

LEARNING UNIT PLAN

Title		COOPERATION		
Learning number	Unit	3	Duration	1 hour

General objective	Teach students how to properly engage cooperation in the classrooms
Specific objectives	<p>Learners will be able to:</p> <ol style="list-style-type: none"> To use a number of techniques and exercises in order to promote Cooperation in the Classroom for More Effective Results
Learning outcomes (at least 2 of each): Knowledge, Skills, Responsibility and Autonomy	<p>3.1 Cooperation</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Students will learn how to take notes They will learn to communicate with this way they can improve their communicative abilities. They will learn how to respect each other <p>Skills:</p> <ul style="list-style-type: none"> Learners illustrate practical examples of cooperation Learners can share practice and receive possible solutions Learners can share opinions, positions, or ideas about cooperation. <p>Responsibility and Autonomy:</p> <ul style="list-style-type: none"> Learners demonstrate the ability to work as a team player for common benefit Learners will learn how to manage whole problem-solving acquired sufficient expertise. <p>3.4 Implementing Cooperative Learning</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Division of labor among students in the group Assignment of specific roles and duties to students Group processing of a task

Skills:

- Students will learn to have face to face interaction
- Students will boost the development of social skills as a result of cooperative interaction

Responsibility and Autonomy:

- To be positive interdependence doing their assigned duties
- To be Individual accountability for completing one's own assigned duties

Learning unit summary (abstract – half a page)

This unit is to learn to the students to improve their cooperation skills. Different methods, important abilities and basic rules are explained in this unit in order to deliver a clear understanding of how important the team player and communication is. Participants and teachers will not only learn how to implement and to collaborate each other but also how to identify their personal attitude towards working together as a team player. They will obtain knowledge and learn how to respect and compromise with others opinion and statements.

List of resources, tools and methods¹

1. <https://busyteacher.org/20357-cooperate-collaborate-teach-your-students-how-to.html>

2. <https://www.insidehighered.com/advice/2019/01/28/grad-students-need-improve-their-teamwork-skills-become-more-attractive-employers>

3. <http://www.behavioradvisor.com/CoopLearning.html>

4. <http://tutorials.istudy.psu.edu/cooperativelearning/cooperativelearning6.html>

5. https://ec.europa.eu/info/education/teaching-methods-and-materials/start-cooperating-another-school-or-educational-institution_en

6. <https://woman.thenest.com/importance-cooperation-workplace-14647.html>



3. COOPERATION

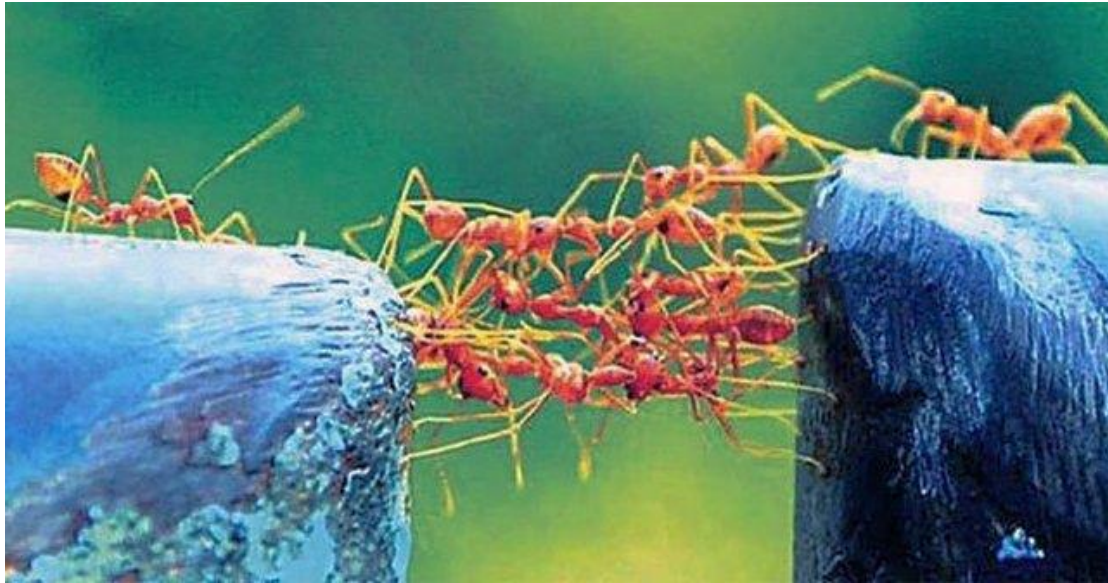
Introduction

In this unit participants will learn how to enhance cooperation skills and how to work as team players. Also, they will learn to develop their interpersonal skills and learn to deal with conflict. They will also learn techniques that they can use, important skills, cooperative learning, implementation and the benefits. When they cooperate and are guided by clear objectives, students participate in different activities that improve their understanding.

