



COOPERATIVE LEARNING

Cooperative learning (CL) is a methodology that promotes the development of interpersonal, social and teamwork skills, decisive for both academic and professional and personal success of the student. The CL is much more than group work, since it is also applicable to the master class. This methodology improves student autonomy and promotes deep learning.

There are three types of cooperative learning: formal, informal or base group:

- ▶ The formal CL is used for specific activities (resolution of exercises, practical cases, projects, content creation) that can occupy a class session or several and be carried out synchronously or asynchronously.
- ▶ The informal CL is used to energise an exhibition class, facilitating the learning of students by generating interactions between them, in pairs or small groups.
- ▶ The base group refers to groups of help or study, which can occur between students of different subjects or courses, and that are prolonged over time.

How to implement it

Pedagogically a class or activity of formal and informal CL, must be designed in such a way that ensures the 5 pillars of this method:

1. **Positive interdependence.** The success of the group depends on each of its members, so that each of them is enriched by the team.
2. **Individual responsibility.** Each person is responsible for their role within the group.
3. **An encouraging face-to-face interaction.** It should be facilitated in meeting and communication between the members of the team.

4. **Interpersonal skills.** In the CL in addition to the contents or technical competences, the learning of social skills (HHSS) is sought.
5. **Group processing.** The group reviews not only their results but their individual and group work and makes decisions that help them strengthen the group.

To structure the CL it is important to take into account which phases will be carried out asynchronously, that is, in the time of autonomous work of the student, and which will be carried out in the synchronous class. Whatever the format technically, we must take into account:

- ▶ **Team formation.** To enrich the work of HHSS and improve students' concentration on homework, heterogeneous groups of 4-6 members should be formed in the formal CL and 2 members for the informal CL. For this, the group rooms of the videoconferencing platforms can be used or the groups can be previously designed using the Moodle group tools.
- ▶ **Assignment of roles, distribution of material, distribution of tasks.** To ensure interdependence and individual responsibility it is advisable to distribute roles (spokesperson, reviewer, time manager, animator etc.) , materials (parts of a larger exercise, parts of information etc) or phases of a task (search for information, writing, creation of presentation, study of parts of a content, etc.).
- ▶ **Select the tools** that allow CL asynchronously or synchronously. It will be essential to use shared documents that cover the needs associated with class dynamics and asynchronous work.
- ▶ **Select the CL dynamics** that will be used in the synchronous class. To secure the pillars of the CL in the formal group you can use different dynamics (Jigsaw, pencils in the centre, 1,2, 4, etc ...) using digital tools that allow it. For the informal CL we must fragment the class according to Johnson & Johnson (1999):
 - Initiatory activity in small groups (2-3 people) that places the student before the learning action that will begin. It is about awakening motivation and activating previous knowledge. The activity can be the visualisation of a video, news, answer an open question, make a shared writing etc.
 - Activity in couples interspersed every 15-20 minutes of explanation. Solve a problem, answer a question, review notes, shared writing, ... would be some of the proposed activities. The way to realise them would be: each student individually gives their own answer, then they share it and must reach a consensus answer. If asked by the teacher, any student should be able to defend the result agreed with their partner.
 - The closing activity of an informal CL class should be done again in pairs or small groups and aims to allow the processing of new apprenticeships and their integration into previous knowledge.
- ▶ **Group evaluation and processing.** To ensure individual responsibility it is convenient that in addition to the group evaluation, there is an individual evaluation. But in addition to ensuring the evaluation of knowledge, it is important that the group dedicates a space to process their way of working and to look for strengths and points of improvement.

DESCRIPTION OF FINAL GROUP WORK

“Public Person X: Expression of Career Design and Well-being”

The goal of integrated task. To prepare a **written work** (MC Word; about 10-15 pages) and **slides** (Power Point, Prezi, etc.). Oral presentation should take about 20 minutes. After the presentation for about 10 minutes the discussion will take place. For the homework you should choose public person* (worldwide known, not only locally known) who has had a positive or negative impact on society / target audiences. It must be **today's acting person** (not historical person), **well known public person** all over the world (influencer, politician, actor, writer, sportsperson etc.) and analyze his/her career to below given criteria. We suggest before starting to do your homework to consult with the teacher if your selected person is appropriate for the homework.

