

Achieving Student Outcomes Through Cooperative Learning®

Achieving Student Outcomes Through Cooperative Learning trains educators to instruct students in groups and shows them how to combine students' mastery of subject matter with the development of lifelong interpersonal and questioning skills.

To the right are the key areas of focus for the 45-hour course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

In this course, participants will

- ▶ Develop proficiency in group setup, monitoring, and debriefing.
- ▶ Use strategies which prevent classroom problems that often occur during group work and effectively solve problems when they do.
- ▶ Identify questioning skills for both educators and students that maximize the effectiveness of cooperative groups.
- ▶ Reinforce students' abilities to solve their own problems.
- ▶ Develop objective techniques for observing groups as they work and assessing their products.
- ▶ Focus on strategies that produce quality work by all group members as they discover how to share responsibility.

Achieving Student Outcomes Through Cooperative Learning®

Course Description

Achieving Student Outcomes Through Cooperative Learning is a Performance Learning Systems® course designed to help experienced and beginner educators teach students to work effectively in groups to achieve subject-matter mastery and develop interpersonal skills. A highly experiential series of in-class activities is paired with site-based action research to provide class members with the opportunity first to observe and experience these powerful strategies as learners, then to use their growing insight and expertise as they apply those strategies in their own classrooms and subject-matter areas. Using the principles of cooperative-learning theory as a foundation, participants will learn to create, implement, facilitate, monitor, and debrief student group work throughout the class day. They will guide their students not only to academic success in the short term, but also to long-term success through the development of critical skills for 21st century life and work: collaborative problem-solving, teamwork, self-evaluation, effective communication, and shared decision-making.

Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Discuss and apply current, validated research underlying the theory, principles, and practices of cooperative learning.
2. Explain how and why group work can be an especially effective instructional strategy in today's 21st century classroom.
3. Discuss the basic elements of cooperative-learning theory (positive interdependence, individual accountability, face-to-face interaction, equal participation, debriefing).
4. Identify and explain the elements of the ROPE model for creating positive interdependence (resource interdependence, obligation interdependence, product interdependence, environmental interdependence).
5. Explain the purpose of "cooperative starters" and the decisions involved in creating them: the cognitive *process* they will use (perception, induction, analysis, comparison, idea-generation, prediction), the *content* for which they will be used, the *group configuration*, the *timing*, and the ways resources will be *limited*.
6. Create, implement, and evaluate cooperative starters.
7. Identify and explain the steps of the 3-D cooperative-learning lesson schematic (Direct, Do, Debrief).
8. Develop 3-D lesson activities that incorporate positive interdependence using each of the ROPE elements: *resource interdependence* (limiting materials/tools, jigsawing), *obligation interdependence* (group rewards, group grades), *product interdependence* (group products), and *environmental interdependence* (the classroom arrangement, teaching students interpersonal skills, group identity).
9. Identify and explain the procedures used to plan and create each step of 3-D lessons: *direct* (identify the compelling whys of the content; plan which thought processes will be used, which interpersonal skills will be practiced, the group configuration, and the lesson duration); *do* the lesson (identify which ROPE elements will be used, plan the activity, prepare observation forms to monitor and observe); and

- debrief* the lesson (prepare debriefing statements and questions to debrief both the success in practicing the interpersonal skill and learning the subject matter).
10. Identify and discuss specific instructional skills teachers need to use as they implement and facilitate 3-D lessons in their classrooms: *direct* (invite participation by creating a T-chart for the interpersonal skill being practiced); *do* the lesson (facilitate, respond to negative behaviors, use observation forms to monitor and observe, including tools for observation and the MOLE skills for effective facilitation—move in, observe and share, learn students’ viewpoints and clarify them, and expect students to explore options and find their own solutions); and *debrief* the lesson (use pre-designed debriefing statements and questions to debrief both the success in practicing the interpersonal skill and of learning the subject matter).
 11. Identify and explain the skills students need to learn as participants in cooperative learning activities of 3-D lessons: the four PALS skills that guide basic interaction (participate, attend, listen, stay on task); specific interpersonal skills students can develop during cooperative-learning activities (encouraging others, checking for understanding, paraphrasing, disagreeing politely, etc.); problem-solving and decision-making skills; and debriefing skills.
 12. Plan, implement, and evaluate a 3-D lesson in his/her classroom, using the ROPE elements as criteria and the 3-D lesson plan form to develop each step.
 13. Teach students the skills they need to be successful during cooperative-learning activities.
 14. Generalize course content to reflect how the multicultural and diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
 15. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills learned in this course.
 16. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Institutional Outcomes

(To be listed here)

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature

Topical Outline

List of Concepts

Course Overview

Course objectives, characteristics of group work, a working definition of cooperative learning, managing the learning task in three ways (individualization, competition, and cooperation), characteristics of each approach, research about skills students need in the 21st century, the cooperative-learning continuum, overview of major course components, research base for cooperative learning

Cooperative Starters

Research regarding the “starter” approach; definition of “starters” examples of starters; educational purposes of starters; the Questions for Life™ framework; decisions involved in creating cooperative starters: *process* (cognitive processes to use—perception, induction, analysis, same/different, idea-generation, prediction), *content* (subject matter), *group configuration* (group size of 2-5), *timing* (before, during, and after a lesson), *how to limit resources* (one product, one role, one material, one space); introduction to the ROPE model of positive interdependence (resource, obligation, product, and environment); The Power of One as an introductory tool for creating resource interdependence in cooperative starters (*one product, one role, one material, one space*); types of cooperative starters (perception, induction, analysis, same/different, idea, prediction); combining process and content

