



*Ministry of Education and Sports*

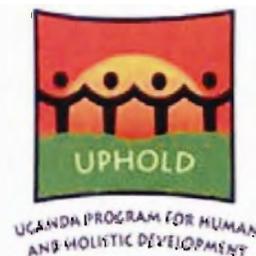
# **TOWARDS IMPROVED CLASSROOM INSTRUCTION: “COOPERATIVE LEARNING IN THE CLASSROOM”**

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## **—MODULE 1—**

*This document serves as a Trainer’s Guide and a Participant’s Handbook for education managers and classroom teachers involved in the Teacher Effectiveness training cascade initiative. The module will equip trainers of trainers and trainers of teachers and classroom teachers with knowledge and skills required to use Cooperative Learning as a teaching approach that can maximize children’s learning experiences and improve the quality of teaching in Uganda primary school classrooms.*

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## Welcome to This Training of Trainers Workshop!

This training is designed to take the trainers through the actual process of Cooperative learning (CL). The process of the training sessions will provide you with both the understanding of the concepts and practice of Cooperative Learning. In every session you will be engaged in Cooperative Learning activities as you discuss the various components of the methodology. After every session you will get a copy of the session guide. You will then be given some time to read through the session and a short discussion will follow. This is meant to help you reflect over both the experience you have gone through and relate it to the steps of the session. The most important at this point is for each participant to think about whether he/she will be able to conduct the training in the next level of training. Try to reflect on taking the place of the present trainer. Ask your self the following questions; Are the steps clear? Can the steps be followed by another trainer and be able to deliver the training? Are the activities suggested clear and do they illustrate the concepts clearly?

It is important that if there are steps that are not clear, you point them out for discussion or clarification. Remember that you will be the next trainer so it is paramount that you get to understand all the concepts well because you will be explaining them to your fellow trainers, head teachers and teachers when you organise the training in your districts/clusters.

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## **INTRODUCTION:**

Welcome to the trainers manual. This manual is for trainers of trainers coordinated and funded by UPHOLD.

The overall goal of UPHOLD's education component is to improve student learning through school-based quality reform. School-based quality reform is routed in effective partnerships among parents, teachers and administrators that create effective learning environments. All of these key actors have to participate in the change process, to engender joint ownership and joint responsibility for quality education. To improve teacher effectiveness, UPHOLD will emphasize teaching methods that promote student-centred methodologies including cooperative learning and inquiry teaching. In this particular manual emphasis is put on the cooperative learning teaching method.

This guide is designed to provide information to trainers as regards to accomplishing the objectives of increasing Teacher effectiveness. The role of the trainer is transformed to a coaching role. You will coach the participants and help them when necessary. You will introduce the materials in the sessions, lead discussions and summarise the information. Hence, the delivery process will simulate to the participants the process of conducting Cooperative Learning.

## **WORKSHOP GOALS:**

1. To equip trainers of Trainers with skills that will enable them to train the next level of trainers in the nature and use of the cooperative learning teaching method and to familiarize them with some ways to incorporate CL lessons in their teaching.
2. To equip trainer with knowledge of how to organise a training programme for teacher that will
  - a) Familiarise the participants with the CL teaching method and
  - b) Provide the participants with the opportunity to experience the process of CL lessons.
  - c) Equip and prepare them to support teachers to experiment with the method in their classrooms.

3. To provide primary teachers with the knowledge and skills required to use the CL method and with the motivation and tools needed to try the method on a limited basis.

**A. Common Training Objectives:**

At the end of Training, the Trainers should be able to;

- Describe the Cooperative Learning teaching method and identify the requisite elements of the method.
- List key procedures required for successful CL teaching method (organise classroom, select group members, introduce topic, monitor group activities)
- Identify the advantages of Cooperative Learning.
- Describe or identify the key elements of a learning activity that is appropriate for use with CL.
- Design lesson plans that properly incorporate CL as teaching method.
- Demonstrate valid use of CL with their trainees.

**B. Training Objectives exclusively for Trainers of Trainers. (Inspectors, Education Officers, and CCTs)**

- Briefly describe the training cascade and how it rolls out to the schools level and their role in it.
- Design a comprehensive plan for a 3 – day training programme.
- Assess the degree to which the trainers of trainers, trainers of teachers simulate CL activities they choose to use in their trainings.

**C. Training Objectives Exclusively for Trainers of Teachers:**

- Briefly describe the cascade training programmes and their role in it.
- Design a school-based training programme for primary teachers that will give the participants the knowledge and skills needed to practice Cooperative Learning in the classroom.
- Assess the degree to which trained Primary Teachers successfully implement CL and provide appropriate assistance to teachers on a regular basis.

**General Preparations**

- Write to the participants early enough before the workshop.
- Ascertain, the number of people involved in the training. Making a clear distinction of Trainers and participants.
- Make ready module and hand outs (for trainers), flipcharts, markers, chalkboard, chalk, masking tapes etc.
- The room and venue to be used should be inspected ahead of time.
- Prepare materials for nametags.

## THE FORMAT USED IN THIS MODULE

THE SUGGESTIONS BELOW ARE DIRECTED TO YOU AS A FACILITATOR AND ARE OFFERED AS A HELP CONDUCTING THE REST OF THE WORKSHOP SESSIONS.

### Conducting the Sessions

Now we will take a quick look at what is involved in conducting the sessions. You will need to refer to the description of each session and all handouts for the specific sessions.

### Using the Session Descriptions

The following comments relate to the major subheadings within the description of the sessions. They apply to all sessions

#### **Length of session:**

The time given is an estimate. Some groups will take longer to do the work than others. Make sure that time is being used effectively but don't rush things. It is important that groups be given enough time to do their work and that group reports are given proper consideration.

#### **Objectives:**

This section is self evident. These are the things that the participants should be able to do when the session is over.

#### **Materials/Preparation:**

This section is the key to preparing for the workshop. It tells you what to read or know before beginning the session and lists the materials that you need to successfully complete it. Be absolutely sure that you attend to this section before you begin your workshop.

#### **Procedure:**

Though this section tells you step-by-step how to proceed you should not let the directions interfere with your creativity. If you can think of other ways to proceed through the session, feel free to try them. Keep in mind, though, that future sessions may assume that the content of this session has been covered. Consequently, we suggest that you avoid deleting content. By the way, UPHOLD would love to hear from you about any ways you find to improve the conduct of the sessions.

Notice that the procedure section points out the appropriate time for distributing any handouts for the session. To avoid wasting time, be sure that the handouts are handy when needed. It also helps to involve one or more participants to help with distribution.

### **Main Points:**

These are provided as a suggested basis for summarizing the session. You are encouraged to add topics to your summary as you see fit.

### ***Miscellaneous Tips***

1. At the completion of each session, give each participant a copy of the relevant session description (they should have received copies of all handouts during the session) and allow 10 minutes or so to read it and ask any pressing questions. Do not allow this discussion to go beyond 15 minutes at the longest. There will be plenty of time for discussion later.
2. If possible, give each participant a folder in which to accumulate his/her copies of the session descriptions and handouts. Otherwise, papers are likely to be lost or misplaced. Having the materials hole punched and supplying a binder with fasteners is an especially good way of handling this problem
3. If possible, arrange for on-site printing of additional copies of session topics and/or handouts. You may need these to supply late-comers and replace lost items. (Note that if you are well prepared this tip may not apply)
4. Along with the materials for the workshop, you received copies of instruments for evaluating your workshop along with directions for their use. Be sure that you administer the instruments and return the completed forms to UPHOLD.

Long stretches of concentrating on academic tasks can lower morale and lead to cramped muscles and boredom. To avoid this, take occasional "stretching breaks" during which the participants stand up, twist their bodies, do a little dance, sing a song--anything to get the blood flowing again. In other words use ice breakers as much as possible to keep the workshop lively

Towards Improved Classroom Instruction: "Cooperative Learning in the Classroom"

**Day 1**

<b>TIME</b>	<b>ACTIVITY</b>	<b>FACILITATOR</b>
8:30 - 9:00	Welcome and Introduction to workshop + setting workshop climate	
9:00 – 9:30	Participants Expectations and Fears.	
9:30 - 11:00	Introduction to Cooperative Learning	
11:00 – 11:30	<b>BREAK</b>	
11:30 – 1:00	Using Cooperative Learning	
1 : 00 – 2 : 00	<b>LUNCH</b>	
2 : 00 – 3 : 30	Sampling Cooperative Learning Part 1	
3 : 30 – 4 : 00	<b>BREAK</b>	
4 : 00 – 5 : 00	Reflections on the day's sessions and feedback	

**DAY 2**

<b>TIME</b>	<b>ACTIVITY</b>	<b>FACILITATOR</b>
8:30 - 9:00	Administration issues + Recap by guardian angles	
9:00 – 10 : 30	Sampling Cooperative Learning Part 2	
10:30 – 11:00	<b>BREAK</b>	
11:00 – 12:45	Why Cooperative Learning	
1 2: 45 – 2 : 00	<b>LUNCH</b>	
2 : 00 – 3 : 30	Cooperative learning in the Classroom	
3 : 30 – 4 : 45	<b>BREAK</b>	
4 : 45 – 5 : 15	Dealing with constraints	

Towards Improved Classroom Instruction: "Cooperative Learning in the Classroom"

Day 3

TIME	ACTIVITY	FACILITATOR
8:30 - 9:00	Administration issues + Recap by guardian angles	
9:00 - 10:30	Elements of good Cooperative Learning Lessons	
10:30 - 11:00	<b>BREAK</b>	
11:00 - 1:00	Drafting plans for Lessons	
1 : 00 - 2 : 00	<b>LUNCH</b>	
2 : 00 - 3 : 30	Planning for training	
3 : 30 - 4 : 00	<b>BREAK</b>	
4 : 00 - 4 : 30	Planning for training continued	
4 : 30 - 5 : 00	General Reflections and wrap up	
	Closing	

## Session 1 Welcome and Orientation

**Length of session: 30 minutes**

### **Objectives:**

- Welcome the Participants to the Workshop
- Preview the content and procedures of the workshop for the participants
- Provide the facilitator with some tips on how to use the materials

### **Materials/Preparation**

- If possible, invite a district or county education officer or other appropriate person to welcome the group to the workshop. Otherwise you may have to do the welcoming yourself.
- Read the rest of this session description for suggestions as to how to proceed. Then read over the rest of the materials in this guide to be sure that you are familiar with all of the activities, the materials needed to do them, and the time allocated to each. Be especially sure that you understand how cooperative learning is done and that you are familiar with the "elements" and the "steps" that characterize it (see the handouts for sessions 1 and 2 for descriptions).
- Be sure that you have one copy per participant of all of the session descriptions as well as a copy of all handouts but do not issue the materials in advance. Each activity description and each handout should be packaged (stapled, bound?) separately so that you can hand them out individually as they are needed. The session descriptions will prompt you as to when to distribute each handout. One good way to keep track of the materials is to make a separate pile for each session description and each handout and arrange the piles in order (e.g. Session 1, Session 2, etc) on a table along the side of the classroom
- Check the materials list for each session and handout so as to be sure that you have what you will need to carry out all the activities. The materials for most sessions are limited to office supplies like pencils, paper, etc but note that Session 5 calls for some other simple materials that can be found in any location.