3.1

Cooperation

Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit. As far as students are concerned, cooperation is one the first things kids learn to do in kindergarten and preschool, and it's no surprise. First of all, students can promote Cooperation in the Classroom for More Effective Results by following these basic rules .There are a number of techniques and exercises that you can use. Among the most popular are:



1. Think-Pair-Share

It is one of the best known and most common exercises used. Students have the opportunity to reflect on the question and then practice sharing and receiving possible solutions. Since it is simple, teachers find it easy to use and adapt to a wide range of course material.

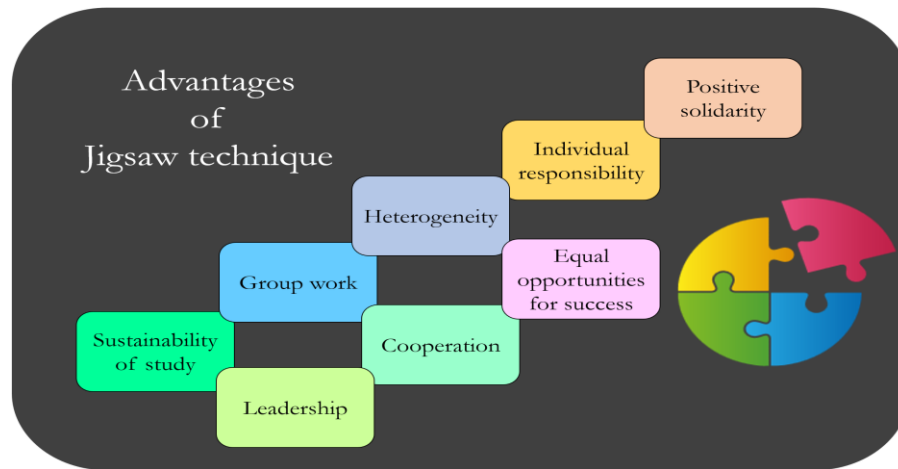
2. Interview

This is a great activity to use as **an ice-breaker** because by interviewing each other children learn about their fellow classmates and can share opinions, positions, or ideas. Students are paired and take turns asking each other questions that can either be provided by the teacher or created by them with supervision. After the interview they can introduce their partner and tell the other students what they know about them.

3. Jigsaw

This is great for problems that are more complex. Here, students become experts in one of many parts of a problem. They first participate in a group exclusively focused on a single part of the problem. Later, groups are rearranged with a representative from

each expert group who can now manage the whole problem because they have sufficient expertise.



4. Peer Editing

Students are paired up and assigned a task. Peers give each other feedback during the completion of that activity. For instance, each student in the pair describes their topic ideas and outlines the structure of their work while their partner asks questions, and develops an outline based on what is described.

5. Note-Taking Pairs

For any student, learning how to take notes is important. The reason is that poor note-taking leads to poor performance. A good way to exercise this is by having students summarize what they understood of a concept based on notes they have taken and by getting feedback from their partner. This gives students the opportunity to find gaps in their written records. The note-taking should be guided by questions so students realize what is important.

6. Sequences

Graphic organizers are powerful tools that make information meaningful and less complex. In exercises that involve sequences, students can provide a visual representation of a series of events or actions. Students working together can be asked to organize information. They can even be asked how each sequence relates to another.

If we go a little deeper into the topic, we can distinguish seven main skills of dialogue. They are:

- | | | | |
|----|--------|-------------|-----------|
| 1. | Think- | Pair | Share |
| 2. | | | Interview |
| 3. | | | Jigsaw |
| 4. | | Peer | Editing |
| 5. | | Note-Taking | Pairs |
| 6. | | | Sequences |

3.2 Important skills for cooperation

Students have to work as a "team player" which is often a key part of business success, teaching children to cooperate and collaborate from an early age is very useful and important. Each team member contributing their own knowledge and expertise but also leveraging and complementing the strengths of other people.

This is an ability to work with colleagues toward a common goal or project where teams are made up of people with different expertise, so the team can be energized and prepared to deliver results. They will learn to communicate which is essential in language learning, structured interactions and with this way they can improve their communicative abilities.

