Chapter 1: Introduction

Definition

Transcript:

Welcome to Developing Behaviors for Cooperative Learning. In this module we will be learning how to identify and teach the prosocial behaviors students need for cooperative learning. We define prosocial behaviors as “actions that benefit other people by helping, supporting, and encouraging their goal accomplishment or well-being” (Choi, Johnson, & Johnson, 2011, p. 976).

This module will help you develop these kinds of behaviors in your students. After completing this module, check out the Structuring Cooperative Learning module to explore best practices for designing a cooperative learning activity.
**Transcript:**

Most teachers believe that cooperative learning is a valuable instructional strategy that will help increase student engagement and content mastery.

Yet, many teachers hesitate to use cooperative learning.

**Epiphany**

**Transcript:**

Take Ms. Armstrong, for example.

While planning her physics unit, Ms. Armstrong has an epiphany. She will increase student engagement and joy in her class by having students take part in a cooperative learning egg drop activity.

For a week, students will work in groups of four to design an enclosure that will protect an egg being dropped from the school roof. Groups will also have to present how they made design decisions in a written report.

Students were excited to hear about the project and looked forward to a break from the lecture and independent practice routine.
Things go badly

Transcript:

To Ms. Armstrong’s surprise, things did not go well.
In one group, Betsy dominated the conversation and did not let anyone else talk.
In another group, Owen, although one of the class’s more creative students, was too shy to share any ideas.
In a third group, members were hostile towards each other and criticized opinions with harsh and often offensive language.
Finally, one group was just too loud. Although excited and on task, their thunderous discussion and constant movement disrupted other groups.

What to do?

Transcript:

What struggles have you had facilitating cooperative learning?
Frustrated with how things were going, Ms. Armstrong decided to have students finish the remainder of the assignment independently.

But what if Ms. Armstrong had training and resources that could help her identify and teach prosocial behaviors that students need to effectively take part in cooperative learning activities?

That is the purpose of this module. You will learn why introducing your students to specific prosocial behaviors is not only helpful, but necessary. You will also develop ideas for how to help your students practice these behaviors.

Pause and make a connection to your own experience in the classroom.

What struggles have you had facilitating cooperative learning?

Feedback

Cooperative learning asks students not to compete against each other, but to collaborate with the goal of completing a task and increasing shared knowledge (Johnson, Johnson, & Holubec, 1994). This concept can be new for students who, in more traditional educational settings, have been taught to value individual achievement and competition.

Transcript:
21st century collaboration

Transcript:

As we progress through the 21st century, collaborative work has become the norm, rather than the exception in the workforce (Johnson & Johnson, 2014).

We, as educators, need to help our students develop the prosocial behaviors they will need in the future to be global collaborators.

Influences on prosocial behaviors

Transcript:

People are not born with prosocial behaviors. People pick up and mimic the behaviors of others around them. The way we interact and cooperate with each other is influenced by our life experiences.

For example, studies have shown that older students are more likely to show signs of cooperative behaviors, compared to younger students. Girls tend to be more cooperative than boys. Boys, on the other hand, tend to be more competitive than girls (Choi, Johnson, & Johnson, 2011).

Because of this, we cannot expect all students to act the same way when placed into a group for the first time.
Transcript:

We might infer that many of our students do not possess the prosocial behaviors needed to be successful in cooperative learning activities. But, what are these prosocial behaviors and how will they help our students grow to become productive, cooperative beings? “The behavior called for in cooperative small groups is radically different from the behavior required in conventional classroom settings” (Cohen, 1994, p. 26).

Chapter 2: Five Prosocial Behaviors

Part 1

Transcript:

In this module, we are going to focus our attention on five prosocial behaviors. This by no means is an exhaustive list, but teaching these five behaviors can greatly improve the effectiveness of cooperative learning in your classroom.

These behaviors include: praising and encouraging the contributions of others, providing constructive criticism, checking for understanding, contributing ideas, and respecting other groups.
Part 2

**Five Prosocial Behaviors for Students**

- Praising and encouraging the contributions of others
- Providing constructive criticism
- Checking for understanding
- Contributing ideas
- Respecting other groups

(Johnson, Johnson, & Holubec, 1994)  
[Proceed]

- Work as a team.
- Cooperation is not competition.
- Motivate and praise others.

**Five Prosocial Behaviors for Students**

- Praising and encouraging the contributions of others
- Providing constructive criticism
- Checking for understanding
- Contributing ideas
- Respecting other groups

(Johnson, Johnson, & Holubec, 1994)  
[Proceed]

- Voice disagreements in a respectful manner.
- Build others up, not tear them down.
- Be positive when giving feedback.