- Before the workshop begins, rearrange the chairs into five or six clusters with all of them facing the front of the room. If there are tables in the room, the chairs should be clustered around them. The way you arrange the clusters is not critical but leave enough space between them to allow people to move around easily. One pattern that works well is to arrange the clusters in a semi-circle in front of the place that you will work from.
- If possible, procure two or three flip charts or portable chalkboards with plenty of paper and place them in front of the room. If these are not available, you might use a chalk board but it will not be as helpful as flip charts. Naturally, you will need markers for the flip charts as well (or chalk for the blackboard).
- Be sure that you have one copy per participant of all questionnaires and other instruments for evaluating the sessions/workshop

## **Procedure:**

### **Step 1**

When the participants enter the room for the first time, tell them to take any seat that they like but ask them to leave the chairs in the positions they found them.

### **Step 2**

After everyone is seated, allow 10 to 15 minutes for the welcome ceremony. If you have invited a guest speaker turn that duty over to him or her. If not, give the welcome yourself. Either way, try to keep the ceremony fairly informal. It helps to begin work in front of smiling faces.

### **Step 3**

When the welcome is complete, ask for ideas as to the ground rules/workshop norms that should govern the rest of the workshop. Any ideas are acceptable but you might consider adding a few practical ones like: all sessions will start on time, no smoking in the classroom, cell phones turned off or put to discreet, speak up, etc. As rules are suggested, write them on a flip chart. Allow 5 to 10 minutes for this activity then take a vote to make the rules "official". Post the rules in a prominent place in the room.

#### Step 4

When the rules have become "official" it is time to begin the real work of this session which is to explain what the workshop will deal with and how it will proceed.

Begin by explaining that the participants are part of a "cascade" that will be used to deliver training in 2004 to as many teachers as possible in six districts across Uganda. In the cascade approach a small number of "national trainers" will be trained first. The national trainers will then train a group of trainers of trainers at the district level. Finally, the district level trainers will train school representatives that include the head teachers and the deputy or one very active teacher who will in turn deliver the training directly to the teachers in their schools.

Explain that the workshop will focus on "Cooperative learning" (CL) which is a very effective teaching method that features pupils working collectively in small groups. Then give a quick overview of the content they will cover.

- In sessions 2+3 they will experience CL and identify its essential attributes
- In sessions 4+5 they will go through CL lessons for upper and lower primary grades that cover topics from the Uganda syllabus
- Session 6 deals with some advantages of CL over other methods
- Sessions 7+8 explore ways that teachers can use CL in Ugandan classrooms
- Session 9 deals with procedures for designing CL lessons
- Session 10 provides practice in designing CL lessons
- In Session 11 the participants will plan the workshop or teacher training program that they will be conducting there after.

Also, explain to the participants that your primary objective is to help them prepare to conduct their own workshop on cooperative learning.

Make it clear to the participants that the activities they will be doing are exactly the same ones that they will be expected to use later in their own workshop and that they will be given copies of the same training materials

that you are using now. Explain that, at the end of every session, they will receive all the materials for that session and have time to quickly look them over before proceeding. Point out that, over time, the participants will receive copies of all materials for all sessions and that the last session of the workshop will be devoted to discussing the materials and ways to use them for conducting their own workshop. This concludes session 1.

## **Session 2**

### **Introduction to Cooperative Learning**

**Length of session:** 1 ½ Hours

**Objectives:**

- List and define competitive, individualistic, and cooperative learning
- List and define the five essential elements of cooperative learning

**Materials/Preparation:**

- Before the session, read through: (1) the description of this session (follows), (2) the handouts covering "Types of Learning" and Elements of Cooperative Learning." Be sure that you understand what CL is, and how it differs from Competitive and Individualistic learning. You should also understand the nature of the "elements" of CL and how they are blended into the "Survival in Lake Victoria" activity
- Obtain sufficient copies for all participants of the handouts:
  1. Types of Learning,
  2. Survival in Lake Victoria,
  3. Elements of Cooperative Learning.

**Procedure:**

**Step 1**

Begin by telling the participants that the exercise that they are about to do will introduce them to the key components of CL, a teaching method that features learners working together cooperatively in small groups and that focuses on teaching social skills as well as content.

Distribute the "Types of Learning" handout and ask the participants to read over the three situations described and try to identify which is an example of competitive learning, individualistic learning and cooperative learning. Since the situations are almost self-explanatory it should not take the participants long to decide that situation A is an example of "individualistic learning," that situation B describes "competitive learning", and that situation C describes "cooperative learning".

Discuss the differences among the three types of learning. Be sure to include ways that learners involved in the learning types might feel (e.g. individualistic learning – isolated, competitive learning - intimidated, cooperative learning – something to contribute.

Explain that each type of learning can send the learner a hidden message. In competitive learning the less confident learner can get the message: ***"I sink and you swim or you sink and I swim."*** For some learners individualistic learning can carry with it the message: ***"I'm alone and there is nobody to help."*** Point out that these messages are not necessarily bad and that some learners do very well with individualistic and competitive learning. The trick is to know who does well with which method and when to use them

In CL the message for many learners is: ***"we sink or swim together."*** This message is comforting for many learners and encourages them to work together to maximize their own and their classmate's learning.

Close this part of the activity by summarizing the differences between individualistic learning, competitive learning and cooperative learning. Emphasize once again that all methods work better with some learners than others but that CL has been shown to be effective with a wide range of people. Then, let the participants know that they will now go through an exercise that demonstrates CL and the reason why it is effective

## Step 2

Have the participants break into groups of five and ask each group to identify a "leader" (who will moderate the discussion and keep it on-topic), a "timekeeper" (who will keep track of how much time the group has to finish), an "encourager" (who will ensure that everyone participates), a "reporter who will report the group's findings to the whole class, and an "explainer" who will ensure that all members understand the group's solution to the problem that they will tackle.

Tell the participants that, for purposes of the activity, they are to assume that they are airline pilot trainees and that you are their instructor. Tell them that the objectives of the lesson are (1) To consider ways to survive after a plane crash and (2) to practice social skills required on the job. Emphasize that the

members of the group are to work together and that their result must be agreeable to all members.

Give each group a copy of the "Survival in Lake Victoria" handout and tell the participants to:

- Read the story to themselves
- Rank the items on the list from most important to least important (1 for most important, 10 for least).
- Discuss the situation as a group and, as a group, decide on one ranking that everyone agrees to..
- Make a list of the reasons for the group's choice of rankings.

Explain that the groups have 20 minutes to complete the exercise.

Circulate and listen in as the groups do their work. Be sure that each member is playing his/her role and that the discussion stays on track. Be especially sure that the encourager is seeing to it that everyone is participating.

After 20 minutes, have each reporter orally report his/her group's results to the rest of the participants. The report should include the ranking of items that the group agreed too and the thinking behind their choice. Invite the participants to discuss the reports but do not allow criticism. Emphasize that all results are valid for the present purpose.

### Step 3

Bring the total class back together and lead a discussion that reflects on the "Survival" exercise. Ask and discuss these questions:

- Could the individuals within the groups have achieved the goals of the exercise by working alone? (*answer no: by definition they had to work together because the directions required a group decision*)
- What kind of skills did the participants use in doing this exercise? (*answer: analytical but also interpersonal*)
- Why was it important to have a group encourager? (*answer: to be sure that everyone became involved and had a chance to explain their point of view*)
- Were there differences of opinion as to the rankings? (probable answer: yes). How did the group resolve the differences? (various answers are

likely but all should connote give-and-take etc. and use of interpersonal skills)

Tell the participants that the lesson that they just experienced is an example of "cooperative learning" and that it exemplified some essential elements that characterize lessons featuring CL. Write the basic elements on the board or a flip chart.

- Positive interdependence
- Face to face interaction
- Individual and group accountability
- Use of interpersonal skills
- Evaluate progress as a group

Distribute the handout entitled "The Elements of Cooperative Learning" and briefly discuss what is meant by each item on the list.

#### **Step 4**

Divide the participants into five groups of roughly the same size. Assign each group to one of the five elements listed on the "elements" handout. For example, one group should be assigned to: Element 1, "positive interdependence" and another to Element 2, "face to face interaction."

Ask the groups to choose a leader and a recorder/reporter and discuss the way(s) their assigned element was incorporated into the "Survival in Lake Victoria" activity. Allow ten minutes for discussion. Circulate and monitor.

Bring the whole group back together after ten minutes, and ask the recorder/reporter for each group to report the group's decisions and the reasons for them. Discuss the results and ensure that all participants have gained an understanding of the elements and how they were incorporated into the "Survival" lesson. The lesson featured the elements prominently so there should be no difficulty in seeing the connections e.g. the activity was structured so that group members had to discuss and exchange ideas (face to face interaction).