It is also important to respect others is very important, and by learning to respect each other in order to work together, children can acknowledge individual differences. While working together, students will have a variety of responses. This is very positive since it can help the group become aware of a wide range of perspectives which will make their work more complete and comprehensive.

They need to be challenged. Through teamwork, challenges are easier to deal with since they can rely on each other to find solutions. Different perspectives provide different and varied alternatives to problem solving. Essential thing is to learn to work with all types of people and diversity is celebrated. Different things like, culture, likes, and personal experiences allow students to add their perspectives to an issue. Students have the opportunity to reflect and this helps students to better understand other cultures and points of view. They will have more opportunities for personal feedback on their ideas and

contributions because there are more exchanges among students, and they will provide feedback for each other.



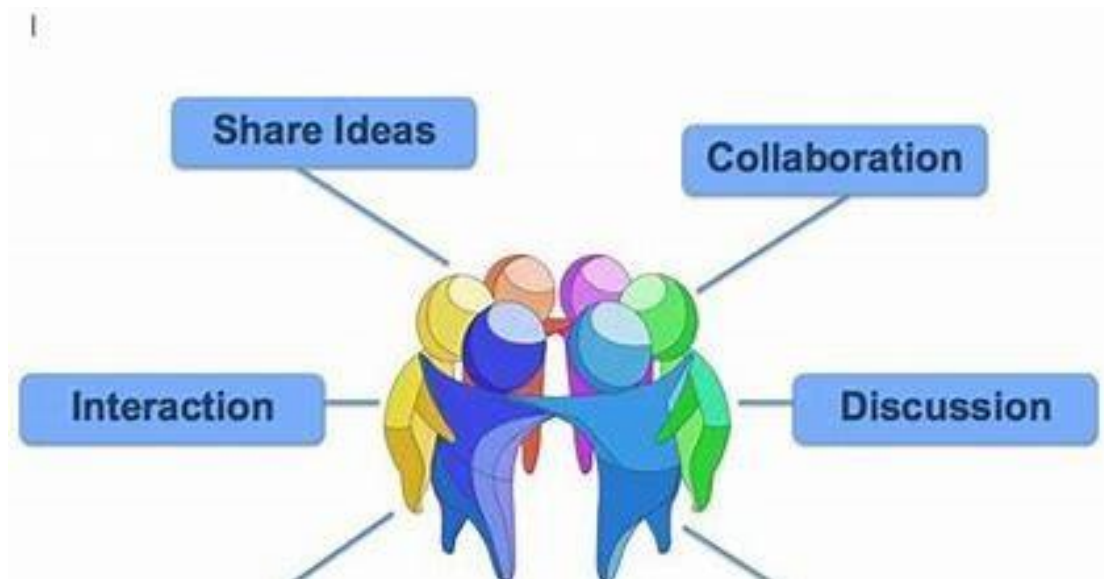
3.3 Collaboration and Cooperation

Often cooperation and collaboration in learning is not easy to achieve. There are situations in which conflicts that arise obstruct learning, particularly in situations where students must work together on a problem. As a result, cooperative and collaborative learning require teaching kids to work well with others by resolving these inevitable conflicts. That's why, in order to create an environment in which cooperative and collaborative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students work together on must be clearly defined.

3.4 Implementing Cooperative Learning

Cooperative learning is more than merely having students sit together, helping the others do their work. Directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together". A true cooperative learning experience requires that a number of criteria be met. They are:

- Division of labor among students in the group
- Face to face interaction between students
- Assignment of specific roles and duties to students
- Group processing of a task
- Positive interdependence in which students all need to do their assigned duties in order for the task to be completed
- Individual accountability for completing one's own assigned duties
- The development of social skills as a result of cooperative interaction
- Provision of group rewards by the teacher



3.5 Steps for setting up group learning experiences:

Before

Implementation

1. Develop a positive classroom environment. Devise ways for students to become acquainted early in the year. Have them work on a mural, newsletter, play or other project. Reward students for such social skills as helping others, giving and accepting praise, compromise etc.

2. Previous to organizing collaborative groups and assigning academic tasks, develop a cooperative climate and spirit in the classroom. This can be accomplished by engaging students in fun team-building activities in which they support each other in a team effort to achieve non-academic or easily achieved academic goals. These activities might take the form of non-competitive, active games.

3. Consider upcoming academic tasks and determine the number of students who will be assigned to each group. The size of the group will depend on the students' ability to interact well with others. Two to six students usually comprise a group.

