent upon schedule constraints of learners or faculty. Each learning domain examined certainly clarifies important learning processes. The task for instructional designers and educators alike is to evaluate what the needs of the students are and then to employ strategies which help students meet instructional objectives. Learning together on the web. In e-Learning and the science of instruction. Affective education and the affective domain: Implications for instructional-design theories and models. Cognitive education and the cognitive domain. The development of physical skills: Instruction in the psychomotor domain. In Instructional-design theories and models: Blog , Thoughts Tagged With: For more, follow me [jasonrhode](#) or visit me online at [niu](#).

5: Key elements of behavioral, cognitive, affective, and collaborative learning theories

This conference paper discusses the use of cooperative learning (CL) in second language (L2) instruction. After two brief definitions of CL, key areas discussed in the paper are: a) how CL relates to theories of L2 acquisition, b) CL principles, and.

Conflict-management skills Group processing Group processing occurs when group members a reflect on which member actions were helpful and b make decision about which actions to continue or change. In order for student achievement to improve considerably, two characteristics must be present: Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member. There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Hundreds of techniques have been created into structures to use in any content area. Think-pair-share Originally developed by Frank T. Lyman , [29] think-pair-share allows students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her ideas and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. Jigsaw learning technique Students are members of two groups: In the heterogeneous home group, students are each assigned a different topic. Once a topic has been identified, students leave the home group and group with the other students with their assigned topic. In the new group, students learn the material together before returning to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic. Each member must become an "expert" on his or her assigned portion and teach the other members of the home group. Reverse jigsaw This variation was created by Timothy Hedeem [31] It differs from the original Jigsaw during the teaching portion of the activity. In the Reverse Jigsaw technique, students in the expert groups teach the whole class rather than return to their home groups to teach the content. This approach enables students to use important metacognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other. For instance, it was found that children who were taught using this strategy showed higher levels of accuracy in mathematical computations in comparison with those who were not. These studies also cover learners from elementary to college levels. The Williams[edit] Students collaborate to answer a big question that is the learning objective. Each group has differentiated questions that increases in cognitive ability to allow students to progress and meet the learning objective. The class in its entirety is presented with a lesson and the students are subsequently tested. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. In this process, the class or the students are divided into groups. This is done to encourage group learning, team building and cooperative learning. It is the written version of Robin Table. This gives students incentive to learn and have some fun learning the material. This is a group exercise so not one student is to blame Introduction[edit] Team game tournament is an effective technique of cooperative learning wherein groups are created that function in the class for a period of time. In this technique the groups revise a portion of material before writing a written test. This motivates those students that have the fear of writing the test and to learn and reinforce what has been already learnt. This method is one of the learning strategies designed by Robert Slavin for the purpose of review and mastery in the learning. In this technique the students study in the class. The material is supplied and are taught in groups or individually through different activities. The students after receiving the material review it and then bring points from their study into their assigned groups. Since the tournament is based on a material there is a specific answer. Students are working in heterogeneous groups. Playing the games makes the students to move into homogeneous and higher level groups. This ensures that students of the same ability are competing with each other. The students have the independence to have interactions with different students. The benefit of this