## Step 5

Summarize the lesson using the main ideas below:

### Main Ideas

- In CL the learners operate in small groups and the teacher assigns specific tasks to be done and roles to be assumed. The learners are required to achieve both individually and as a group. This environment is comforting for many learners and promotes learning of both content and social skills.
- Individualistic learning requires the learner to operate independently to learn what is required. This can be threatening to some learners.
- In competitive learning the learners operate independently and seek to perform better than their classmates. This can be intimidating to some learners.
- Cooperative learning should be designed to include five elements:
  1. Positive Interdependence
  2. Face to Face Interaction
  3. Individual and Group Accountability
  4. Use of Interpersonal Skills
  5. Group Processing/Teamwork

## **Session 3**

### **Using Cooperative learning**

**Length of session: 1½ Hours**

#### **Objectives:**

- Briefly describe cooperative learning
- List and describe the steps that teachers should carry out when employing CL.
- Analyze a CL activity and describe the way in which the instructional steps and elements of CL are included
- Describe alternate ways of organizing learners to engage in CL

#### **Materials/Preparation**

- Before the session begins:
  1. Draw on a blackboard or flip chart a rectangle composed of 9 smaller rectangles (See sample in Step 1 below). Make the drawing large enough to be seen by everyone in the room.
  2. Look over: (1) the description of this session of and the two handouts that go with it ("Steps in Using Cooperative Learning" and "Varieties of Cooperative Learning") Be sure that you understand the nature of the "steps and how they are blended into the activity
- Obtain sufficient copies for all participants of the handouts:
  1. "Steps in Using Cooperative Learning,"
  2. "Varieties of Cooperative Learning Procedures."

#### **Procedure (Part 1)**

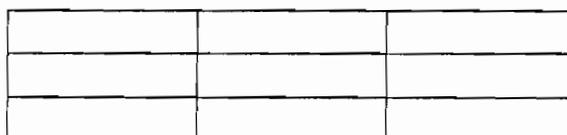
Begin by explaining to the participants that session will be divided into two parts. The exercise that they are about to do (part 1) will introduce them to the activities that teachers normally carry out as they implement CL and part 2 will focus on alternative ways of structuring CL.

## Step1.

Explain to the participants that, for purposes of the first part of the session, they are to assume that they are students in a P2 maths class and that you are their teacher. Tell them also that the P2 class has been learning about rectangles and that the exercise that they will do has four objectives: (1) to review the shape of a rectangle (2) give them (the P2 pupils) practice in identifying rectangles, (3) Give them (the P2 pupils) some practice in problem solving (enquiry) and (4) Give them (the P2 pupils) practice in working cooperatively with their classmates. Emphasize that the members of the groups of students to be formed will need to work closely together

Have the participants (P2 pupils) divide up into pairs and ask each pair to identify a "timekeeper" who will keep track of how much time the group has remaining and a "recorder-reporter" who will record the group's findings and report them to the whole class.

Call the participants' (P2 pupils) attention to the rectangle that you have drawn on the blackboard or flip chart (see sample below, exact dimensions are not important).



Give the following instructions like would do to P2 pupils:

- Work individually to decide (and write down) how many rectangles are in the picture,
- After taking a few minutes to decide, each pupil should tell his/her partner what he/she has concluded and explain how he/she came to his/her answer. Stress that the partners need to listen carefully to each other's conclusion and the reasons for it,
- The members of each pair should discuss both of their answers, come to an agreement as to the number of rectangles, and write down the agreed-upon answer (the collective answer may be different from either or both of the individual answers),
- The reporter for the pair should be ready to report: his/her answer, his/her partner's answer and the answer that was agreed upon by the pair.

Explain that the groups have 10 minutes to complete their work.

Circulate and listen in as the pairs do their work. If you notice that someone has not found all the rectangles (there are 36), offer suggestions as to how to find more (but don't do the work for them). Also, be sure that both members of each pair are participating and that the discussion stays on track.

After 10 minutes, have each reporter orally report his/her pair's results. The report should include the answers obtained by the individual members of the pair as well as the answer that both students agreed upon. As the reports are given, you should identify pairs that worked together well or not so well, praise the good performance and offer suggestions on what good group work should be like.

To close the rectangle activity, tell the participants (P2 pupils) the correct answer to the problem (which is 36) and point out where the rectangles are (There is one large rectangle and there are nine individual rectangles. There are twelve rectangles made of two smaller ones each and six rectangles made up of three smaller ones each. Four rectangles are composed of four pieces, each, and four rectangles are made of six pieces, each)

Quickly answer any questions that arise about the number of rectangles. Tell the participants that the P2 activity is now complete and that they will next try to analyze what was done.

## Step 2

. In a plenary begin by asking the group to identify differences between the exercise that they just completed and the way most teachers would probably teach the topic (mostly large group instruction, possibly with individual student participation but no cooperation). If possible, tie the discussion back to the differences between individualistic, competitive, and CL

Next, ask the participants to identify some possible advantages of the CL method that they just experienced over ones that Ugandan teachers traditionally employ. Hopefully, the participant's list of advantages will include: (1) better motivation (it is more "fun") and (2) helps learners improve their skills for working together with others. If these points have not been made, you should introduce them. You should also point out that research has shown that learner's mastery of the content being taught is

often better with CL. Keep the discussion brief --It is not necessary to discuss the advantages of CL in detail now as this will be done in a later session of the workshop.

### **Step 3**

Let the participants know that the rectangle lesson they just did is another example of "cooperative learning," and remind them that method features learners working together in small groups and aims to teach cooperation and social skills as well as content.

Remind the participants that the last session covered five essential elements of learner behaviour that distinguish CL from other teaching methods (see the handout entitled "Elements of Cooperative Learning"). Tell them that they will now turn to procedures as displayed by most teachers when employing CL

Next, distribute the handout entitled "Steps in Using Cooperative Learning." and briefly explain its content. As part of your explanation, point out that the "steps" are procedures that a teacher should follow during any good CL lesson

### **Step 4**

Tell the participants that their next task will be to describe how you as the 2<sup>nd</sup> grade teacher demonstrated the "steps" while conducting the "rectangle" exercise.

Ask the group to break into five groups of roughly the same size. Assign each group to work on one of the five steps listed on the "steps" handout. For example, one group might be assigned to: "Step 1, Explain the Objective", another to "Step 2, Set up the Work" and so on.

Ask the groups to choose a discussion leader and a recorder/reporter and to discuss the way(s) their assigned step was demonstrated during the rectangle activity. Allow fifteen minutes for discussion. Circulate and monitor.

After fifteen minutes, call the full group back together and ask the recorder/monitor for each group to report. Invite comments by anyone on

any report. Make special note if any group has been unable to find an example of their step within the activity.

### Step 5

After the last report has been made, discuss with the whole group the way the steps were demonstrated during the rectangle lesson and the potential benefits of each step to the learners. Finding examples of the steps should not be difficult because the connections are fairly obvious. The discussion should yield a version of the answers summarized below.

Step	Implementation during rectangle activity	Student Benefit	Consequence if Forgotten
1. Explain Objective	The teacher said the objectives were continuation of work on rectangles: identify rectangles and review shape of rectangles. Other objectives were to give practice in problem solving, and give practice in working together	Learner sees link to familiar topic or subject area.	Learners disconnected from purpose of activity; won't listen or concentrate.
2. Set up the work	Teacher put learners in pairs. He/She asked one to be timekeeper and the other to be reporter. He/She assigned 10 minutes for the activity.	Learner has a role and responsibility which increases his/her interest.	Learners not likely to engage fully in the activity; they have no ownership of it.
3. Define task and describe relationships among learners	Teacher told learners to count the rectangles individually, to explain answer to partner, to listen to partners answer, and come to consensus with partner. Teacher emphasized cooperation and discussion.	Learner knows exactly what to do at each stage of the activity.	Learners confused and unlikely to work well together. May become noisy.
4. Monitor	Teacher monitored groups' progress.	Learner feels guided and supported.	Learners unable to complete activity.

5. Evaluation	Teacher checked each reporter's summary of individual's and group's and work congratulated students for effort,	Learner's individual work, group work and relations with others rewarded.	Learners not sure whether their efforts were worthwhile.
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Next, tell the participants that they are going to review the elements of CL that were dealt with during the last session. Ask them to take out the handout "Elements of Cooperative Learning" and quickly remind themselves of its content.

Give the participants five minutes or so to review, then call them to attention. Then, lead a discussion of the ways in which the elements were demonstrated during the rectangle lesson.

### Procedure (part 2)

Tell the participants that the procedure used in the lesson about rectangles was adapted from a model for CL called "Circles of Learning" in which learners are organized into small groups which operate more or less independently. Also tell them that there are many other ways to organize for cooperative learning and that will examine three others during this part of the session.

### Step 1

Distribute the handout entitled "Varieties of Cooperative Learning" and give the participants a few minutes to read it over. When everyone is ready, answer any questions as to how the procedures work or the differences between them.

Next, have the participants arrange themselves into 6 groups of about equal size and assign each of the three techniques to two of the groups (e.g. two groups will be assigned to the STAD technique). Ask the members of each group to choose a leader who will keep the discussion on track and a reporter who will take notes and report on the group's conclusions.

Tell the groups that they are to discuss the method to which they have been assigned and report back to the entire class. The discussion and report should focus on three questions:

- What advantages does the method have?
- What are the limitations of the method?
- Could the method be used by Ugandan primary school teachers?

Tell the participants that they have fifteen minutes to complete the discussion.

## Step 2

After fifteen minutes, call a plenary and ask each group to report back. For efficiency, ask the reporters not to repeat comments that have been made in previous reports.

Briefly summarize the conclusions regarding each of the three methods.

Close by summarizing the session using the main points below.