**Five Prosocial Behaviors for Students**

- Praising and encouraging the contributions of others
- Providing constructive criticism
- Checking for understanding
- Contributing ideas
- Respecting other groups

(Johnson, Johnson, & Holubec, 1994)  
[Proceed]

- Everyone must reach mastery.
- Question and quiz each other.
### Five Prosocial Behaviors for Students

| Praisings and encouraging the contributions of others | • Don’t interrupt others.  
• Everyone has a role to play.  
• Everyone should feel comfortable. |
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(Johnson, Johnson, & Holubec, 1994)

### Five Prosocial Behaviors for Students

| Praisings and encouraging the contributions of others | • Be mindful and courteous.  
• Control voice level.  
• Keep work area clean. |
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(Johnson, Johnson, & Holubec, 1994)

Transcript:

(no audio)
Ms. Armstrong’s problems/solutions

Transcript:

Take a look at the problems faced by Ms. Armstrong. Which prosocial behavior, if taught to her students, would best address each issue? Match each problem with its appropriate solution. Press “Submit” to see the exemplar response.

Feedback

Transcript:

Here are the problems matched with their respective prosocial behavior or behaviors. To hear additional rationale for why these are the most appropriate choices, click on each prosocial behavior.
Respecting other groups

Transcript:

These students could use help with respecting other groups. They are so focused on the task at hand that they forget that other students are in the class as well. They need to work on being excited about a task without disrupting other groups.

Providing constructive criticism

Transcript:

These students could use help with providing constructive criticism. They are stuck in a competitive mindset. Instead of working together as a team, students are putting each other down for having a difference in opinion or not knowing the content. These students must learn that it is okay for others to think differently from themselves.
Contributing ideas

Transcript:
Owen could use help with contributing ideas. He is shy and uncomfortable with speaking in a group setting. He would benefit from learning ways to actively contribute. He can give visual cues when he wishes to speak, or be provided with verbal sentence starters to join the conversation. Other group members should help Owen feel comfortable by encouraging him to contribute.

Praising/Encouraging

Transcript:
Betsy could use help with praising and encouraging others. She has taken complete control of the group discussion and does not realize that other members’ opinions are just as valuable as her own. She should speak only as long as needed, and then encourage others to speak.
Chapter 3: Steps for Developing Prosocial Behaviors

Step 1

Transcript:

Identifying prosocial behaviors necessary for cooperative learning must be followed by teaching these behaviors to your students.

In *The Nuts and Bolts of Cooperative Learning* (1994), Johnson, Johnson, and Holubec point to three easy-to-follow steps for teaching prosocial behaviors.

The first step is to ensure that students see the need for the behavior. A good way of doing this is by asking students to identify which behaviors they think will be needed for effective cooperative learning. By having students identify the necessary behaviors, they are more likely to demonstrate them during the work time.

Decide with students which behaviors are relevant to the given lesson. You do not want to teach all of the prosocial behaviors at once, or students will be overwhelmed and less likely to demonstrate any of them properly.

Step 2

Transcript:

Ensure students understand what the behavior is, how to engage in it, and when to use it.
Transcript:

The second step is to ensure that the students understand what the behavior is, how to engage in it, and when to use it. Here is when you are actually teaching the prosocial behavior to the students. You will want to define the skill in terms of both verbal and nonverbal behaviors (Johnson, Johnson, & Holubec, 1994). A good way of doing this is by discussing what the behavior looks and sounds like.

You will want to model the behavior for the class. It could also be beneficial to demonstrate the opposite behavior and explain how it could harm group unity and negatively affect success.

**Step 3**

Transcript:

The third step is to set up practice situations and encourage mastery. It is important that the practice situations are meaningful. That is, the practice situations should be relevant to what the students are currently learning in class.

For example, imagine that your students are currently reading *Pride and Prejudice*. They could practice the behavior “praising and encouraging the contributions of others” by using small groups to discuss which character is the best suitor for Elizabeth. Each student must present a suitor and the group must come to a consensus.

During the practice, make sure that students only focus on one behavior. While the practice is taking place, record which members of the group are engaging in the desired behavior. Provide feedback frequently to the students and allow time after the practice for students to reflect, identify areas of growth, and give constructive feedback to each other.
Persevere in practice

Transcript:

Here are some stages that students might progress through as they practice a new prosocial behavior:

- Feeling self-conscious and awkward
- Feeling phony or inauthentic
- Becoming skilled but mechanical
  and finally,
- Demonstrating the behavior automatically and routinely

(Johnson, Johnson, & Holubec, 1994, p. 9:5)

Students might experience some initial challenges as they practice the behavior, but stick with it.

Call to action

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For a complete list of references, refer to the On-Demand Module ‘Developing Behaviors for Cooperative Learning.’
For students to learn the behaviors needed to work cooperatively, they must know what it looks and sounds like to exhibit these behaviors. Students must also be able to practice these prosocial behaviors in a meaningful task.