activity is that it holds the students responsible for the material they have to prepare. The students get excited about learning. Knowledge is obtained from the student rather than solely from the teacher. Fosters positive attitude in the students, such as cooperation, tolerance. Trains students to express or convey ideas. It is time consuming for new teachers. Requires adequate facilities and infrastructure. Can create confusion in the classroom. TGT is an effective tool to teach mathematics as it motivates and helps students acquire skills and mastery with the help of their peer and through healthy competition. Sharan describes the constant evolution of cooperative learning as a threat. Because cooperative learning is constantly changing, there is a possibility that teachers may become confused and lack complete understanding of the method. The fact that cooperative learning is such a dynamic practice means that it can not be used effectively in many situations. Also teachers can get into the habit of relying on cooperative learning as a way to keep students busy. While cooperative learning will consume time, the most effective application of cooperative learning hinges on an active instructor. Teachers implementing cooperative learning may also be challenged with resistance and hostility from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team. Peer review and evaluations may not reflect true experiences due to perceived competition among peers. Students might feel pressured into submitting inaccurate evaluations due to bullying. To eliminate such concerns, confidential evaluation processes may help to increase evaluation strength. There are many factors that lead students to experience these feelings of group hate some of the more crucial elements include: A past bad experience Group fatigue overuse of cooperative learning Simply liking to work alone When students are given a choice to choose learning activities group based or individual work students often evaluate several factors that lead them to a chose if they would like to work in groups or not. The three most common factors listed are: More often the students choose to do the work individually because they feel as if they can do a better job individually than they can as a group. It is difficult to say A, B, and C cause group hate simply due to the fact that each group is unique and everyone is different. However, there are several concerns that lead to students developing group hate. It is difficult for a teacher to strike the sweet spot of not being a helicopter teacher and remain involved in the project while also not being too "loosey goosey". While a good teacher may be able to strike the balance every time this is a difficult task and most teachers tend to lean one way or the other. This can cause confusion with the students. This is only amplified when the students are put into groups and asked to complete a project with little instructions on how to do so. The way a teacher chooses to structure a project can influence how a student perceives the project overall. Whether or not a student likes a teaching style or not can influence if they develop group hate. Students express opinion such as "so many group projects with the same people", "we are all up in each others business". Unfortunately, it is common to have group members that exhibit signs of loafing within the group. Many students fear that this will not take place. This leads to the students developing group hate. Some students hoard their intellectual capital to make sure that no one unjustly benefits from it. Ironically, some of the students most indignant about "slackers" or "freeloaders" make immediate assumptions about their peers and insist from the outset that they will have to take care of everything in order to maintain control. There are many ways for a concern about equity to warp the function of a group. This can be a difficult task. It is often difficult to gage what students are loafing while the project is taking place unless, other students in the group bring the problem to the attention of the instructor. Assessment of groups[edit] It is a common practice to have the groups self assess after the project is complete. However, "Assessment can be the Achilles heel of cooperative learning" [53] Students often will assess their group positively in hopes that they will in return be assessed the same way. This often leads to inaccurate assessments of the group. The problem is that most students have had a negative experience in groups and consequently are apprehensive to get into such a situation again. Group hate exists in almost all student groups. Whether it be because of past bad experiences, concerns about how the project will play out, worries about group members loafing, or not knowing how to effectively manage conflict that may arise within the group. However, group based learning is an important aspect of higher education and should continue to be used. More and more companies are turning towards team based models in order to become more efficient in the work place. However, it is not uncommon to hear students expressing negative opinions regarding

cooperative learning. One of the main flaws that we see with previous research is that the research is almost always done from the perspective of the instructor. We had never really considered what a disastrous experience some frustrated students must endure, or why some students reported only positive experiences from classes utilizing group learning techniques. Cooperation vs competition vs individualistic efforts[edit] There are many reasons why competitors tend to achieve less than they would if they were working cooperatively. But studies also show that competition and individualistic efforts can be constructive and should be encouraged when they are appropriately structured. There are clear and specific rules, procedures, and criteria for winning. Conditions for Constructive Individualistic Efforts Cooperation is too costly, difficult or cumbersome because of the unavailability of skilled potential cooperators or the unavailability of the resources need for cooperation to take place.

6: Collaborative Learning and Learning Theory - eLearning Learning

Lev Vygotsky and Social Learning Theories Social learning theories help us to understand how people learn in social contexts (learn from each other) and informs us on how we, as teachers, construct active learning communities.