### Main Ideas

- CL is a teaching method that features learners working together in small groups and focuses on teaching social skills as well as content. It is distinguished from other teaching methods by a set of steps that teachers normally follow.
  1. Explain the objectives of the lesson to the learner.
  2. Set up the work.
    1. Define the task to be done and explain how the learners are to relate to each other.
    2. Monitor ways that learners are interacting and progress on the task.
    3. Intervene when necessary.
    3. Evaluate both learning and behavior of individuals and groups.
- There are a number of ways that teachers can organize the way that their learners interact during a CL activity. Some examples are Jigsaw, STAD (Student Teams-Achievement Divisions), TGT (Teams-Games-Tournaments), and group investigations.

## **Session 4**

### **Sampling Cooperative Learning--Lower Primary.**

**Length of Session :** 1 ½ hours

**Objectives :**

- Experience another CL lesson this one encompassing content included in the national curriculum for the lower primary grades.
- Describe the way that the steps and elements of CL were incorporated into the demonstration lesson
- Describe the use of a "Jigsaw" in the lesson

**Materials/ Preparation:**

- Before the session you need to:
- Organise furniture in a circular format and get enough space for sitting in a group. Where the furniture is not easily obtainable or organised, learners may sit on the ground.
- Get the following items ready
  - 8 sheets of paper.
  - 8 pencils /marker
  - Copies of one or more of the following textbooks:
    1. M K standard social studies Bk 2- pg35
    2. Fountain Social studies Our school Bk2- pg11
    3. Monitor Social studies Bk 2-pg13
    4. New Primary Social Studies for Uganda. Bk 2-pg11

**Procedure:**

Begin by explaining to the participants that this lesson will give them another experience with CL, this time with very young children. They will also experience a "Jigsaw"-- a slightly different way of structuring CL (see the handout entitled "Varieties of Cooperative Learning Procedures). Explain that they will be playing the role of P2 pupils during the first part of the session and that you will pretend to be a P2 teacher

## Step 1

Tell the participants (P2 pupils) that the lesson they are about to study will help them to find out about our needs at school. Explain that they will work as a whole class part of the time but will also work in groups and as individuals.

Begin by asking the participants (P2 pupils) to think about things needed by various people in the school. After a minute or so, ask the pupils (participants) what they have thought of and write their responses on the board or a flip chart. Accept any answer at this point.

Next, ask the participants (P2 pupils) to think about categories of people in the school who may need things. Again, accept any response they come up with but be sure that the list includes pupils, teachers and non teaching staff. Write all responses on the board or a flip chart

## Step 2

Have the participants (P 2 pupils) break into groups of 6-8 people and ask them to sit facing each other to allow maximum interaction among the members. This may take 2 minutes.

When the group is in place tell them to give it a name based on the member's favourite brand of soda. For example, one group might choose to be the "Pepsi group" while another could name themselves the "Coke" group. Point out to them that this group will be called their "home group."

Tell the home group members to identify a secretary and a time-keeper. Explain that the time-keeper will limit the exercise to 15 minutes. The secretary will write down every thing that is discussed and present it to the whole class. Allow no more than 5 minutes for making the choices.

## Step 3

Explain to the (participants) pupils the procedure that they will be following for the next few minutes.

- Each member of all the home groups will receive a number and be asked to identify the needs of one set of people in the school. For example, one pupil in each group might be given the number 2

- The home groups will dissolve and each member will team up with all pupils from other home groups who have the same number. For example, all of the number 2's will get together, as will the number 3's and so on.
- The new groups will be called "expert groups" and each will discuss the topic to which the group has been assigned. For example the number 1 expert group might be asked to discuss "the needs of the Headmaster."
- The expert groups will dissolve and the members will return to their home groups to share what they have learned with their group mates.

Ask the participants (P 2 pupils) in the "home groups" to quickly discuss the plan among themselves to be sure that everyone understands what will happen. Next, have each member of each group choose a number from 1-8. As soon as the numbers have been assigned, have everyone join the "expert group" of their number.

Assign one of the categories of people listed below to each expert group. Ask the participants (P2 pupils) in their expert groups to discuss their category of person and identify and write down at least 2 needs of that type of person. Tell them that they have 10 minutes for the discussion and that they should consult their textbook for suggestions.

The categories to be assigned to the expert groups for discussion are:

- pupils' needs at school,
- pupils' needs in class,
- teachers' needs in class,
- teacher's needs outside of class
- Headmaster's needs,
- pupils' needs for games,
- pupils' needs outside the class,
- needs of other school staff members

#### **Step 4**

When ten minutes have elapsed, get the participants (P2 pupils) to return to their home groups and report their findings to the other members. Allow the groups to discuss and summarize the reports of the 8 "experts. The secretary should take notes during the discussion and be prepared to report to the whole class on "our needs at school." The report should include needs of all of the eight categories of people listed above.

#### **Step 5**

Bring the entire class back together and have the secretary for each home group report the group's findings. In making their report, tell the secretaries to ignore needs on their list that have already been mentioned.

Conclude the lesson by discussing the reports from the eight home groups and summarizing the information on the board or a flip chart under four categories: needs of pupils, teachers, headmaster and other members of the staff. Tell the participants (P2 pupils) that the collapsed information can be thought of as describing the needs of the school. (In the actual classroom these would be taken done as lesson notes by the learners).

#### **Step 6**

Tell the participants that the demonstration lesson is over and Now call upon the participants to get back to their roles as trainers or teachers. Ask them to reflect upon the work they have done. Remind them that the lesson is another example of CL and quickly discuss how the steps and elements of CL were included (refer to the handouts; "Steps in Using Cooperative Learning" and "Elements of Cooperative Learning")

Highlight that the use of "home groups" and "expert groups" in the lesson was an example of a "Jigsaw" which is a common and effective way to organize CL. Remind the participants that they discussed Jigsaw briefly during session 3 (refer to the handout "Varieties of Cooperative Learning").

## Step 7

Conclude by summarizing the session using the main points below

### **Main Points:**

- The participants experienced another CL activity that covered content extracted from the national syllabus. This time the target was early primary pupils
- All the steps and elements of CL were included in the activity-- that is what made it an example of CL.
- The sample lesson included a "Jigsaw" which is a commonly used and effective way to organize cooperative Learning

## **Session 5**

### **Sampling Cooperative Learning-Middle Primary (Science)**

**Length of Session :** 1 1/2 Hours

**Objectives:**

- Experience another CL lesson encompassing content included in the national curriculum for middle primary.
- Describe and identify the way that the steps and elements of CL were incorporated into the demonstration lesson

**Materials:**

- One copy per participant of the handout entitled "Procedure for Displacement Experiment"
- 8 Empty plastic water bottles or containers (500 ml. is preferable but size is not critical as long as the bottles are transparent and will hold at least 300 ml of water)
- 24 stones of different sizes and shapes. All stones must sink when placed in water. Exact size is not critical as long as the stones can be clustered into three size groups (large, medium and small) and the largest stone is no more than 2.5 cm across)
- Knife or blade that can cut a plastic bottle.
- A source of water (e.g. large jug)—the water does not have to be drinkable.
- Several markers and masking tape or strips of paper and glue that will make marks on the plastic bottles
- String

**Preparation:**

Before the session you need to:

- Read over the procedure for Part 1 of this session (below) and the handout entitled "Procedure for Displacement Experiment." Be sure that you understand what is to be done and how the "steps" and "element" of CL are built into the activity

- Make 8 catch bottles by cutting off the tops of the water bottles. Make the cut just below the point where the bottle begins to taper to the spout. After cutting, the opening at the top must be large enough for the largest stone to pass through.
- Place all the equipment in one place in the room that you designate as your "equipment area." Cluster the items into 8 "kits." Each kit should contain: 3 stones (one each—large, medium, and small), one catch bottle, and a piece of string about 15 cm long.

### **Procedure:**

Explain to the participants that they will be playing the role of P4 students during the first part of this session and that you will play the role of a P4 teacher

#### **Step 1**

Remind the participants (P4 pupils) that they have been studying measurements for several days and that they have just learnt how to determine the volume of a cube by using the formula  $V=L \times W \times H$ .

Hold up one of the stones and ask the participants (P4 pupils) if the formula that they just learned could be used to determine its volume. After a brief discussion it should be clear that the formula can not work because the stone does not have a definite length, width, or height. Tell the participants (P4 pupils) that there are ways to determine the volume of irregularly shaped objects and that the experiment that they are about to do will help them discover the basis for one method for doing it.

#### **Step 2**

- Have the participants (P4 pupils) break into eight groups of about equal size. Doing this shouldn't take more than two or three minutes.
- Ask the group members to identify a leader, a secretary, a time-keeper, and an equipment manager. Explain that the leader's job is to keep the group on task and the time-keeper is to be sure that the exercise is completed in 20 minutes. The secretary/reporter will record and report the group's findings and the results of discussions and the equipment manager will pick up and return all the equipment needed to do the experiment. Allow 5 minutes for this.

- Point out the equipment area and invite the equipment manager from each group to pick up a kit of materials for his/her group (the kit should be pre-assembled and should contain: 3 stones (one large, one medium, and one small), one catch bottle and a piece of string about 15 cm long.)
- With the equipment in front of the participants (P4 pupils), distribute the handout "Procedure for Displacement Experiment." Have the groups read it over and discuss how they will divide up the task. The leader should see to it that all group members understand their responsibilities.
- Tell the participants (P4 pupils) that they may begin work but stipulate that they must follow the instructions in the handout exactly, especially when setting up and using the equipment. Emphasize that they must pour water carefully to avoid spills. Also, stress that every pupil needs to carefully observe what takes place during the experiment so that they will be able to explain in their own words what they see and what caused the things that they observe.
- Circulate and monitor the way the groups set up their equipment and conduct the experiment. Praise good performance by individuals or groups. Intervene if you see anyone who is not participating or who is not on task. Also, point out any errors that you notice in the set-ups or the way the experiment is being done.

