

A REFLECTIVE CLASSROOM PRACTICES THROUGH COOPERATIVE LEARNING

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Abstract:

The child centric education means to create a conducive learning environment for children thereby also ensuring children physical wellbeing and creating a supportive and encouraging school environment, as well as actively involving students for using their creativity in child centric education and the role of the teachers are very vital. Where teachers are caregivers the opportunity to learn through an experiential approach about the child's world so as to better understand thoughts, feelings and decisions children make through cooperative learning. Rather than relying on punishment to motivate children to do better, Child centric education emphasizes that mistakes are viewed as opportunities for learning and that child learn best in the context of a caring relationship where effort is made to connect before correction. Key skills taught to teachers are: effective communication techniques, collaborative problem solving skills, focusing on solutions instead of punishment, and focusing on encouragement instead of praise. Children then exhibit greater emotional regulation, response flexibility, and receptivity. Cooperative learning is an effective process to handle the students which ensure the quality education and enjoyment in learning atmosphere. Thus this is a best practice document the experiences of cooperative learning which ensure the child-centric education in the elementary schools.

Key Words-Cooperative learning and Child centric education

Introduction –

Concept of cooperative learning is a learning strategy involves active participation children in small groups which promote positive interaction, team building, cooperation, reflection, leadership, logical thinking and other human skills. It help students to process the information more quickly and accomplish a common goal. In cooperative learning each student in the group is responsible for learning the information given, and also for helping their fellow group members to learn the information as well. Children's motivation to work in elementary school is dependent on the extent to which their basic psychological needs are met. Cooperative learning increases student motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. Students are also encouraged to learn material in greater depth than they might

otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material. Cooperative learning helps students feel successful at every academic level. In cooperative learning teams, low-achievers students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others. Well-constructed cooperative learning tasks involve positive interdependence on others and individual accountability. To work successfully in a cooperative learning team, however, students must also master interpersonal skills needed for the group to accomplish its tasks. Cooperative learning has also been shown to improve relationships among students from different ethnic backgrounds. 'Cooperative learning methods sanctioned by the school embody the requirements of cooperative, equal status interaction between students of

different ethnic.

The teacher will act as a facilitator and observer, while the students will work together to complete the task with the following principles.

Literature review -

Teachers report that interdependence of group members on assignments is not always efficient or practical. Teachers did not always use commonly recommended features of Cooperative Learning such as assigned roles and group interdependence. This suggests that experienced teachers can and do modify Cooperative Learning to fit their beliefs, goals and classroom conditions. They focus more on student performance, involvement and behavior than on fidelity to the Cooperative Learning model.

Cooperative Learning in Elementary Classrooms: Teaching Practices and Lesson Characteristics,” The Elementary School Journal, Volume 103, Number 1, September 2002, pp. 75-91.

“What does quality mean in the context of education?”

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities, Environments that are healthy, safe, and gender-sensitive, provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Defining Quality in Education, United Nations Children’s Fund, 3 United Nations Plaza, A publication of UNICEF, Programme Division, and Education Document No. UNICEF/PD/ED/00/02. <http://www.unicef.org/education/files/qualityeducation.pdf>

The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. **Cooperative Learning* Richard M. Felder¹ , and Rebecca Brent² ¹ Department of Chemical Engineering, N.C. State University, Raleigh, NC 27695-7905 ² Education Designs, Inc., Cary, NC 27518**

How to work with students in a cooperative learning strategy -

- Make small groups from mixed-ability learning capability of students, not more than 7-8 in each group
- Students must be from diverse group
- Define the role of each member in the group such as: recorder, observer, book keeper, researcher, time keeper, etc.
- Closely monitor the groups progress and extend constructive support if necessary
- Evaluate each group based upon how well they worked together and completed the task

This cooperative learning is very much essential in handling the multi grade and multi-level classes. We have conducted the cooperative learning through different group activities in some schools at Koraput districts, it has been observed and logically point out some of the basic essentiality in quality education.

Why Cooperative Learning?

