

Information: Cooperative Learning Strategies

Strategy	Description
Jigsaw	Groups with three to five students are set up. Each group member is assigned unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same subsection get together to decide what is important and how to teach it. After practice in these “expert” groups, the original groups reform and students teach each other. Tests or assessments follow to check for individual accountability of the content.
Think-Pair-Share	This involves a three-step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
Numbered Heads Together	A team of four is established. Each member is given numbers 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the questions so that all can verbally respond. The teacher randomly calls out a number and the student whose number is called gives the response on behalf of the whole group.
Three-Step Interviews	Each team member chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying questions. During the second step, partners reverse the roles. For the final step, members share their partners’ responses with the team.
Team-Pair-Solo	Students work on problems first as a team, then with a partner, and finally on their own. This strategy is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can accomplish more with help (mediation) than they can alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that at first they could do only with help.
Learning Stations	The teacher organizes stations in the classroom or lab that have supplies, materials, rubrics, or readings for students to work individually, in pairs, or small groups. Students can work on different tasks simultaneously and then rotate through them to learn content or skills related to a topic. Students may skip a learning station if they know the material. Learning stations could remain in place during a unit for students who are absent, need make up work or for enrichment.
Round Robin Brainstorming	The class is divided into small groups of four to six students. One student is appointed as the recorder. A question with many answers is asked and students are given time to think about answers. After the “think time”, members of the team share responses with one another round-robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person continues to give answers until time is called.