### Step 3

When the groups have completed their work (about 20 minutes), ask the equipment manager to collect the equipment and return it to the equipment area. While that is going on, the other members of the group should clean up their work area.

As soon as the equipment has been secured and the work area cleaned, ask the participants (P4 students) to reflect upon what they have done and seen. Begin by having the members of each group individually consider the questions listed on the "procedure" handout (see below) and write down their answers. Allow ten minutes for this activity.

*Questions:*

- i) What happened to the stones when they were immersed in the water?*
- ii) What happened to the water when the stones were put in?*
- iii) What caused the water to behave as it did?*
- iv) How did the result differ when you submerged different sized stones in the water?*
- v) How do you explain the differences in the reaction caused by submerging(dipping) small, medium sized and large stones?*
- vi) How does what you observed relate to measuring the volume of an irregularly shaped object?*

Next, allow the groups discuss their individual perceptions and try to achieve consensus on the correct answers. Allow about fifteen minutes for this discussion, then call the entire class together again for reports by the secretary/reporter for each group. The reports should include the result of the effort to reach consensus by all group members. (Ask the groups to share any particular interesting issues that could have occurred while trying to reach a consensus)

Ask for comments or reactions to the reports. Then, go over the six questions one at a time and reveal the correct answers (see below). Encourage the participants to challenge any answer that they don't agree with.

Question 1 - nothing happened to the stones.

Question 2 - the water level rose,

Question 3 - the stone pushed the water aside (displaced it), causing the level to rise,

Question 4 - the bigger the stone the more the water level went up,

Question 5 - the bigger stones displaced more water and that's what caused the level to raise more,

Question 6 - since the rise of the water level seems to be related to the size of the submerged object, it might be possible to determine the volume of an object by measuring exactly how much water the object displaces.

#### Step 4.

With the participants still in small groups, tell them that the activity they just experienced is another example of CL. Refer back to the handouts covering the "steps" and the "elements" of CL that were distributed earlier and quickly point out in groups how they apply here. Let each group of participants discuss how "one element" and "one step" was illustrated in the activities of the lesson. Ask each group to make a brief presentation and discuss as necessary.

Conclude by summarizing the session using the main points below

#### **Main Points**

- The participants experienced another CL activity that covered content extracted from the national syllabus.
- All the steps and elements of CL were included in the activity, which is why it is an example of CL.

## **SESSION 6**

### **Why Cooperative Learning?**

**Length of Session:** 45 minutes

**Objectives:**

- Identify likely advantages from adopting cooperative learning as a teaching method
- List and describe the advantages of using cooperative learning in terms of student achievement in knowledge, social skills, self confidence and motivation to learn.

**Materials:**

One copy per participant of the handouts entitled:

- Advantages of Cooperative Learning
- Task Sheet
- markers, flipcharts, thumb tacks, pins, manila paper.

**Preparation:**

- Review the handouts entitled "Elements of Cooperative Learning" and "Steps in using Cooperative Learning" and read over the rest of the plan for this session and the handouts that go with it. Be sure that you can identify CL lessons and the advantages of using CL
- Prepare at least ten 4-inch-wide strips of (manila) paper per group.

**Procedure:**

Begin by making the point that teachers are not likely to adopt a new teaching method unless they are convinced that their students will benefit from the change. Explain to the participants that this session will be devoted to identifying some advantages of using CL that might help to convince teachers to give CL a try.

Tell the participants that they will begin by speculating about likely effects on learners of the lesson on rectangles that they did in Session 3.

## Step 1

Very quickly, remind the participants of the procedure used during the rectangle lesson.

- The 2<sup>nd</sup> graders were divided into pairs, were assigned a role, and were told to work individually to determine the number of rectangles in the picture.
- The partners then exchanged results and explanations as to why they made their choices.
- The pair discussed their results and reached an agreed-upon answer (may be different from both or either member of the pair).
- The teacher monitored the pairs' deliberations offering help and encouragement as needed.
- Each pair then reported the two individual's answers, and the collaborative answer to the whole class.
- The teacher discussed the reports, revealed the right answer and showed how it was obtained.

Ask the participants to reflect on possible effects on real second graders if they were exposed to the CL procedure described above. Tell them that they have ten minutes to mentally consider the likely effects of using the CL procedure as compared with what would happen if a traditional method were used to present the same content. Ask them to consider these outcomes under the two methods:

- How well the content would be learned? How much time would be consumed?
- To what degree would the learners be motivated? Self confidence enhanced?
- What effects on interpersonal skills are likely?

After ten minutes, call the attention of all participants and ask for reactions. Hold a general discussion for ten minutes or so. It is not important at this point to make a detailed list of effects for the two methods. More than likely, the conclusions will be that CL is probably at least as good as traditional methods for presenting content and that it is almost surely much better for motivating learners, increasing self confidence and developing social skills. One disadvantage of CL is that it often takes a longer time than traditional methods.

## Step 2

- Give an over view of the next part of the session to the participants. Let them know that they will be given a scenario for a lesson that includes the elements of CL. Point out that their task once again will be to consider ways by which the lesson would be likely to promote pupils' learning and development.
- Ask the participants to form three groups of about equal size. Have each group identify a leader and a reporter.
- Distribute a copy of the task sheet (lesson scenario) to each group. Also, supply manila strips and markers.
- Tell the groups that they are to identify ways in which the procedure included in the scenario is likely to promote pupil's learning and development. Explain that they are to write each idea on one of the manila strips provided. Allow 10 minutes for discussion and completion of the task.
- Circulate and monitor the group activity. Be sure that the groups understand what they are to do and that everyone stays on task.
- After 10 minutes, call the entire class together and have the reporter for each group display the group's manila strips to the board and present the group's list of potential advantages to the rest of the class. Allow four minutes for each report.
- Take note of any group that produced a very limited list of advantages and any that produced an inexhaustible list. Also note advantages that were mentioned by more than one group.

### Step 3

- Brainstorm the advantages of CL. Try to add to the lists identified by the groups. By moving the manila strips around, set the stage for broadly grouping the advantages under three categories:
  - A. Promotion of student achievement in content and skills
  - B. Promotion of self confidence and motivation.
  - C. Promotion of social skills.
- Issue the handout entitled "Advantages of Cooperative Learning" and use it to finalise and extend the list of advantages and to fill any gaps.

Summarize the session using the main points below.

#### **Emphasis and Main Points:**

- Cooperative Learning can provide better opportunities for pupils to learn than traditional methods.
- Social skills of pupils taught through CL are likely to be enhanced more than those of pupils taught traditionally
- Pupils taught using CL tend to be more motivated to study than those taught by conventional methods. CL promotes self confidence among learners.
- Pupils taught using CL often learn more content, and can exhibit higher reasoning skills than those taught using the traditional methods.

## **Session 7**

### **Cooperative Learning in the Classroom**

**Length of Session:** 1 ½ hours

**Objectives:**

By the end of the session, participants should be able to:

- Recall the key steps in using CL
- Identify several subtasks within steps and describe alternate ways of implementing each step.

**Materials:**

- One copy per participant of the handout entitled "Procedures in Using Cooperative Learning"

**Preparation:**

- Reflect on the handout entitled "Steps for Using Cooperative Learning". Also review the lessons in sessions 3, 5 and 6. Be sure you understand the steps of using CL and how they were blended into the activities.
- Read the handout entitled "Procedures in Using Cooperative Learning." The content should be helpful in assisting the participants to find ways to implement the CL steps in the real classroom situations. Some of the information may also be helpful to you in arranging the classroom and in forming groups for this session.
- Prior to the session arrange the room to allow the participants to sit in groups. Make sure there is enough space between the groups to allow freedom of movement.

## **Procedure:**

Begin by explaining to the participants that this session is a follow-up to Session 3 "Using Cooperative Learning" and to the activities that they experienced in sessions 5 and 6. Explain that those activities introduced the steps in using CL and provided some experience with it while this session will look at the steps in more detail and deal with alternate ways to implement them.

- As a first step, share with the participants the objectives of the session which are:
  1. Recall, examine and discuss the key steps in using CL.
  2. Identify several subtasks within each step and describe alternate ways of implementing each

## **Step 1**

- Tell the participants that they will work in groups during first part of the session then assign them to groups and explain why you chose to blend people in the way that you did. Next, assign roles within the groups making sure that you include a timekeeper, a recorder and a presenter. Again, explain your basis for choosing the people that you did. See the handout "Procedures for Using Cooperative Learning" for suggestions as to ways to group learners and assign roles.
- Refer the group members to the handout "Steps in Using Cooperative Learning" and call their attention to the fact that the handout describes what the teacher is to do (e.g. put learners in groups) but not how he/she is to do it (e.g. put the boys in one group and the girls in another). Tell them that their task now is to consider ways to actually carry out each of the steps.
- Explain that the group should begin work by allowing the individuals to reflect on the steps one at a time and list ways to implement each one. After about 10 minutes the group should reassemble to compare lists and agree upon a single list of procedures. Allow 15 minutes for this process.

- Circulate while the groups are at work and monitor the action. Be sure that the group understands what is to be done and that everyone is on task and participating. Remind the participants that the groups' success depends on each individual's contribution. Emphasize that the members must understand each other's needs, listen to others' views, respond, question, discuss, argue, and reason. Point out that their purpose should be to maximise their own and each other's learning.
- After 15 minutes, have the presenter from each group report orally on their groups' results. For efficiency the presenters should not repeat information that has already been presented.
- From the presentations build consolidated lists of ways to implement each of the steps. Record these on a flipchart/blackboard. Point out that three of the five steps are fairly self-evident (explain the objectives, define the task, monitor) but that the remaining two steps (set up the work, evaluate learning and behaviour) are more difficult to interpret.