Related [€] Cooperative learning Actively engaging students who work in collaboration. Problem How do interactivity and reality-based learning make people learn more effectively? Theory Cooperative Learning theory, an offshoot of Constructivism, incorporates the idea that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. Both theories emphasize the importance of interactivity with respect to the design and implementation of lesson plans. In cooperative learning, the focus moves from teacher-centered to student-centered education. Instead of sitting in a lecture or reading text, students are given a task or problem and are asked to identify a possible solution on their own and with the help of others. Rather than disseminating information directly, the teacher guides students to the source of the information they may require. Discussion When cooperative learning is incorporated into the classroom, research suggests students learn with greater depth and complexity while enjoying the experience even more. Students who are asked to work together also tend to be less intimidated by the task and will work at the task with greater intensity for longer periods of time. In cooperative, online learning, students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, write, or brainstorm during class. These students constantly analyze, puzzle over significance, search for explanations, and speculate about relations between the new experience and what they already know. Other active learning pedagogies include drama, role-playing and simulation, and peer teaching. Cooperative Learning techniques developed for the classroom are easily adaptable to web-based learning. Further, the virtual interactivity achievable online can not only complement classroom-based learning, but it can offer a breadth and depth of interactivity unavailable in the classroom due to the inherent limitations of resources. In addition, traditional text can be intermingled with interactive exercises so that students can pace themselves while reading, yet still complete complementary interactive experiences alone or in cooperation with others. Moreover, interactivity can overcome the inherent limitations of textbook and lecture-based learning. The most effective learning is experiential and occurs, for example, when students go out into nature, or on ships, or to hospitals, or into outer space. As such travel is unrealistic, the use of web technology creates possibilities that are limited only by the imagination. Designers of online educational materials can incorporate Cooperative Learning theory by: Providing students opportunities to work alone and in cooperation with others; Making sure that students who work cooperatively also receive credit for their individual performance in the project; Using a variety of methods that appeal to different learning styles; Replacing static text with interactive pages; and Presenting the material in modules that use a variety of methods ranging from collaborative tasks to individual tasks. Learning together and alone: Cooperative, competitive, and individualistic learning. Handbook of cooperative learning methods. Theory, research, and practice. Ed Englewood Cliffs, NJ:

7: Cooperative learning - Wikipedia

My e-Learning Don'ts - MinuteBio, August 8, Here is a list I compiled of things I think should NOT be done when designing e-learning courses. believe the following are counter to adult learning theory, sound e-learning design and they just down-right irk me.

George Jacobs Jacobs, G. Theory, principles, and techniques. After two brief definitions of CL, key areas discussed in the paper are: An appendix provides a list of websites on CL. Definitions of Cooperative Learning First, here are some definitions of cooperative learning also known as collaborative learning: The point is that cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible. Below are some theoretical considerations often found in the literature on L2 instruction. In other words, we acquire language when we understand input that we hear or read. While acknowledging the validity of this concern, Krashen and Terrell argue that on balance, peer input is useful: The Interaction Hypothesis The Interaction Hypothesis Hatch, a; Long, highlights the role of social interaction in increasing the amount of comprehensible input that students receive. This interaction includes students asking for help when they do not understand input. Perhaps, the collaborative setting in groups and the trust that can grow among groupmates make it more likely that students will have opportunities to repair comprehension breakdowns. The Output Hypothesis The Output Hypothesis Swain, states that while comprehensible input is necessary for L2 learning, learners also need to speak and to write, i. Clearly, CL offers students many opportunities for output. Indeed, as we will discuss later when considering the CL principle of Simultaneous Interaction, when working in groups, student output can increase dramatically. This perspective highlights how L2 learners mediate learning in accordance with context including peers and experience with others. As Newman and Holtzman explain: He created heterogeneous groups of € children he called them a collective , providing them not only with the opportunity but the need for cooperation and joint activity by giving them tasks that were beyond the developmental level of some, if not all, of them p. Individual Differences One central belief of current second language pedagogy is that learners differ from one another in important ways Robinson, One area of difference lies in the tendency of some learners to prefer to learn in social settings. All learners need to know how to succeed in such settings, and CL provides opportunities for students to develop and practice the strategies they need to work with others. Learner Autonomy Modern pedagogy seeks to help learners become more independent, capable of being and keen to become lifelong learners. Thus, the concept of learner autonomy has risen to prominence Wenden, Promoting learner autonomy means that learners have a role in planning, controlling, and evaluating their own learning. Group activities supply one means of moving students away from dependence on teachers. Cooperative Learning Principles Many principles have been proposed for cooperative learning. Below is one list of eight such principles. This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence. Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. In classrooms in which group activities are not used, the normal interaction pattern is that one person speaks at a time, either the teacher or a student selected by the teacher. In contrast, when groups of students cooperate, we maximize the quantity of peer interactions. When students work together on thinking tasks, when they elaborate on their answers and ideas and when they utilize cooperative skills, we maximize the quality of peer interactions. Equal Opportunity to Participate. A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members by

