

Strand 6: Learning Strategies and Teacher Education for DEIB+

Paper Presentation

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Cooperative work as a strategy for meaningful learning

Dr. Miriam Martinez

UDIMA, Spain; miriam.martinez.mu@udima.es

As technology and society evolves and advances, Cooperative Work education becomes increasingly essential. By including it comprehensively in the classroom, it provides opportunities to prepare the new generations to face important challenges. It requires the use of innovative and alternative methods of teaching and learning, such as projects, laboratory practices and technological tools. And it allows the development of skills such as analysis, documentation and problem solving, supporting them to deal with situations in their daily lives.

The main objective of the paper is to show education professionals (teachers, counselors...) what the methodology of cooperative work consists of in three different educational stages: infant, primary and secondary.

Providing a basic and advanced kit of proposals applicable in all subjects to work cooperatively and serve the great diversity of students we have in the classrooms. So that they can improve their skills.

This methodology has been applied in educational centers in Spain for two years.

Cooperative work increases performance in the learning process: self-imposed work objectives by the students themselves, enhance the effort to achieve good results more than objectives imposed from outside.

When developing activities in teams, it is essential to find the balance point between group and individual social expectations. Each student and each group is different and it is necessary to adjust the methodology to adapt it to the particular demands. Just as there will be those who are easily willing to learn and collaborate, there will be those who are distant and will demand more confidence and encouragement from us to be motivated.

The main characteristics of this methodology are:

- Students are the main part.
- Motivational and meaningful.
- Teamwork.
- Complements other methodologies.

- Contributes to the development of social skills, inclusiveness and attention to diversity.

The keys of Cooperative Work are:

- . Focus
- . Formal team
- . Core team
- . Kit
- . Spaces
- . Times
- . Roles
- . Visible thought
- . Assess
- . Families

The roles of cooperative learning are not categorized by the founders of the method, but, generally, these four roles are shared:

1. Secretary

Think analytically: order, verify and correct.

Record work and order materials.

Critique ideas and ask questions to check that they are consistent.

2. Spokesperson

Average between the group and the teacher.

Synthesizes and integrates the work of the group to transmit it to the teacher.

Get material and resources for the group.

3. Coordinator

Give ideas and implement brainstorming techniques.

He generates a good atmosphere, is optimistic and encourages the participation of all group members.

Broaden perspectives, ask questions, seek information, and generate responses beyond the group's first response.

4. Controller

Observes and guides the work globally.

Distributes tasks, checks that deadlines are met, and leads group self-assessment.

Supervises the order of speaking turns.

The cooperative work evaluation task demands the permanent observation of the group interaction through which it is possible to generate an individual and collective follow-up of the learning process that the work team is going through.

The joint construction of instruments that allow the evaluation of the processes that are being fulfilled, allows obtaining a more precise reading of the difficulties and the achievements that are being presented.