## Step 2

Have the groups reassemble and using the "jigsaw" technique ask them to look at ways to implement the two steps that are open to interpretation. *(Remind them that they were introduced to the jigsaw method in Session 3 and that they experienced a jigsaw during Session 4. Refer to the handout entitled "Varieties of Cooperative Learning" for details.)*

- Tell the groups that they are now in "home groups" and that they should note who their group-mates are. Explain that they will be leaving the home group soon but will be returning to it later. Have each home group assign the number 1 to one member, the number 2 to another member and so on. If there are ten members, they should be numbered 1 – 10.
- Ask the participants to re-group according to their assigned numbers e.g. all the number 1's should sit together in one group. Explain that

the participants' new groups will be called their "expert group" and remind them that they will be returning to their "home group."

- Once they have settled in their expert groups, tell the participants that they must take careful notes on the discussion that will be taking place there. Explain that everyone will soon be required to give a detailed report on the results of the discussion.
- Assign one of the following topics to each expert group
  1. Evaluate the learning and behaviour of individuals (part of step #5)
  2. Evaluate the learning and behaviour of groups (part of step #5)
  3. Organize the classroom (part of step #2 set up the work)
  4. Arrange learners in groups (part of step #2 set up the work)
  5. Assign learners to roles (part of step #2 set up the work)
- Tell the participants that each group is to discuss their topic in detail and identify ways to carry it out. If you have more than five groups you will have to assign one or more steps to more than one group. Allow 20 minutes for the discussion.
- To facilitate the discussion, supply each expert group with a set of questions that relate to their assigned step. Sample questions for each step are provided in the table below. Other examples were probably included in the lists that you prepared as part of Step 1.

STEP	SPECIFIC QUESTIONS
1.Explain the objectives to the learner	<ul style="list-style-type: none"> <li>• How can the teacher explain the objectives of a lesson to the learner?</li> </ul>
2. Set up the work	<ul style="list-style-type: none"> <li>• What is involved in setting up the work?</li> </ul>
	<ul style="list-style-type: none"> <li>• What should the teacher consider in:</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Setting up the classroom?</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Setting up the groups?</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Deciding which learners to group together?</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Deciding on the criteria for assigning roles</li> </ul>
	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of the different</li> </ul>

	groupings?
3. Define the task and how the learners are to relate with each other	<ul style="list-style-type: none"> <li>• What is prerequisite content and how can teachers teach it?</li> <li>• How are learners expected to relate when working in groups? How can teachers promote this?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can teachers teach teamwork and other social skills?</li> </ul>
4. Monitor	<ul style="list-style-type: none"> <li>• How can teachers decide which groups to monitor?</li> </ul>
	<ul style="list-style-type: none"> <li>• What and how can teachers monitor in a CL lesson?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can teachers provide help to the learners without doing the work for them?</li> </ul>
5. Evaluate the learning and behaviour of individuals as well as groups.	<ul style="list-style-type: none"> <li>• What aspects should a teacher evaluate in a CL lesson?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can teachers evaluate group performance?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can teachers evaluate individual performance in the group?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can teachers help learners to evaluate themselves?</li> </ul>

- After 20 minutes, have the participants return to their home groups to share the information they have collected from the discussion in their expert groups. Allow 20 minutes for this process. After the sharing, every member of each home group should have been briefed on procedures for implementing all the steps that have been discussed.
- When 20 minutes have elapsed, call the groups to a plenary. Select one member of each home group at random to report on one of the procedures that were discussed. Invite comments from other groups or individuals.

### Step 3

- Distribute the handout entitled "Procedures in Using Cooperative Learning" and briefly explain the contents. Give the participants 10 minutes to read the handout and compare its content with the discussions that have taken place during this session.

Close by summarizing the session using the main points below

### Main points

- For effective CL to take place, the teacher needs to carry out all of the steps of cooperative learning. See the handout "Elements of CL".
- 1. **Specify the objectives for the lesson** – tell learners what is to be accomplished and why
- 2. **Organise the room** for CL e.g.
  - arrange the room
  - assign learners to groups taking care of size and composition
  - assign roles within groups (e.g. leader, recorder, timekeeper)
- 3. **Define tasks clearly and tell the group how they should relate**
  - Clearly define the assignment and time frame
  - Teach any prerequisite concepts that are needed
  - Give clear guidelines as to how group members are to interact. Emphasise that CL is not just having learners work in groups but rather structuring learners to work cooperatively (positive interdependence, face to face promoting interaction, individual and group accountability, demonstrate interpersonal skills, group processing)
- 4. **Monitor progress** of the groups both the tasks and teamwork and intervene when necessary
- 5. **Evaluate** both the learning and the behaviour of groups and individuals.
- There are a number of ways to carry out Elements 2 and 5 and the teacher must decide which approach is appropriate to use for a particular lesson.

## **Session 8**

### **Dealing with Constraints**

**Length of Session:** 1 ½ hours

**Objectives:**

By the end of the session, the participants should be able to:

- List and discuss special constraints that a Uganda primary school teacher is likely to face when implementing CL.
- Identify and discuss alternative ways to carry out CL in large classes

**Materials:**

One copy per participant of the handout "Using CL in large classes"

**Preparation:**

- Reflect on things you learned during session 7
- Once again, read the handout entitled "Steps in using CL". Make sure that you understand it especially the activities that the teacher has to do at every stage during a CL lesson.

**Procedure:**

Begin by explaining that the main objective of this session is to identify and discuss alternative ways to carry out CL within the circumstances of the Uganda primary school classroom.

Explain that this session is closely linked to the last one. Tell the participants that their problem this time will be to identify constraints in actual Ugandan classrooms that are likely to affect implementation of CL and come up with ways to overcome them.

## Step 1

Explain to the participants that they will use a procedure called "brainstorm" during the first part of the session. Tell them that a brainstorm is a freewheeling discussion in which the participants are encouraged to contribute anything that they feel is relevant and all contributions are written down. At the conclusion of a brainstorm, the moderator looks for connections among the items discussed...

- Begin, by writing this question on the chalkboard/flip chart:

*What conditions and situations in Ugandan primary school classrooms are likely to make it difficult for teachers to implement CL?*

Allow the participants 2 minutes to read the question, then re-read and internalise it.

- Ask the participants to assemble into 8 groups roughly equal in size. Have each group choose a leader, a recorder, a timekeeper and a recorder/presenter.
- Clarify the task. Explain that the groups are to discuss the question written on the chalkboard/flip chart and identify as many constraints as possible. Emphasize that they are to focus on constraints that are specific to classrooms in Uganda. Tell the recorder/presenters that they should write out a list of all constraints identified. Allow 15minutes for the discussion.
- As the groups do their work, move around, monitor the action and provide support where needed. Be sure that everyone stays on track and that group members work together.
- After 15min, call the groups to a plenary and ask for reports from the recorders/presenters. As each report is given, list all constraints identified on the chalkboard /flipchart. In making their reports the

recorder/presenters should ignore constraints that have already been reported.

- With the help of the participants, eliminate duplicate constraints from the list and any that are not directly relevant to primary classrooms in Uganda. Rank the constraints in order of importance and number them. Allow comments about the constraints from anyone. Finally, scrutinize the tentative list of constraints with the group and come up with a final list of relevant constraints that teachers must deal with as they try to implement CL.

**Some of the constraints listed will probably include:**

- Overcrowding
- Access to instructional materials
- Lack of furniture
- Inflexibility of the curriculum
- Examination oriented expectations of parents and administrators
- Negative attitudes of parents and administrators particularly resistance to change
- Inadequate physical space (where there are no structures learners are taken outside sometimes its very hot, it rains, noise, passers by).

## Step 2

Explain to the participants that the remainder of the session will be devoted to a discussion of ways to cope with the constraints identified in Step 1. The specific objective is to identify techniques that teachers can use to overcome the major constraints that make it difficult to implement CL.

- Display the list of the constraints from step1 such that it can be seen from anywhere in the room.

- Have the participants break into the same groups as before. Assign one or two of the most important constraints to each group. Explain that the group is to try to identify techniques that a teacher might use to get round the constraint or adjust to it while implementing CL. Tell the groups that they have 20 minutes to complete their discussion. As the group identifies possible ways for teachers to eliminate the constraint or live within it, the recorder/presenter should write all responses down.
- Move around and monitor the discussions. Make sure that everyone is on track and that any techniques identified are relevant and practical. Also, check on the way individuals are interacting.
- After 20 min, call the groups to attention and ask each recorder/presenter to report his/her group's findings to the whole class. List all the suggested techniques on the board/flip chart. Invite comments or additions from other groups or individuals. Place special emphasis on the need for concrete suggestions that teachers could put to use in real classrooms.

### Step 3

- When all groups have reported and a list prepared, give each participant a copy of the handout entitled "Using Cooperative Learning in Large classes" Allow them 10 minutes to read it and compare the content with the results of the group work.

Ask for comments on the handout or any other reactions. With input from the group, try to draw conclusions with regard to ways to help teachers to implement CL in Ugandan primary schools.

Close, by summarising the session using the main points below.

### **Main Ideas**

- Ugandan primary school teachers face many constraints as they try to implement CL. The participants in this session identified a number of them.
- Cooperative learning can be implemented within the constraints that affect Ugandan classrooms. In order to do so teachers need to understand the constraints that may hinder its implementation and their implications for the teaching / learning process and alternative ways of doing it given the real varying classroom contexts.
- Techniques can be devised that will help teachers use CL within the constraints that exist in Ugandan primary schools. Some of them were discussed during this session.

## **Session 9**

### **Elements of Good Cooperative Learning Lessons**

**Length of Session:** 1 ½ hours

#### **Objectives:**

Participants will be able to:

- Describe the characteristics of a good CL lesson.
- Distinguish between valid CL lessons and invalid ones.
- Identify at least one valid format for a CL lesson

#### **Materials / Preparation**

One copy for each participant of each of the following handouts:

- "Format for Cooperative Learning Lesson Planning"
- "the 3Ps"
- "Characteristics of a Good Cooperative Learning Lesson".
- "Cooperative Learning Lesson Comparison"
- "Traditional Lesson Sample" (2 versions)
- Also have the "elements of CL and Steps of Cl listed on a flip chart to be displayed as you review.