attempting to structure interaction so that all group members have chances to participate. When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others. This principle lies at the heart of CL. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. Cooperation as a Value. This principle means that rather than cooperation being only a way to learn, it is a goal in itself. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Below, three simple CL are described. Simple is good, i. Circle of Speakers a. In groups of 4-6, students take turns to speak. Several such rotating turns can be taken. Students listen as their partner speaks and perhaps take notes, ask questions, or give feedback. The teacher randomly chooses some students and asks them to tell the class what their partner said. This technique can also be done with students taking turns to write, or they can write and speak at each turn. Each student works alone to write answers. In pairs, students share answers. Students work alone to write one or more questions. They write answers to their questions on a separate sheet of paper. Students exchange questions but not answers. CL Lesson Plan Considerations Cooperative learning represents a major change from teacher-fronted instruction and, therefore, raises new issues that educators need to consider Cohen, At the same time, using CL does not mean abandoning teacher-fronted mode; it means combining various modes of learning. Below are five issues that many L2 teachers raise when they undertake or even contemplate undertaking CL. Difficulty level Difficulty level of activities may be the largest stumbling block to successful CL use. Especially when beginning with CL, the task should be an easily doable one, so that students can feel comfortable and confident working in groups. Ideas to consider here include starting CL with easy tasks, carefully clarifying procedures so that students know what they will be doing, providing examples of what groups are being asked to do, and monitoring groups so that teachers can provide help when needed. Sponge activities Often some groups or group members will finish before others. Some ideas include doing homework or extensive reading, helping other individuals or groups who have not yet finished, comparing answers with others who have finished, and doing an enrichment activity such as creating similar tasks as is done in Question-and-Answer Pairs. Thus, students may initially feel uncomfortable with their groupmates who they might not have known before or who perhaps they knew and did not like. As a result, groupmates may not get along with each other. Some ideas for addressing this include helping groups enjoy initial success, explaining the benefits of heterogeneity, doing teambuilding activities to promote trust and to help students get to know each other, and teaching collaborative skills. Noise level Some teachers worry that the noise level may be higher than acceptable during CL activities. Use of the L2 Students are often tempted to use their L1 when working in groups. We should discuss with students what constitutes appropriate L2 use. Also, students need sufficient language support, such as dictionaries and other reference sources and pre-task examples. Referring back to point one in this section, when seeking to promote proper L2 use, we need to consider whether the level of task difficulty is appropriate. One more idea is to use heterogeneous groups with at least one relatively more proficient student in each group. These benefits include increased self-esteem, greater liking for school, enhanced inter-ethnic ties, and improved complex thinking. Furthermore, CL offers one small ray of hope that we can move away from the all-too-present unhealthy forms of conflict and competition that plague our world today Kohn, However, using CL may be difficult at first. It requires some initial thought, some long-term vision, and some persistence to succeed. Often, students may not be familiar with or skilled at working together. Fortunately, the CL literature allows us to learn from the trial-and-error and effective practices of educators who have come before us. With this assistance, we and our students can come to enjoy and benefit from cooperation in the classroom and beyond Sapon-Shevin, Upper Saddle River, NJ: Strategies for the heterogeneous classroom 2nd ed. Practical techniques, basic principles, and frequently asked questions. Learning together and alone 5th ed. Individual differences and instructed language learning. Because we can change the world: A practical guide to building cooperative, inclusive classroom communities. Handbook of cooperative learning methods. Theory, research, and practice 2nd ed. Appendix "Websites on CL 1. Links to a site with lots of papers on CL and computers <http://www.successforall.org/> Success for All The Success for All Foundation SFAF is a not-for-profit organization dedicated to the development, evaluation, and dissemination of proven reform

models for preschool, elementary, and middle schools, especially those serving many children placed at risk. Cooperative learning is a key component of their model. The foundation was founded by Robert Slavin and his colleagues. Johnson and David W. This site features the work of Elizabeth Cohen, Rachel Lotan, and their colleagues which has focused on the sociology of cooperative learning groups, in particular the treatment of status differences among group members.

