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## Ten Points about Cooperative Learning Sessions

(Cangelosi pg.263-264)

1. Expect the sort of off-task behaviors, ... unless you clearly define not only tasks for each cooperative task group but also the individual responsibilities of each group member.
2. All group members should be jointly accountable for completing the shared task, with each member responsible for fulfilling an individual role.
3. Efficient routine procedures for making transitions into and out of small group activities, ... avoid the time-wasting chaos that follows a direction such as “Let’s move our desks so that we have four groups of five or six each.”
4. Task sheets and advanced organizers direct students’ focus and provide them with an overall picture of what they are expected to accomplish in their groups.
5. To avoid interrupting cooperative group work to clarify directions the whole class should hear, specify the task and directions for everyone before attentions are turned to individual group activities.
6. Monitor groups’ activities, providing guidance as needed without usurping individual students’ responsibilities for designated tasks. ... from one group to another, cuing students on task without actually becoming a member of any one group.
7. Model active listening techniques. Students do not automatically know how to listen to one another without your showing them. From classes they have taken with other teachers, they may have acquired the misperception that anything of academic importance (that is, anything that will be on the test) is said by teachers, not peers. Thus, you should demonstrate that you intently listen to them and make use of what they say.

8. Use formative feedback to regulate activities. Engaged behaviors during cooperative task-group sessions are observable because students should be involved in discussions and working on a specified task. Thus, formative feedback for regulating the activities is relatively easy to obtain.
9. Closure points are needed for lengthy sessions. As with other types of sessions, students need to experience climactic moments to reinforce engagement positively. Having a sequence of subtasks rather than one overall task facilitates this need if you provide students with feedback as they complete the subtasks.
10. Individual group work should be followed up and used during subsequent learning activities.

Cangelosi, J. S. (2000). *Classroom Management Strategies: Gaining and Maintaining Students' Cooperation*. New York: John Wiley & Sons Inc.

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