If students are new to cooperative learning, assign two or three individuals to a group. Increase the size of teams as the students become familiar with the procedures and practices. Although homogenous grouping or random assignment to groups is sometimes used, the students should usually be on a range of levels mixed by intellectual ability or achievement level. One novel way to form groups is to have students pick a puzzle piece out of a hat/box.

The teacher may also choose to consider interests or abilities in certain subject areas, personality, race, gender, or other factors when teaming students with each other. Perhaps the groups will choose names for themselves or decide to be referred to merely by number.

5. Determine the academic and behaviour/ interpersonal objectives for the

task.

6. Plan the arrangement of the room for the upcoming group- oriented tasks. Arrange group seating so that students will be close enough to each other to share materials and ideas.

7. Prepare materials for distribution to the group. Indicate on the materials that students are to work together. Avoid work activities that don't really encourage students to actively collaborate in a group.

8. Determine roles for group members. In addition cooperating and brainstorming with others, each group member should be assigned a duty to perform during the project. For example, the position of starter ,encourager/ taskmaster, reader, praiser, summarize/reporter, recorder, checker, understanding coach



Implementation

9. Explain what will occur. Explain the rules which include ; contributing to the team effort. Listening to teammates, helping othe team members and asking the techer for help only if it is a question of everyone in the group. Also, arrange students into teams at tables or wheredesks have been pushed together.

10. Present and clearly explain the assignment that will probably take several class periods to complete. Emphasize that positive interaction and cooperation will result in a group reward, and that meeting a set standard of performance beyond expectations will result in bonus points. Cooperative interaction can be more fully assured by giving only one copy of materialsto each group, or by assigning each student one part of the materials with each part being needed for completion. Consider allowing groups that finish early to

assist

slower

groups.

This helpful support of other teams can be promoted through the understanding that if all groups reach a preset level, more bonus points will be given. The evaluation standard should be criterion referenced (judged against a certain standard reflecting degree of learning).

11. Avoid the temptation to “lead” the groups. Your role has changed from transmitter of knowledge to mediator of thinking. Praising and encouraging the less academically skilled team members is still indicated however.

12. Monitor and assist as needed. Move among the groups to assure that they are actively engaged in their roles and following designated procedures. Intervene as necessary to promote positive interdependence among group members. Frequently reinforce positive group interaction.

13. Evaluate each groups performance/ product. Grades might be assigned based upon the average performance of the group (thus promoting positive interdependence) or the effort/quality of performance of individual members in the execution of their duties. In many cases, each group decides how it will demonstrate what has been learned. Each group’s work is judged on its own merit rather than in comparison with the outcomes of other groups. If inter-group competition is involved, perhaps the winning and most improved teams will receive a prize. Recognition might also be given to groups that were the quickest, most creative etc.

After

Implementation

14. Have the learning groups assess how well they worked together and discussed how they can improve their functioning and performance.



3.6 Benefits of Cooperative learning

How can cooperative learning benefit you and your group?

Cooperative Learning helps to:

- Raise achievement of students.
- Build positive relationships among students - important for creating a learning community that values diversity.
- Provide experiences that develop both good learning skills and social skills.

Research shows cooperative learning helps to produce:

- Higher achievement.
- Increased retention.
- More positive relationships and a wider circle of friends.
- Greater intrinsic motivation.
- Higher self-esteem.
- Greater social support.
- More on-task behavior.
- Better attitudes toward teachers.
- Better attitudes toward school.

Hopefully you have already had some successful experiences with cooperative learning and you can relate to many of the benefits listed above. If you haven't had any experiences with team or group work, or if you have only had bad experiences, don't worry! Becoming skilled in cooperative learning takes time, patience, and persistence. The more you learn about cooperative learning and the more you practice your skills, the better you will become and the more benefits you will experience. It takes time.

Additional Benefits of Cooperative Learning

Here are some additional benefits of cooperative learning.

- When students are working toward a common goal, academic work becomes an activity valued by peers.
- Students are motivated to help one another learn.
- Students are able to translate the teacher's language into "student language" for one another.
- Students who explain to one another strengthen their own learning.

- When students need to organize their thoughts in order to explain them to teammates, they must engage in thinking that builds on other ideas (cognitive elaboration) which greatly enhances their own understanding.
- Teammates can provide individual attention and assistance to one another.
- Regular and constructive collaborative study groups can assist you with mastery of material, exam preparation, and better performance on tests.