8: Online Collaborative Learning Theory (Harasim) - Learning Theories

- Mark Arthur May and Leonard William Doob collected all the principles behind the Cooperative and Collaborative Learning Theory. Check the Instructional Design Models and Theories: Cooperative and Collaborative Learning Theory article and presentation to find more.

Typically there are tasks that learners can and cannot accomplish. Between these two areas is the zone of proximal development, which is a category of things that a learner can learn but with the help of guidance. The zone of proximal development gives guidance as to what set of skills a learner has that are in the process of maturation. Collaborative learning is very important in achieving critical thinking. According to Gokhale, individuals are able to achieve higher levels of learning and retain more information when they work in a group rather than individually, this applies to both the facilitators of knowledge, the instructors, and the receivers of knowledge, the students. Some believe that collaborative learning is similar, yet distinct from cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together. Another believed difference is that cooperative learning is a philosophy of interaction where collaborative learning is a structure of interaction. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Classroom[edit] Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers by engaging individuals in interdependent learning activities. Some positive results from collaborative learning activities are students are able to learn more material by engaging with one another and making sure everyone understands, students retain more information from thoughtful discussion, and students have a more positive attitude about learning and each other by working together. Kenneth Bruffee performed a theoretical analysis on the state of higher education in America. Bruffee aimed to redefine collaborative learning in academia. Simply including more interdependent activities will help the students become more engaged and thoughtful learners, but teaching them that obtaining knowledge is a communal activity itself. For higher-ability students, group ability levels made no difference. With the emergence of many new collaborative tools, as well as the cost benefit of being able to reinforce learning in workers and in trainees during collaborative training, many work environments are now looking toward methods that involve collaborating with older employees and giving trainees more of a hands-on approach. Most companies are transitioning from traditional training programs that include instructor-led training sessions or online guided tutorials. Collaborative learning is extremely helpful because it uses past experiences from prior employees to help new trainees get over different challenges. There are many facets to collaboration in the workplace. It also allows for forms of vertical integration to find effective ways to synchronize business operations with vendors without being forced to acquire additional businesses. Need to understand actual interests and concerns regarding collaborating processes, activities and tools Reigning leaders and managers must better understand the collaborative tools and processes that can boost productivity Become better equipped to design, implement and evaluate collaborative learning environment Web technologies have been accelerating learner-centered personalized learning environments. This helps knowledge be constructed and shared, instead of just passed down by authorities and passively consumed or ignored. Technologies such as discussion threads, email or electronic bulletin boards by sharing personal knowledge and ideas do not let others refine individual ideas so we need more collaborative tools. Now these tools on Web 2. These tools allow for them to find people that are like minded and collaborate with them effortlessly. The goal was to examine corporate personnel, including learning managers and instructors, plus the tools that they use for collaboration. The researchers conducted an online survey to see what aspects of collaborative learning should be investigated, followed by an open discussion forum with 30 corporate personnel. The results showed that collaboration is becoming very necessary in workplaces and tools such as wikis are very commonly used. There is implication for a lot of future work, in order to have collaborative learning be highly effective in the workplace. Some of the unsolved