#### **Procedure**

Explain to the participants that the session will deal with identifying the elements of a good CL lesson plan and describing a format and procedure for designing a CL lesson. It will also provide practice in converting a traditional lesson into one that features CL. Explain that the next session (session 10) will be devoted to developing a CL lesson from scratch.

## Step 1

- Very quickly, review the "Steps for Cooperative Learning" that were introduced in Session 3 (explain the objectives, set up the instruction, define tasks and relationships, monitor and evaluate groups and individuals). Refer to the handout "Steps in Using Cooperative Learning" for details
- Also very quickly, review the essential elements of cooperative learning that were introduced in Session 2 (positive interdependence, face to face interaction, individual and group accountability, use of interpersonal skills, evaluation of progress as a group). Refer to the handout "Elements of Cooperative Learning" for details.
- Point out that the "steps" mentioned above are a means of identifying what teachers do in a good CL lesson and that the "elements" describe what learners should be doing.
- Tell the participants that they will now use what is referred to as "the 3Ps", as a basis for organizing a CL lesson plans.

## Step 2

- Issue the handout entitled "The 3 Ps" and give the participants time to look it over.
- Point out to the participants what each of the 3Ps stands for and what each entails. Reinforce the details on each P.
- Next, issue the handout entitled "Format for CL Lesson Planning". Go through the format with the participants noting especially the use of the 3 Ps for organization. Emphasize the elements that should be included under each section of any plan (these are listed as questions to be answered in the hand out).
- Finally, issue the handout "Cooperative Learning Lesson Comparison" and ask the participants to focus on the right hand column that is headed "Cooperative Learning Version." Explain that this is an example of a plan that is organized according to the format

which they have been discussing and that the plans they will produce later should be similar to this one.

### Step 3

Tell the participants that they will now begin getting ready to try their hand at devising CL lessons. The first step will be to compare a traditional lesson with a rewritten version of the same lesson that emphasises CL. The comparison should make clear what elements should be included in a CL lesson and how the lesson should be organized.

### Step 4

Direct the participant's attention to the handout "Cooperative Learning Lesson Comparison" which was just distributed. They will also need to refer to the handout "Steps in using Cooperative Learning" which they used in session 3.

Tell the participants to quickly read through the CL version of the lesson in the "comparison" handout. As they read the Presentation, Performance, and Practice sections they should look for the 5 steps that characterize CL. If they have forgotten what the steps are, they may want to consult the "Steps" handout

Point out that the objectives are specified for the student and the set-up is spelled out (e.g. who is playing what role and how long the activity will last). Also explain that the task and relationship definitions are there (e.g. students will generate a list of passive sentences from the active ones and report back on them), and the monitoring and evaluation components are included. Be sure to ask them what changes had to be made in the traditional version in order to introduce CL.

### Step 5

Explain to the participants that their next task will be to actually convert a traditional lesson into one that uses the CL approach.

Have the participants divide into 3 groups of roughly equal size. Each group should identify a timekeeper, a recorder, an encourager, and a reporter. (*The timekeeper keeps track of time, the recorder writes down the group's ideas,*

*the encourager makes sure all participate, and the reporter will report to the class.*

Give all participants in each group a copy of the handout "Traditional Lesson Sample". Tell the groups that their task is to convert their lesson into one that emphasises CL. In doing so, they are to work through these two steps

- Take a few minutes to allow each member to read through the lesson individually and decide on new presentation, practice, and performance sections that would include all the steps of CL.
- Come together as a group to discuss and decide upon a consensus plan for converting the lesson such that the new version includes all of the steps of CL. As the group decide on a plan, each individual member should describe the new sections in writing in the space provided on the handout. The recorder should do the same on a flip chart.

Remind everyone that the new plan must explicitly account for: explaining the objectives, setting up the work, defining the task and relationships, monitoring, and evaluation. The "elements" of cooperative learning must be accounted for as well.

Allow 25 minutes for the work.

Circulate and monitor the groups' work. Intervene where necessary and praise effective work and examples of good behaviour and teamwork.

## **Step 6**

Stop the discussion after 25 minutes but let the participants to remain in their small groups. Ask each reporter to use the flip chart prepared by the recorder to summarize the changes the group made in the traditional plan and explain how the "steps" and "elements" are accounted for in the new version.

Have the class critique each report in terms of the degree to which the authors were successful in blending the steps and elements into their product. Monitor the discussion and interject comments when necessary.

**Step 7** Conclude by summarizing the session using the main points below

**Main Points:**

- Good CL lessons must incorporate the elements and CL and the steps for using CL
- Converting a traditional lesson into a CL lesson involves adding the "elements" and "steps" of cooperative learning
- The 3Ps provide a good basis for organizing CL lesson plans

## **Session 10**

### **Drafting Plans for Lessons**

(Trainer of Teachers' Version)

**Length of Session** 4 hours

#### **Objectives:**

- Design a valid Cooperative Learning Lesson Plan.
- Develop a collection of CL lessons that can guide teachers to use CL as part of their teaching.

#### **Materials / Preparation**

Before the session circulate Handouts Entitled:

- Lesson Topics Part 1 and 2
- CL lesson worksheets (at least four per participant)

Have the following materials available:

- One Blackboard / flipchart
- Paper for writing

Arrange for the completed lessons to be photocopied (see **note** under step 2).

#### **Procedure:**

Welcome everyone to the session on designing cooperative learning lesson plans.

Remind the participants that the last session introduced a format for designing a cooperative learning lesson which they used in converting traditional lessons into cooperative learning ones. Direct attention to the handouts entitled "Cooperative Learning Lesson Sample" (session 9) and "The 3Ps" (Session 9) and allow 2 – 3 minutes for review

Explain that the participants will now carry the process one step further by using the same format to design a cooperative learning lesson from scratch.

## Step 1

Distribute the handouts entitled "Lesson Topics 1 + 2" and explain that everyone should choose a topic for their lesson from one of the lists. Point out that the topics were extracted from the Uganda Primary School Curriculum and that they encompass all primary grades and a variety of subjects. Tell the participants that they are free to choose any topic that they feel comfortable with. Allow two or three minutes for choosing topics

Once the selections have been made, tell the participants to organize themselves into three groups based on the grade level of the topic they chose. There should be a lower primary group (P1-, P3), a middle primary group (P4, P5) and an upper primary group (P6, P7). Ask each group to select a leader to keep the group's discussions on track and orderly and a timekeeper to be sure that everyone finishes their work on time.

Explain that everyone must design his/her own lesson but that the objective of the group should be to produce a cluster of the best lessons possible. Point out that individuals are encouraged to consult and help each other but that everyone should produce their own work.

Distribute blank copies of the lesson format and explain that they should be used in preparing the final drafts of the lessons. Answer any questions about the assignment then tell the participants that they have 45 minutes to draft a CL lesson that covers their topic.

Circulate among the groups and provide support to individuals who are having problems. Check especially whether the plans that are emerging really demonstrate CL (e.g. cover the elements and steps and cover the topics as well). Encourage people who are having trouble to consult with those who are doing well. Praise good work and examples of the team working well together.

## Step 2

After 45 minutes, call for the participants' attention and tell them to trade their draft lesson plans with an immediate neighbour for informal critiquing. Allow ten minutes for the pairs to study each other's draft plans and identify any problems. Explain that the critiquing should focus on two questions.

- Is the draft lesson a good example of CL (does it include the steps and elements)? If not, what is missing and what can be done about it?
- Does the lesson cover the objectives for the topic?
- Does the lesson address the teaching of social skill?

When time for critiquing is up, let the pairs return the lessons to their owners and discuss the findings with each other. Topics for the discussion will depend on the criticisms and reflection on the CL lesson sample. This should take about 10 minutes.

After the critique and discussion, give the participants 5 to 10 minutes to reflect on the critique they received and make any changes that are indicated. Encourage consultation with other group members.

Circulate and monitor the critique/revision process. Provide help and guidance as needed.

When the revision is complete, congratulate the participants on a job well done and let them give themselves a big clap! Then, collect the last draft of everyone's plan for photocopying. Tell the participants that you will return the original at the end of the session.

*Note---You should arrange to make sufficient copies of all plans generated so far to supply each participant with a copy of every plan. Make one additional copy of each plan for the file (you may feel free to also make personal copies if you like). Store the file copies in a safe place. UPHOLD will arrange to collect them later).*

## Step 3

Give the students a short break at this point

## Step 4

Have the participants generate a second lesson using the same procedure.

*Note--- You should arrange to make sufficient copies of the second set of plans as well. Again, each participant should get a copy of every plan and we need one additional copy of each plan for the file (feel free to make personal copies as well). Store the file copies in a safe place. UPHOLD will arrange to collect them later.*

If some individuals finish their work early, have them develop a third plan

### **Step 5**

When the second (or third) plan is complete, call the entire group together, congratulate the participants on another job well done and let them give themselves an even bigger clap!

Then, lead a discussion of why it is important for teachers to learn to develop CL lessons for their own use and how best to teach them to do so. Point out that each participant will receive a copy of all plans generated in this session in hopes that they will be of use as samples during their subsequent work with teachers.

### **Step 6**

Conclude by reviewing the session using the main points below.

#### **Main Points:**

- Using a consistent format in designing CL lessons establishes continuity. One good format is organized around the 3p's (see handout entitled "The 3p's")
- In designing a CL lesson, it is critical to include the essential elements and steps of CL. (see handouts entitled "Elements of Cooperative Learning" and "Steps in Using Cooperative Learning")
- It is important to identify the social skill being promoted in every CL lesson

**Session 10**  
**Practice in Designing**  
**Cooperative Learning Lessons**  
(Trainers of Trainers Version)

**Length of Session:** 2 Hours

**Objectives:**

- Identify the principles underlying Cooperative Learning Lesson Planning
- Design a valid Cooperative Learning lesson plan.
- Develop a collection of Cooperative Learning Lesson plans that trainers can use in their workshops.