Developing communication and cooperation between teachers and students can sometimes be difficult,

We know as educators that this can be much easier said than done, however. How can we as teachers develop trust and open communication with our pupils? The attributes that are essential for this development are respect, enjoyment, reflection, accommodation, and adjustment. When guiding our students, we should focus on giving positive and constructive advice and learning about the unique strengths and weaknesses of our students.

Much of building trust with students happens through a lengthy process of developing our respect, enjoyment, reflection, accommodation, and adjustment towards our students. However, there are also many **ways we can build trust** through simple activities during class time.

1. Have students pair-share about the highlights of their day.
2. Ask students to write down "2 Truths and 1 Lie" about themselves on a notecard. Then read some at random and have peers predict who wrote it.
3. Welcome each student into the classroom with a fist bump and a smile.
4. Do something playful, like asking for random facts or corny jokes.
5. Ask them to write a brief, half-page summary about what's going on in their life.

Do a quick round of "speed dating" in which they talk to a peer about a random question you pose.



3.7 Example of Cooperative learning : Cooperation through European Union

The European Commission offers several opportunities for educational institutions of all levels by

- supporting online platforms where educational institutions and teaching staff can collaborate
- offering exchange activities for students and educational staff
Erasmus+ projects

For educational institutions and other organisations, [Erasmus+](#) offers the opportunity to

- engage in development and networking activities
- create partnerships with organisations from other countries, in order to achieve innovative results or exchange best practices
- facilitate international exchange opportunities for students, staff, trainees, apprentices, volunteers, youth workers and young people



Erasmus+

3.8 Importance of Cooperation in the work place

Cooperation in the workplace can make the difference between success and failure for many businesses. In a cooperation-rich workplace, individuals voluntarily engage in open communication. Management and lower-level employees work together and try to keep arguments to a minimum. Workers are proactive in the sense that they try to prevent problems before they have a chance to occur. Cooperation is not always an easy thing to achieve in the workplace, but it is worth the effort because it leads to a more harmonious and productive operation.

Increased Productivity

When everyone is working together, things can get done more quickly and efficiently. Cooperation saves time because workers and management don't have to dedicate valuable time to bickering or resolving conflicts. Because workers can dedicate more time to their duties in a cooperative workplace, they are more productive.

Improved Job Satisfaction

When arguments and bickering prevail, workplaces are not enjoyable places to be. By increasing cooperation among employees, managers can make their workplaces more welcoming and inviting, which increases workers' enjoyment of time spent on the job. Working to foster cooperation can also help managers reduce peripheral problems, such as arguments and conflict, that leave employees dissatisfied or eager to leave the job.

Employee Buy-In

As they toil away day-after-day, it is easy for workers to feel like cogs in a big machine, doing a job but having no real impact. In cooperative workplaces, employees feel less like drones and more like valuable components in a well-oiled machine. Management commonly reaches out to lower-level employees in cooperative workplaces, seeking input as to what

should be done or how a task should be completed. Because employees are afforded the opportunity to provide this input, they feel they have a voice in the organization and a stake in its success.

Reduction In Misunderstandings

In workplaces that lack cooperation, workers commonly divide themselves into factions. When a workplace is divided in this fashion, misunderstandings prevail. If management actively promotes workplace cooperation and prevents workers from placing barriers between themselves and their colleagues, they foster understanding and communication.

Summary of Cooperation

The benefits of positive communication and cooperation can be immense. It can help reduce conflicts and increase positive engagement by students. It can boost the learning of students and the professional growth of teachers. Cooperative and collaborative learning brings positive results such as deeper understanding of content, increased overall achievement of lesson goals, improved self-esteem, and higher motivation. Helping students learn to cooperate and collaborate with one another can enable them to become actively and constructively involved in the lesson, to take control of their own learning, and to improve teamwork skills.

Cooperative learning is gaining popularity for a number of reasons. Evidence indicates that it raises achievement, promote positive self concept and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. The performance of these previously successful groups tends to rise in cooperative groups majority culture students seem to achieve just as well as with the individually-oriented style of instruction and learning, often better.

Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. When these students notice students the value of their input and effort, a more internal locus of control and belief in one's ability is fostered. Social and work skills are imbedded. Implementing full- scale cooperative learning is not a simple task. Theachers may wish to start with periodic lessons or units and build from there. The effort expended is probably well spent as what we know about effective instruction indicates that cooperative learning should be used when we want students to learn more, like school better, like each other better and learn more effective social skills.