problems they identified: Technology[edit] Technology has become an important factor in collaborative learning. Over the past ten years, the Internet has allowed for a shared space for groups to communicate. Virtual environments have been critical to allowing people to communicate long-distances but still feel like they are part of the group. Research has been conducted on how technology has helped increase the potential of collaborative learning. One study in particular conducted by Elizabeth Stacey looked at how technology affected the communication of postgraduate students studying a Master of Business Administration MBA using computer-mediated communication CMC. Many of these students were able to still remotely learn even when they were not present on their university campus. The results of the study helped build an online learning environment model but since this research was conducted the Internet has grown extensively and thus new software is changing these means of communication. These tools allow for a strong more power and engaging learning environment. Chickering identified seven principles for good practice in undergraduate education developed by Chickering. Learners share a common purpose, depend upon each other and are accountable to each other for their success. CNL occurs in interactive groups in which participants actively communicate and negotiate learning with one another within a contextual framework which may be facilitated by an online coach, mentor or group leader. Computer-supported collaborative learning CSCL is a relatively new educational paradigm within collaborative learning which uses technology in a learning environment to help mediate and support group interactions in a collaborative learning context. Collaborative learning using Wikipedia: Wikipedia is an example of how collaborative learning tools have been extremely beneficial in both the classroom and workplace setting. They are able to change based on how groups think and are able to form into a coherent idea based on the needs of the Wikipedia user. Collaborative learning in virtual worlds by their nature provide an excellent opportunity for collaborative learning. At first learning in virtual worlds was restricted to classroom meetings and lectures, similar to their counterparts in real life. Now collaborative learning is evolving as companies starting to take advantage of unique features offered by virtual world spaces - such as ability to record and map the flow of ideas, [17] use 3D models and virtual worlds mind mapping tools. Cultural variations[edit] There also exists cultural variations in ways of collaborative learning. Research in this area has mainly focused on children in indigenous Mayan communities of the Americas or in San Pedro, Guatemala and European American middle-class communities. Generally, researchers have found that children in indigenous Mayan communities such as San Pedro typically learn through keenly observing and actively contributing to the mature activities of their community. In the classroom, these children generally learn by engaging in initiation-reply-evaluation sequences. These methods include learning in a horizontal plane where children and adults equally contribute to ideas and activities. Mayan mothers do not act as teachers when completing a task with their children, but instead collaborate with children through play and other activities. In Nocutzepo, Mexico, indigenous heritage families form collective units where it is generally agreed that children and youth engage in adult cooperative household or community economic practices such as food preparation, child care, participating in markets, agriculture, animal herding, and construction to name a few. Indigenous people of the Americas utilize collaborative learning through their emphasis on role sharing and responsibility sharing within their communities. The Mayan community of San Pedro, Guatemala utilizes flexible leadership that allows children to have an active role in their learning. Participation of learner is a key component to collaborative learning as it functions as the method by which the learning process occurs. Thus collaborative learning occurs when children and adults in communities switch between "knowledge performers" and "observing helpers". The indigenous communities of the Americas are unique in their collaborative learning because they do not discriminate upon age, instead Indigenous communities of the Americas encourage active participation and flexible leadership roles, regardless of age. Children and adults regularly interchange their roles within their community. In addition, Indigenous communities consider observation to be a part of the collaborative learning process. For example, the Intercultural Maya University of Quintana Roo , Mexico , has a system that incorporates elders, such as grandparents to act as tutors and as a resource for students to discuss information and knowledge regarding their own language and culture. The system is called IKNAL, a mayan word that implies companionship in the learning and doing process that involves several members of the community. The traditional model for learning is instructor based but that

model is quickly changing on a global standpoint as countries fight to be at the top of the economy. Specifically relevant to e-learning where developers can share and build knowledge into courses in a collaborative environment. Knowledge of a single subject can be pulled together from remote locations using software systems. In a thesis circle, a number of students work together with at least one professor or lecturer, to collaboratively coach and supervise individual work on final e. Students switch frequently between their role as co-supervisor of other students and their own thesis work incl. Kenneth Bruffee introduced the learning method, Classroom Consensus Group, in which the instructor allocates groups of three to five three being ideal students and assigns a problem to be solved or question to be answered. There are two directions the nonfoundational task can be presented: The instructor must keep time to ensure the students are centered on analogizing, generalizing, and bridging their comprehension with others. Ideas should be presented to the entire class thus allowing the small groups to come together as a whole. It is then that the answers can be compared, gaps can be filled, and authority is not on one individual. Macro-scripts aim at creating situations within which desired interactions will occur. Micro-scripts emphasize activities of individual learners. CLA involves three concepts:

9: Vygotsky | Simply Psychology

1 Theories of Cognition in Collaborative Learning Gerry Stahl Abstract There are many theories useful for framing collaborative-learning research and they may in principle be irreducible to a single theory.

However, culture determines the type of memory strategy we develop. Vygotsky, therefore, sees cognitive functions, even those carried out alone, as affected by the beliefs, values, and tools of intellectual adaptation of the culture in which a person develops and therefore socio-culturally determined. The tools of intellectual adaptation, therefore, vary from culture to culture - as in the memory example. However, Vygotsky placed more emphasis on social contributions to the process of development, whereas Piaget emphasized self-initiated discovery. According to Vygotsky, much important learning by the child occurs through social interaction with a skillful tutor. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor often the parent or teacher then internalizes the information, using it to guide or regulate their own performance. Shaffer gives the example of a young girl who is given her first jigsaw. Alone, she performs poorly in attempting to solve the puzzle. As the child becomes more competent, the father allows the child to work more independently. According to Vygotsky, this type of social interaction involving cooperative or collaborative dialogue promotes cognitive development.