Learning is a lifelong process, where we learn from society through social process. It will be better and enhanced when learning will be discussed, reflected upon and shared. Cooperative Learning encourages all such process along with it promotes the peer learning from the groups. This cooperative learning ensures the quality learning in the schools. Which can be provided the conducive learning environment in the education system. It is relatively an easy process and where all the members are valued and involved on basis of their understanding and experience. It motivates learners, encourages group processes, fosters social and academic interactions and leads

successful group participation. Various researchers found that cooperative learning improve children’s relationships with peers, especially those of different social and ethnic groups. When children begin to work on different tasks, cooperation can provide opportunities for sharing ideas, learning how others think and react to problems, and practicing language skills in small groups. It promotes positive feelings toward school, teachers, and peers. These feelings build an important base in future life of the child.

Teacher may adopt the Strategies for Cooperative Learning

Following strategy may adopt for effective implementation of cooperative learning:

1. The content to be taught should be clearly identified
2. Depending the situation and process content and process to be followed, the group size to be determined by the teacher
3. Students are assigned to different groups
4. Classroom arrangement should be done based on the number of groups and enough space

5. Group processes are taught or reviewed as needed to assure that the groups run smoothly
6. Expectations from groups must be spelt out and purpose should be clear to the group
7. A time line for assignment should made clear to the group
8. The teacher monitors the group interactions and provides support and clarification as needed
9. The teacher reviews group skills and facilitates problem solving when necessary
10. Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning.
11. Evaluation should be based on observations of performance of the students.
12. Oral responses should be encouraged. Use of paper and pencil can be avoided
13. Constructive feedback, praise, reward must be given to the groups. Group achievement must be recognized in school newsletter or classroom bulletin board etc.

Group processing: Giving students the time and the procedures to analyze how well their teams are functioning with-



Processes to be followed

Mixed Groups

Group must be confine to maximum to six members from a mixed as heterogeneously as possible based on their academic abilities, ethnic and cultural backgrounds, gender and personality. Students should not be allowed to form their groups based on friendship or cliques. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instruction-

al strategies. They also tend to become tolerant of diverse viewpoints, to consider others’ thoughts and feelings in depth, and seek more support and clarification of others’ positions.

Equal Opportunity for Success

It is the role of the teacher to create a conducive and democratic atmosphere in the group. Equity must prevail in the group. Every member in the group must have an equal chance of learning the content and abilities and earning the group rewards for academic success. No member should feel penalized

academically by being placed in a particular group.

Positive Interdependence

Teachers should structure the learning tasks in such a way that the students should feel they can work together. It is in a way that each one in the team must feel responsible and accountable for the assignment and work in cooperation and collaboration. Essentially, the task should structure in a way that that members must depend upon one another for their personal, teammates' and group's success in completing the assigned tasks and mastering the targeted content and skills.

Face-to-Face Interaction

The groups need to arrange themselves, seat in such a way that they are positioned and postured to face each other for direct eye-to-eye contact and face-to-face academic conversations.

Individual Accountability

In cooperative learning all students can achieve higher academic success individually than they to study alone. Hence, each member must be held individually responsible and accountable for doing his or her own share of the work and for learning what has been targeted to be learned. Therefore, each student must be formally and individually tested to determine the extent to which he or she has mastered and retained the targeted academic content and abilities.

Post-Group Reflection

Members spend time after the group tasks have been completed to systematically reflect upon how they worked together as a team in such areas as

How well they achieved their group goals

How they helped each other comprehend the content, resources, and task procedures

How they used positive behaviors and attitudes to enable each individual and the entire group as a group to be successful and

What they need to do next time to make their groups even more successful.

Conclusion -Thus the cooperative learning is very much essential to control the noise, getting students' attention.Cooperative Learning refers to a set

of instructional methods in which students work in small, mixed-ability learning teams. The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn Cooperative learning groups may be used to teach specific content to ensure active cognitive processing of information during a lecture or demonstration and to provide long-term support and assistance for academic.

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