**Materials / Preparation**

Prior to the session circulate Handouts Entitled:

- Topics for CL Lessons 1 and 2
- Blank CL Lesson Worksheets (at least four per participant)

Have the following materials available:

- One Blackboard / flipchart
- Paper for writing

Arrange for photocopying of lessons completed by participants (see Note under step 2 ).

## **Procedure:**

Welcome everyone to the session on designing cooperative learning lesson plans.

Remind the participants that the last session introduced them to a format for designing a cooperative learning lesson which they then used to convert traditional lessons into cooperative learning ones. Direct attention to the handouts entitled "Cooperative Learning Lesson Sample" (from session 9) and "The 3Ps" (from session 9) and allow 2 – 3 minutes for review

Explain that they will now carry the process one step further by using the same format to design a cooperative learning lesson from scratch.

### **Step 1**

Distribute the handouts entitled "Lesson Topics1 +2" and explain that everyone should choose a topic for their lesson from one of the lists. Point out that the topics were extracted from the Uganda Primary School Curriculum and that they encompass all primary grades and a variety of subjects. Tell the participants that they are free to choose any topic that they feel comfortable with. Allow two or three minutes for choosing topics

Once the selections have been made, tell the participants to organize themselves into three groups based on the grade level of the topic they chose. There should be a lower primary group (P1 -, P3), a middle primary group (P4, P5) and an upper primary group (P6, P7). Ask each group to select a leader to keep the group discussions on track and orderly and a timekeeper to be sure that everyone finishes their work on time.

Explain that everyone must design his/her own lesson but that the objective of the group should be to produce a cluster of the best lessons possible. Point out that individuals are encouraged to consult and help each other but that everyone should produce their own work.

Distribute blank copies of the format and explain that they should be used in preparing the final drafts of the lessons. Answer any questions about the

assignment then tell the participants that they have 45 minutes to draft a CL lesson that covers their topic.

Circulate among the groups and provide support to individuals who are having problems. Check especially whether the plans that are emerging really demonstrate CL (e.g. cover the elements and steps and the topics as well). Encourage people who are having trouble to consult with those who are doing well. Praise good work and examples of the team working well together.

## Step 2

After 45 minutes, call for the participants' attention and tell them to trade their draft lesson plans with an immediate neighbour for informal critiquing. Allow ten minutes for the pairs to study each other's draft plans and identify any problems. Explain that the critiquing should focus on two questions.

- Is the draft lesson a good example of CL (does it include the steps and elements)? If not, what is missing and what can be done about it?
- Does the lesson cover the objectives for the topic?
- Does the lesson address the teaching of social skills?

When time for critiquing is up, tell the pairs of participants to return the lessons to their owners and discuss the findings with each other. Topics for the discussion will depend on the criticisms and reflection on the CL lesson sample. This should take about 10 minutes.

After the critique and discussion, give the participants 5 to 10 minutes to reflect on the critique they received and make any changes that are indicated. Encourage consultation with other group members.

Circulate and monitor the critique/revision process. Provide help and guidance as needed.

When the revision is complete, collect the last draft of everyone's plan and make a photocopy of all plans. Return the original to the owner and keep the photocopy for the file. UPHOLD will arrange to collect the file copies later but you may feel free to make personal copies if you like.

### Step 3

Call the entire group together, congratulate the participants on a job well done and let them give themselves a big clap! Then, lead a discussion of why it is important for teachers to learn to develop CL lessons for their own use and how best to teach them to do so.

### Step 4

Close by reviewing the session using the main points below.

#### **Main Points**

- One good way to organize a plan for a CL lesson is to use the 3p's as a format.
- In designing a CL lesson it is critical to include the essential elements and steps of CL (see handouts entitled "Essential Elements of Cooperative Learning" (session 2) and "Steps in Using Cooperative Learning" (session 3).

**Session 11**  
**Workshop Planning**  
**TTr Version**

**Length of Session: 2 hours**

**Objectives:**

- To discuss possible plans for presenting a CL workshop

**Materials/Preparations:**

- Copies of all lesson descriptions and handouts used during this workshop
- Any notes taken by the participants during the workshop regarding ways to conduct their own CL workshop

**Procedure:**

Explain to the participants that they will have two hours to discuss ways to conduct their own CL workshop with special emphasis on ways to use the training materials that they have been given.

**Step 1**

Have the participants break into five or more groups of about equal size and have each group select a leader and a timekeeper. Ask the group leaders to check to be sure that all members have all session descriptions and handouts.

Tell the groups to begin discussing the materials session by session starting with session 2. As they discuss each session the individuals should try to identify any problems that they might have in implementing it during their upcoming workshop and things they might do to make the job easier. Some particular questions that the groups might think about are:

- Is the time estimate for the session realistic? Any adjustments in order?
- Were any parts of the session ineffective? What can be done about it?

- Did any ideas come out of this workshop that should be added to the materials for the session? (e.g. in session 8 are there additional suggestions for ways to use CL in crowded classrooms)

Tell the groups that they have 1.5 hours for the discussion which means that they should devote about 10 minutes to each session on average. Remind the timekeepers that they are responsible for keeping the group on schedule.

As the groups do their work, monitor the action and intervene when necessary. Listen carefully to what is being said and be sure that the discussions remain focused on planning for the upcoming workshops rather than becoming a general critique of the materials or the workshop. Also be sure that everyone in the group is participating. Take note of any especially interesting ideas that the entire group should hear about.

After 90 minutes call the group into plenary session and ask if anyone wants to share any especially interesting ideas about conducting the upcoming workshops? List any responses on a flip chart and add any thoughts that you came to mind while you monitored the group work.

Use the remaining time to clear up any unanswered questions or to add suggestions of your own on to ways to conduct a CL workshop.

Be sure to have participants fill out and turn in the session evaluation forms before closing.

**Good Luck!**

**Session 11**  
**Program Planning**  
**TT Version**

**Length of Session: 2 hours**

**Objectives:**

- Initiate teacher trainers' planning for the school-based programs they will be conducting to train local teachers to use CL.

**Materials/Preparations:**

- Copies of all lesson descriptions and handouts used during this workshop
- Any notes taken by the participants during the workshop regarding ways to conduct a training program for the teachers in their schools
- At least one page of flip chart paper per group + tape for posting the page on the wall

**Procedure:**

Explain to the participants that they will spend the next two hours discussing procedures for training teachers in their school to use CL with special emphasis on ways to organize their training program.

**Step 1**

Tell the participants that their first activity will be to share possible ways to organize the training program that they will soon be rolling out. Emphasize that the discussion should aim to identify patterns that are in line with the goals for the program which are:

- Orient teachers to CL and train them to use it,
- Stimulate as many teachers as possible to try out CL,
- Monitor teachers' use of CL and provide necessary follow-up encouragement and support.

Have the participants break into five or more groups of about equal size and have each group select a leader, a timekeeper and a reporter. Write the questions below on a flip chart or the board and explain that the groups will have 90 minutes to discuss them. Remind the timekeepers that they must keep the group on schedule and tell the recorders to summarize their group's comments on each question on a page of flip chart paper which should then be posted in a prominent place.

- When, and how often, will you bring the teachers together for training?
- How many training sessions will be required? What content and activities should be included in each session?
- How will you evaluate the degree to which teachers have learned what they should have?
- How will you stimulate your teachers to try CL in their classrooms?
- What kind of follow-up encouragement and support will be required? How will you provide it?

As you monitor the groups' discussions try to discourage any plans to use "chalk and talk" methods for the up-coming training programs. Teachers will not learn to use CL unless they get some hands-on experience with it during their training. Also, be sure that all members of the groups enter into the discussion. Take note of any especially interesting ideas that you think the entire group should hear about

After 90 minutes, call the group into plenary session and ask the reporters to summarize, question by question, the results of their discussions (to save time, remind the recorders to ignore points already made by other groups). In making their report, the recorders should refer to the flip chart page that they posted earlier.

When the reports have been completed, spend a few minutes discussing the overall results. Try to reach some consensus as to effective ways to organize the teacher training sessions to come

Use any remaining time to clear up any unanswered questions or to add suggestions of your own as to ways to conduct a CL teacher training program.

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End the session and the workshop with hearty congratulations to the participants for a job well done and encourage everyone to give themselves a resounding clap.

Be sure to have the participants fill out the session evaluation forms and turn them in before everyone gets away.

**Good Luck!**

## Session Evaluation Sheet Participant Version

Session Title: -----

Answer the questions after you complete the session. Try to be as specific in your answers as possible. In addition to pin point the problem, and suggest how it can be corrected.

What problem did you have in understanding what you were to do? How could the directions be made clearer?

What problem did you have in actually doing what you were supposed to do?

Do you think you learned what was intended about Cooperative learning? The content of the session important to

Was the content of session important to your understanding of cooperative learning? If not, what should be done about it?

Was the content dealt with effectively? If not what was wrong?

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Were the handouts effective? Identify those that were problematic and tell us what needs to be done to them?

What logistical problems did you have? (e.g. forming groups, reporting, setting up equipment)

Overall, how would you rate this session from 1 to 10 (1=pretty bad and 10= very good)

Make any other comments about the session that you wish.

**Workshop Evaluation Sheet**  
Trainer Version

Name -----

Position -----

Please answer these questions after you have completed the workshop. Try to be as specific in your answer as possible. In addition pin point the problem, and suggest how it can be corrected.

Has the workshop been a worthwhile experience for you? If yes, explain. If no, why?

Do you feel that you now have a good understanding of Cooperative Learning? If not, what is missing?

Has the workshop prepared you to conduct a training session on Cooperative Learning? If not, what was lacking?

Are the training materials appropriate for use in your own training workshop on Cooperative Learning? How can they be improved for this purpose?

From your own assessment, can Cooperative learning be implemented in the primary school classrooms? If no, why?

Reflecting on the sessions, are there any sessions that you would delete or modify? If so identify the session(s) and point out what needs to be changed?

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Make any additional comments that you wish about the workshop or the training materials.