Teamwork: 4 students in one group. The students into the groups will be divided during the first online lecture on the 4th of October.

STRUCTURE OF THE WORK

I PART: DESCRIBING THE CHOSEN PUBLIC PERSON AND ANALYZING HIS/HER PERSONALITY TYPE ACCORDING TO HOLLAND THEORY (3 points)

- describe the chosen person: his/her biography, family status, education and current professional activities. Present the achievements of this person due to which he/she is famous (1,5 points)
- analyze to which personality type (or combination of types) according to Hollands' theory the person belongs, justify your opinion (1,5 points)

II PART: (SELF)PRESENTATION IN MASS MEDIA (5 points)

Analyze the self-presentation of a chosen person in mass media. 3 media fields:

- **Personal website (or blog).** Conduct a *qualitative content analysis*. Mention the rubrics (headlines) and describe

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Analyze the self-presentation of a chosen person in mass media. 3 media fields:

- **Personal website (or blog).** Conduct a *qualitative content analysis*. Mention the rubrics (headlines) and describe their content, mention what social networks (other channels) are used, what information is hyperlinked (1 point).3

- **Personal social network profiles/pages.** Choose 2 of the previously mentioned pages and conduct a *quantitative and qualitative content analysis* for a period of a month to a year (around 50 posts). Count of posts, describe the topic of each post. Analyze the feedback: Quantify the number of followers, identify the main topic of the most popular posts, quantify the engagement with content ('likes', 'reactions' per post, make an average or a ratio of positive/negative comments), quantify the number of comments/responses, identify the main idea in each comment and the balance between positive/negative. (2 points).

- **Mass media,** preferably digital media, but legacy media (newspapers, magazines) is acceptable as well. Conduct a *Quantitative and qualitative content analysis*. Choose **2 news portals** (BBC, CNN, CNBC, etc.) and use the search field to find publications on the same person, for the period of a month to a year (around 50 publications). Count the publications (short informative messages, articles, interviews, etc.). Describe the topics of the publications, if available analyze available feedback (using the same criteria as in social networking sites). (2 points).

An example of Cooperative Learning task.

How to assess and evaluate it

- ▶ Rubrics for co-evaluation, self-evaluation and hetero evaluation.
- ▶ Social skills checklist.
- ▶ Questionnaires, open questions, problems, cases.

Best practices

- ▶ [Setting up and facilitating group work](#) (Brame & Biel, 2015).
- ▶ [Cooperative Team Learning and the Development of Social Skills in Higher Education. The Variables Involved](#) (Mendo-Lázaro, León-del-Barco, Felipe-Castaño, Polo-del-Río & Iglesias-Gallego, 2018).

Tools

In Moodle

- ▶ Video conferencing tool that allows you to make group rooms: Blackboard, Zoom
- ▶ For collaborative work: Wiki
- ▶ For peer review (P2P): Workshop.
- ▶ For individual assessment: Moodle questionnaires.

Outside Moodle

- ▶ For random team building: Board Game
- ▶ For real-time collaborative work: Paddlet, Miro, Mural, Trello, Office 365, Google drive, Nearpod.
- ▶ For the evaluation: Socrative, Wooclap, Mentimeter, Nearpod, Corubrics



Resources

- ▶ [Meaningful and manageable assessment through cooperative learning](#) (Johnson & Johnson 1996)
- ▶ [Cooperative learning in the classroom](#). Johnson, Johnson & Holubec, 1999.
- ▶ [Students' experiences of active engagement through cooperative learning activities in lectures](#) (Cavanagh 2011).
- ▶ [High versus low-structured cooperative learning. Effects on prospective teachers' regulation dominance, motivation, content knowledge and responsibility](#) (Cecchini, Fernandez-Rio, Méndez-Giménez, Gonzáles, Sánchez Martínez & Carriedo, 2021)
- ▶ [Cooperative learning at university: opinion of students and application of the instrument Cooperative Learning Questionnaire \(CLQ\)](#) (Conde Vélez, Delgado-Garcia & Toscano Cruz, 2021)
- ▶ [Effects of Cooperative Learning on the Improvement of Interpersonal Competence among Students in Classroom Environments](#) (Han & Son, 2020).