



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Cooperative Learning and Learning Team Structures

Course Description: This course will examine the basics of cooperative learning focusing on how to integrate this teaching method, how cooperative learning helps students meet the Next Generation Learning Standards, benefiting from a variety of perspectives and viewpoints, all while integrating technology. The benefits are student content mastery, increased intrinsic motivation through extrinsic motivation, and increased accountability and engagement. An analysis of a variety of cooperative learning methods and practices will be explored. In addition, teachers will examine overall student participation and engagement in learning teams versus traditional classroom configurations and determine successful configurations for different content areas and grade levels at meeting academic expectations. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well. While working in cooperative groups students will be encouraged to share various perspectives and personal experiences that reflect their personal experiences and cultural identity and social location. Implementation of various strategies will be shared and reflected upon during the course. During each week, there are specific themes to explore and discussion questions to answer that consider multiple perspectives. Students will address the Discussion Questions (DQs) and reflect their answers to the course content and their own instructional practice, but also their classmates' postings and opinions to examine many perceptions of how cooperative learning and learning teams can affect classrooms, pedagogies and student outcomes.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn about and discuss social learning theory and how it applies to critical consciousness and cultural responsiveness. • Critically examine and learn current research articles on Cooperative Learning, uses and benefits of Cooperative Learning, types of Cooperative Learning in many content areas and grade levels, and proven structure for meeting standards. • Become familiar with what cooperative learning is, how it can assist students into becoming more confident in sharing their individual identity and perspectives and being able to value the beliefs of others. • Implement variations of cooperative during distance/remote learning that focuses on the social need for student interactions • Integration of various cooperative learning structures within the classroom, while encouraging students to share and value multiple perspectives
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Cooperative learning defined • Discuss the needs of students in cooperative learning and what is needed for success
<p>Application to Instruction & Student Learning</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the definition of cooperative learning so that they can implement these strategies within their own classrooms • Know how cooperative learning and cooperative structures benefits student achievement and promotes cultural responsiveness for the classroom environment. • Learn and discuss ways to implement cooperative learning into all content areas and grade levels as a means to facilitate team building amongst students • Reflect and discuss upon how cooperative learning affects students in the classroom and beyond – critical consciousness connections to “real life” experiences and encourages students to reflect upon individual identities and to share value multiple perspectives • Integrate and encourage cooperative learning strategies that would support individual students beliefs and cultural expectations • Know how to encourage cooperative learning amongst students in their classroom to promote on-going student interactions • Investigate how cooperative learning compares with the traditional classroom methods and how this affects overall student success. • Learn how to design instructional outcomes using cooperative learning and specifically how it links to the New Generation standards as well as applications to critical consciousness and cultural responsiveness.

Session II

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Further investigate student-centered learning and Problem – Based Learning (PBL) • Implementation of student-centered vocabulary that appeals to all social groups • Integrate vocabulary and PBL assignments that are culturally relevant to students expectations • Analyze Current research and resources to foster group problem solving and shared critical thinking to increase sense of purpose and relatedness to education. • Integrating Technology for Inquiry (NteQ) Model and technology as a tool. Share reflections of implementation and student outcome. • Discuss ideas on how cooperative learning strategies could be transferred to platforms like Google Meet in regards to distance/remote learning • Utilize student-centered learning environments, the assisting factor of technology, different forms of PBL, NteQ, and how to structure the CL learning teams to maximize student participation, success and mastery.
<p>Topics</p>	<ul style="list-style-type: none"> • Read and reflect upon reading / video resources and provide multiple perspectives for student engagement and the opportunity to challenge dominant narratives within content resources and their environment • Introduction to Problem-Based Learning • Introduction to NteQ • Cooperative learning defined • Discuss the needs of students in cooperative learning and what is needed for success
<p>Application to Instruction & Student Learning</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Discuss the method of Project-Based Learning and how it relates to the student-centered cooperative learning structure • Challenge students to discuss and offer solutions for common social injustices in their communities and everyday lives as it relates to the PBL rubric • Model and integrate both reflective and questions of change when completing solution-based tasks. • Utilize student-centered vocabulary in order to engage a diverse population of students • Learn how to design PBL activities and lessons to be integrated into various content areas and used with a variety of student population so that students learn how to work together to be creative problem-solvers. • Integrate cooperative learning strategies and activities that can be transferred to online learning platforms to engage and encourage active participation by all students during distance/remote learning • Discuss the direct effects of student achievement as it relates to PBL and cooperative learning structures as a way to increase cooperative problem solving amongst all student groups. • Describe the NTeQ method and importance of integrating technology into the lesson to engage learners in a variety of activities • Implement technology into student-centered lessons to create a classroom environment that supports a collaboration and teamwork amongst all students. • Encourage student-centered activities in which students are able to collaborate on platforms like Google Meet, Zoom, etc. • Craft a coherent lesson plan utilizing the NTeQ method and share reflection of how this benefited specifically struggling students and higher-level learners as well.