More Knowledgeable Other The more knowledgeable other MKO is somewhat self-explanatory; it refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. For example, who is more likely to know more about the newest teenage music groups, how to win at the most recent PlayStation game, or how to correctly perform the newest dance craze - a child or their parents? In fact, the MKO need not be a person at all. Some companies, to support employees in their learning process, are now using electronic performance support systems. Electronic tutors have also been used in educational settings to facilitate and guide students through the learning process. The key to MKOs is that they must have or be programmed with more knowledge about the topic being learned than the learner does. This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner. For example, the child could not solve the jigsaw puzzle in the example above by itself and would have taken a long time to do so if at all, but was able to solve it following interaction with the father, and has developed competence at this skill that will be applied to future jigsaws. Vygotsky sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions. Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. Evidence for Vygotsky and the ZPD Freund conducted a study in which children had to decide which items of furniture should be placed in particular areas of a dolls house. Freund found that those who had previously worked with their mother ZPD showed the greatest improvement compared with their first attempt at the task. Vygotsky and Language Vygotsky believed that language develops from social interactions, for communication purposes. According to Vygotsky language plays two critical roles in cognitive development: It is the main means by which adults transmit information to children. Language itself becomes a very powerful tool of intellectual adaptation. Vygotsky differentiates between three forms of language: For Vygotsky, thought and language are initially separate systems from the beginning of life, merging at around three years of age. At this point speech and thought become interdependent: The internalization of language is important as it drives cognitive development. It still remains speech, i. But while in external speech thought is embodied in words, in inner speech words dies as they bring forth thought. Inner speech is to a large extent thinking in pure meanings. He considered private speech as the transition point between social and inner speech, the moment in development where language and thought unite to constitute verbal thinking. Indeed, private speech is more similar in its form and function to inner speech than social

speech. Through private speech, children begin to collaborate with themselves in the same way a more knowledgeable other e. Vygotsky sees "private speech" as a means for children to plan activities and strategies and therefore aid their development. Private speech is the use of language for self-regulation of behavior. Vygotsky believed that children who engaged in large amounts of private speech are more socially competent than children who do not use it extensively. Children use private speech most often during intermediate difficulty tasks because they are attempting to self-regulate by verbally planning and organizing their thoughts Winsler et al. The frequency and content of private speech are then correlated with behavior or performance. For example, private speech appears to be functionally related to cognitive performance: It appears at times of difficulty with a task. Berk provided empirical support for the notion of private speech. Berk also discovered that child engaged in private speech more often when working alone on challenging tasks and also when their teacher was not immediately available to help them. Furthermore, Berk also found that private speech develops similarly in all children regardless of cultural background. This hypothesis is supported by the fact that there exist high positive correlations between rates of social interaction and private speech in children. Children raised in cognitively and linguistically stimulating environments situations more frequently observed in higher socioeconomic status families start using and internalizing private speech faster than children from less privileged backgrounds. Indeed, children raised in environments characterized by low verbal and social exchanges exhibit delays in private speech development. This is due to changes in ontogenetic development whereby children are able to internalize language through inner speech in order to self-regulate their behavior Vygotsky, In this method, teachers and students collaborate in learning and practicing four key skills: Also, Vygotsky is relevant to instructional concepts such as "scaffolding" and "apprenticeship," in which a teacher or more advanced peer helps to structure or arrange a task so that a novice can work on it successfully. Indeed, in some instances, observation and practice may be more effective ways of learning certain skills. The relation between private speech and parental interactive style. From social interaction to self-regulation pp. Developmental Psychology, 22 5 , Development of private speech among low-income Appalachian children. Developmental Psychology, 20 2 , Private speech of learning-disabled and normally achieving children in classroom academic and laboratory contexts. Child Development, 64, 21 2 , From social interaction to self-regulation. Developmental Psychology, 21 2 ,

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