**Overview of Selected Cooperative Learning Structures**

**Structure**

**Brief Description**

**Functions (Academic & Social)**

**TEAMBUILDING**

**Roundrobin**

Each student in turn shares something with his or her teammates.

Expressing ideas and opinions, creating stories. Equal participation, getting acquainted with teammates.

**CLASSBUILDING**

**Corners**

Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.

Seeing alternative hypotheses, values, and problem-solving approaches. Knowing and respecting different points of view, meeting classmates.

**COMMUNICATION BUILDING**

**Paraphrase**

**Passport**

Students correctly paraphrase the person who has just spoken and then contribute their own ideas.

Checking comprehension. Giving feedback. Sharing ideas.

**Spend-a-Buck**

Each student is given four quarters to spend any way he or she wishes on the items to be decided. The team tallies the results to determine its decision.

Decision making. Consensus building. Conflict resolution.

**Group**

**processing**

Students evaluate their ability to work together as a group and each member's participation, with an aim to improving how the group works together.

Communication skills. Role-taking ability.

**Match Mine**

Students attempt to match the arrangement of objects on a grid of another student using oral communication only.

Vocabulary development. Communication skills, role-taking ability

**MASTERY**

**Numbered**

**Heads Together**

The teacher asks a question: students consult to make sure everyone knows the answer. Then one student is called upon to answer.

Review, checking for knowledge,

comprehension.

**Send-a-Problem**

Each student writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group.

Review, checking for comprehension.

**Cooperative**

**review**

Students engage in a variety of games to review the week's material.

Review, checking for comprehension.

**CONCEPT DEVELOPMENT**

**Three-Step**

**Interview**

Students interview each other in pairs, first one way, and then the other. Students share with the group information they learned in the interview.

Sharing personal information such as hypotheses, reactions to a poem, conclusions formed from a unit.

Participation, listening.

**Brainstorming**

Students encourage each other to generate ideas regarding a particular topic or problem and build upon each other's ideas.

Generating and relating ideas.

Participation, involvement.

**Group**

**discussion**

The teacher asks a low-consensus question. Students talk it over in groups and share their ideas.

Sharing ideas. Reaching group consensus.

**Think-Pair-Share**

Students interview each other in pairs, first one way, and then the other. Students each share with the group information they learned in the interview.

Sharing personal information such as hypotheses, reactions to a poem, conclusions form a unit. Participation and listening.

**Team Word-Webbing**

Students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and relating ideas.

Analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts. Role-taking.

**MULTIFUNCTIONAL**

**Roundtable**

Students pass a paper and pencil around the group. Each student in turn writes an answer. In Simultaneous Roundtable, more than one pencil and paper are used at once.

Assessing prior knowledge, practicing skills, recalling information, creating cooperative art. Teambuilding, participation of all.

**Partners**

Students work in pairs to create or master content. They consult with partners from other teams. They then share their products or understanding with the other partner pair in their team.

Mastery and presentation of new material, concept development. Presentation and communication skills.

**Co-op Co-op**

Students work in groups to produce a particular group product to share with the whole class; each student makes a particular contribution to the group.

Learning and sharing complex material, often with multiple sources. Evaluation, application, analysis, synthesis. Conflict resolution, presentation skills. Planning, group decision making.

**Group**

**investigation**

Students identify a topic and organize into research groups to plan learning tasks or sub-topics for investigation. Individual students gather and evaluate data and synthesize findings into a group report.

Application, analysis, inference, synthesis, evaluation. Planning, group decision making.

**Jigsaw**

Each student on a team becomes an expert on one topic by working with members from other teams assigned the corresponding expert topic. Returning to their teams, each student takes turns teaching the group and all students are assessed on all aspects of the topic.

Acquisition and presentation of new material, review, informed debate. Interdependence, status equalization.

\*Adapted and expanded by L.V. Pierce from Kagan (in press) and Kagan (1990).