*More detailed course curriculum can be provided upon request

Title of Course: Cooperative Learning Structures and Strategies

Course Description:

This course will briefly examine the basics of cooperative learning focusing on the philosophy behind this teaching method, how cooperative learning helps students meet state standards, technological integration, the benefits for student content mastery and responsibility. An analysis of a variety of cooperative learning methods and practices will be explored. In addition, teachers will examine the overall student participation and engagement in learning teams versus traditional classroom configurations.

Overall Course Objective and Expectation(s):

The cooperative learning and learning structures course offers educators and an opportunity to become proficient in social learning theory, project based learning as well as the elements involved in creating and structuring cooperative learning groups and teams in their classrooms. Ultimately, teachers will exit the course with concrete lessons that may be implemented in their classrooms.

- Discover the philosophies behind cooperative learning (CL) and learning teams (LT).
- Evaluate several types of CL configurations and LT projects to inspire creative lesson/ project planning in our own classrooms.
- Analyze the educational benefits for CL and LTs for students and the mastery of state standards in content and skills.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week I

Topic(s):
- social learning theory
- current research articles on Cooperative Learning
- uses and benefits of Cooperative Learning
- types of Cooperative Learning in many content areas and grade levels
- proven structure for meeting NYS standards

Objectives:

To discuss and compare Cooperative and Collaborative learning

1) Social nature of learning
2) Teamwork skills

Impact on Classroom Instruction:
1. Discuss some ways that social learning theory plays a part in your classroom.
2. Why is it important for students to work together in cooperative groups or learning teams? What do you tell the student who tells you that he/ she doesn't like to work in groups/ teams?
3. Compare cooperative learning to the traditional classroom.

Learner Outcomes:

- Learners will become familiar with cooperative and collaborative learning and begin to create ways to apply these ideas to his/ her own classroom practice for the benefit of increased student learning and performance.

Week II

Topic(s):
- Project-based learning theory
- Problem-based learning theory
- Integrating technology for inquiry (nteq) model and technology as a tool integration
- Current research and resources
- Foster group problem solving and shared critical thinking
- Increased sense of purpose and relatedness in education

Objectives:

- Discuss the advantages of an open-ended learning environment and how the NTeQ model helps students meet standards. Are there any disadvantages to an open ended learning environment?

Impact on Classroom Instruction:
- By creating increased comfort with open ended, cooperative, student centered classroom models, we are able to foster increased student motivation, responsibility and support increased learning outcomes for our students.

Learner Outcomes:

- Learners will increase awareness and comfort level with a variety of student centered classroom designs.

Topic(s):
- Structure of cooperative learning groups and teams
- Teacher planning issues
- Student responsibilities and jobs
- Implementation of cl units and projects
- Importance of team building efforts
- Current research and resources

Objectives:
- To compare and contrast teacher-centered classrooms with student-centered classrooms.
- To discuss what students learn from their roles in learning teams? Is there any reason to think that these skills are applicable to the real world?
- To discuss the most important aspects or ideas to consider when creating learning teams in your classroom and designing cooperative learning projects?

Impact on Classroom Instruction:
- By creating increased comfort with open ended, cooperative, student centered classroom models, we are able to foster increased student motivation, responsibility and support increased learning outcomes for our students.

Learner Outcomes:
- Learners will increase awareness and comfort level with a variety of student centered classroom designs and stimulate the creation and application of these methodologies in the individual teacher's classroom practice.

Topic(s):
- Evaluation
- Teacher and peer assessment
- Self-reflection
- Student as key component in learning process
- Student responsibility
- Planning for contingencies and problems
- Teacher as facilitator
- Current research and resources
- Guidance in planning

Objectives:
- This week we will explore the changing role of the teacher as he/she becomes more of a facilitator in student-based learning models and how we, as the facilitator, can encourage students to self-assess their own success and progress in meeting their individual and team learning goals. We are going to look at some of the pitfalls in cooperative learning and how to overcome them, and how they can inform our planning. In addition, we will discuss how all of this integrates to create a classroom rich in opportunity, excitement, and success.

Impact on Classroom Instruction:
- We will discuss how all of this integrates to create a classroom rich in opportunity, excitement, and success.

Learner Outcomes:
- Learners will increase awareness and comfort level with a variety of student centered classroom designs and stimulate the creation and application of these methodologies in the individual teacher's classroom practice. The application and integration of which will increase student learning, achievement, mastery of standards and application of curricula to outside circumstances.