Introduction to the Cooperative Learning 3-D Model

Research basis for the 3-D Model, the two major thrusts of the 3-D Model of cooperative-learning lesson planning (subject matter and interpersonal skills), the 3-D lesson schematic (Direct-Do-Debrief), assigning both subject-matter and interpersonal-skill objectives in the Direct step, how students work simultaneously on both objectives during the Do step, how both learning and teaching are enhanced by the Debrief step

ROPE Strategies for the 3-D Lesson Model

ROPE strategies for creating resource interdependence (limiting content resources, limiting tools, jigsawing), ROPE strategies for creating obligation interdependence (group rewards, group grades), ROPE strategies for creating product interdependence (group assignments, group projects), ROPE strategies for creating environmental interdependence (physical arrangement of classroom, group norms, group identity)

Processes Involved in 3-D Cooperative Lessons

Direct: compelling why for teaching interpersonal skills, the PALS model for creating group norms (participate, attend, listen, stay on task), direct teaching of PALS, “inviting PALS,” miscellaneous interpersonal skills associated with each element of the PALS model, method for teaching interpersonal skills, building a T-chart

Do: identifying the interpersonal skill to be practiced before the lesson begins, strategies for teacher observation and monitoring while students work in groups, descriptive or numerical group-observation forms, individual observation forms

Debrief: compelling whys of debriefing, steps for debriefing interpersonal skills, examples of interpersonal-skill debriefing questions, debriefing scripts, debriefing subject matter, steps for debriefing subject matter, process debriefing questions using Questions for Life

Designing 3-D Lessons

Decisions to make during the lesson-design phase, the modeling and analysis of a 3-D lesson, anatomy of the 3-D Model for lesson planning, the procedures involved in planning each step (using the 3-D lesson model as a guide):

Direct: subject-matter objective, compelling why, process(es), cue words, group configuration, duration, materials needed, directions, ROPE element and associated roles, interpersonal skill objective, compelling why, T-chart

Do: type of observation form (descriptive or numerical), format for observation (whole class, individual groups, individual group members)

Debrief: debriefing statement and questions for both interpersonal skill and subject matter, format for how groups will complete the debriefing task, plans for future improvement

Entering Groups: Now or Later?

Research about teacher intervention during student group work; types of problems that can arise during group work; flagrant vs. frequent misbehaviors; understanding when to intervene in group-work interactions and how the point of entry affects the outcome of the intervention; benefits of not intervening immediately; benefits of immediate intervention; differences between interactionist (coaching) vs. interventionist (rescuing) responses; the MOLE model for interactionist immediate entry (move in, observe and share to get students talking, listen to understand the problem and clarify it, guide students to explore options and solutions); communication skills to improve interventionist capabilities (Confirmatory Paraphrase, Contingent Action Proposal)

Cooperative Learning: Beliefs and Your Frame of Mind

Ways in which beliefs affect behaviors and outcomes; how beliefs affect an educator's ability to be an interactionist rather than an interventionist; short- and long-term outcomes of interacting vs. intervening; the importance of the interactionist approach to student development of responsibility, empowerment, and commitment to the group; how to choose the ways in which we allow our perceptions to affect our behavior; realistic perceptions of what cooperative learning is and can do for students

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are six assessments in this course, for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Cooperative Starters	20		1, 2, 3, 4, 5, 6
Assessment No. 2:	3-D Lesson Plan 1	15		1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16
Assessment No. 3:	3-D Lesson Plan 2	15		1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16
Assessment No. 4:	3-D Lesson Plan 3	15		1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16
Assessment No. 5:	3-D Lesson Plan 4	15		1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16
Assessment No. 6:	MOLE	20		1, 2, 3, 11, 13, 14, 15
Total		100		

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Materials

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective

responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed here)

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes

when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	1, 2, 4, 6, 9, 10, 11, 12, 14, 15, 16
Standard 10: Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	14, 15, 16,

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.
© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs understand how students develop and learn.	1, 2, 3, 4, 9, 10, 11, 12, 13, 14, 15
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4, 5, 14, 15, 16
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15
NBCTs are also concerned with the development of character and civic responsibility.	3, 8, 11, 13, 14
 Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 6, 12, 13, 14
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 6, 8, 9, 10, 11, 12, 13, 14
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
 Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs know how to assess the progress of individual students as well as the class as a whole.	1, 2, 3, 4, 5, 12, 13, 14
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	1, 2, 3, 5, 13, 14, 15
 Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 3, 4, 5, 6, 7, 8, 14, 15, 16
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 3, 4, 5
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 16

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	1, 2, 9, 10, 11, 12, 14, 15, 16
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	2, 3, 4, 5, 14, 16
They work with other professionals on instructional policy, curriculum development and staff development.	2, 3, 4, 5, 14, 16
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	1,2, 3, 4, 14, 15, 16
They know how to work collaboratively with parents to engage them productively in the work of the school.	1, 2, 3, 9, 10, 11, 13, 14, 15, 16

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