Session III

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Craft the structure CL groups and teams, to predict planning issues and student needs • Engage in open discussions that promote various perspectives from different social groups and practice of how to provide each student with jobs and responsibilities to the group/ team as well as encouraging the sharing of opinions and assumptions.
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	<ul style="list-style-type: none"> • Allow and encourage students to have choice and work collaboratively with peers during distance/remote learning. • Implement CL units and projects, provide team building exercises to improve trust and risk taking and current research and culturally diverse resources. • Integrate online platforms such as Google Meet to encourage student communication and support during distance/remote learning • Discuss and create plans for CL teams that include student jobs and responsibilities, an appropriate scope and sequence, task list/ requirements, accountability, and help teachers predict student needs. Reflect upon lessons implemented. • Create CL assignments that include the use of student critique and reflection, which may include writing assignments, class discussion, and role-play. Students will also be encouraged to relate this to their own personal experiences - provide opportunities for reflection and growth. <p>Integration of culturally diverse student grouping and allotted time to share and reflect upon common experiences.</p>
Topics	<ul style="list-style-type: none"> • Read and reflect upon reading / video resources and provide multiple perspectives for student engagement and the opportunity to challenge dominant narratives within content resources and their environment • Structure of CL groups • Assignments of group roles and responsibilities • Cooperative learning activities and projects • Create CL lesson plans and activities for CL teams
Application to Instruction & Student Learning	<p>Participants will:</p> <ul style="list-style-type: none"> • Create diverse cooperative learning groups based upon student’s needs (academic, cultural, etc.) Grouping can vary in both student needs and assets (evident strengths) dependent on the desired lesson or learning outcome. • Assign specific student roles in cooperative groups to optimize student strengths and responsibilities to perform a variety of tasks and that meets cultural expectations • Have the opportunities to assess student needs by observing students working within the cooperative learning center / groups • Encourage student collaboration and positive peer interactions through online platforms such as Google Meet, Zoom, etc in order to facilitate cooperative learning that is effective for all students during distance/remote learning • Utilize a variety of ways to provide students the opportunities to be in charge of their own learning as well as learning to work with others • Successfully design and implement cl activities and lessons within the classroom and reflect upon learning and outcomes and discuss a variety of ideas with colleagues both in and outside of the course. • Encourage students to reflect upon personal beliefs and perspectives as it connects to cultural identity and how it can motivate success • Create a classroom environment that supports teamwork, collaborations, cultural diversity and consciousness, and learning to work with others effectively towards a common goal / project. • Implement cooperative lessons that engage all students in the topic

Session IV

Objectives	<p>Participants will</p> <ul style="list-style-type: none"> • Explore the changing role of the teacher as he/she becomes more of a facilitator in student-based learning community • Discuss and examine how the student –centered classroom supports the mindset of cultural responsiveness and allows value to be placed on student perspectives and cultural relevancies • Examine how the teacher/ facilitator can encourage students to self-assess their own success and progress in meeting their individual and team learning goals. • Explore avenues in which we can provide more opportunities for reflection and provide students with diverse resources and perspectives . • Brainstorm how technology can further advance cooperative learning structures for both in-person learning and distance/remote learning
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	<ul style="list-style-type: none"> • Create a 2-day cooperative learning lesson that shares the idea of the student-centered classroom and cultural responsiveness strategies and/or resources for students. Participants will also be required to implement lesson shared and share post reflections, reactions, and possible changes.
Topics	<ul style="list-style-type: none"> • Read and reflect upon reading / video resources and provide multiple perspectives for student engagement and the opportunity to challenge dominant narratives within content resources and their environment • Student – centered classroom • Teacher as the facilitator • Student self-assessment and peer assessment • Integration and reflection of 2-day cooperative learning lesson
Application to Instruction & Student Learning	<p>Participants will:</p> <ul style="list-style-type: none"> • Create activities and lessons to act as facilitator within the student-centered classroom • Encourage choice and freedom for students in regards to utilizing various and culturally diverse resources and topics of interest • Reflect upon how the role of the teacher may change during distance/remote learning • Understand changes that need to be made in order to create and foster a student -centered learning environment • Design activities that support student engagement, interaction and responsibility. • Integrate technology into cooperative learning structures for both in-person and distance/remote learning • Encourage students to take charge of their own learning and provide the appropriate atmosphere • Design cooperative lessons that highlight cooperative learning structures, use of technology, diverse materials as well as being student-centered. • Reflect upon student observations and outcomes to further engage learners in the student-centered classroom • Relate this course to the Danielson Framework and New Generation Standards