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It should not be confused with cooperative education or cooperative studies. This article has several problems. Please help improve it or discuss these problems on the discussion page. (Learn how and when to remove these messages from the template) This article has a clear quoting style. Used references can be clearer with a different or consistent style of quotation and footnotes. (April 2011) (Learn how and when to remove this template message) This article may require cleaning quality Meet Wikipâ © day patterns. No cleaning reasons was specified. Please help improve this article if you can. (May 2010) (Learn how and when to remove this template message) The neutrality of this article is contested. Relevant discussion can be found in the discussion page. Please do not remove this message until the conditions to make you are attended. (August 2013) (Learn how and when to remove this template message) (Learn how and when to remove this message template) cooperative learning is an educational approach that aims to organize classroom activities in academic and social learning experiences. . [1] There is much more for cooperative learning than simply organizing students in groups, and has been described as "positive interdependence structure." [2] [3] Students should work in groups to complete tasks collectively toward academic goals. On the contrary of individual learning, which can be competitive by nature, students who learn in a cooperative way can capitalize on each other resources and skills (asking each other for information, evaluating one of the other Ideas, monitoring one of the other work, etc.). [4] [5] In addition, the role of the teacher changes to give information to facilitate student learning. [6] [7] Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, open upper raciocyus tasks, and involve creative. [8] Cooperative learning has also been associated with increased levels of satisfaction of students. [9] Five essential elements are identified by the successful incorporation of cooperative learning in the classroom: [10] individual interdependence positive and group responsibility Promoter interaction (face to face) Teaching students the processing needed interpersonal groups and small skills of the group. According to Johnson and Johnson's meta-analysis, students in cooperative learning environments in comparison with those in individualistic or competitive learning environments, get more, reasons better, gain greater self-esteem , as classmates and more learning tasks and have more perceived social support. [11] History Before World War II, Social Teemics, like Allport, Watson, Shaw, and Mead began to establish the cooperative learning theory after discovering that group work was more effective and efficient in quantity, quality and global productivity when compared to working alone. [12] However, it was not until 1937, when researchers may an doob [13] found that people who cooperate and work together to achieve common goals were more successful in achieving results, than those who struggled independently to complete the same goals. In addition, they discovered that independent entrepreneurs had a greater likelihood to display competitive behaviors. Philosophers and psychoons in the days of 1930 and 1940, as John Dewey, Kurt Lewin, and Morton Deutsh also influenced the cooperative learning theory practiced today. [14] Dewey believed that it was important for students to develop social skills and skills that could be used - out of the classroom and democratic society. This theory portrayed students as active knowledge receptors discussing information and responses in groups, involving in the process of learning together instead of being liability receptors of information (for example, teacher speaking, students listen). Lewin contributions for cooperative learning were based on the IDAs to establish relationships between members of the group in order to carry out successfully and The purpose of learning. Deutsh's contribution to cooperative learning was positive social interdependence, the idea that the student is responsible for contributing to the knowledge of the group. [14] Since then, David and Roger Johnson is actively contributing to the theory of cooperative learning. In 1975, they identified cooperative learning promoted a member taste, better communication, high acceptance and support, as well as an increase in a variety of thought strategies between the individuals in the group. [15] Students who have shown to be more competitive lacked in their interaction and confidence with others, as well as in their emotional involvement with other students. In 1994, Johnson and Johnson published the five elements (positive interdependence, individual responsibility, face facial interaction, social skills and processing) essential for effective group learning, fulfillment and social, personal and cognitive skills of Superior Order (for example, troubleshooting, reasoning, decision making, planning, organization and reflection). [16] Theory of Social Interdependence of the Teeter Base: Social interdependence exists when the results of individuals are affected by their own actions and others. [17] There are two types of social interdependence: positive (when the actions of individuals promote the realization of joint and negative goals (when the actions of individuals obstruct the achievement of the objectives a from the other). Social interdependence can be differentiated from social dependence, independence and helplessness. Social dependence exists when the achievement of the purpose of the person is affected by the B-person actions, but the reverse is not true. Social independency exists when the achievement of the goal of the person is not affected by the B and Vice versa actions. Social helpless exists when neither the person nor other can influence the achievement of goals. [11] Kurt Lewin propores that the essence of a group is the interdependence between members resulting in the group being a whole dynamic for a change in the state of any member or subgroup changes the status of any other Member or subgroup. Group members are interdependent made through common goals. As members perceive their common goals, a tension state emerges that motivates movement toward achievement of objectives. [18] [19] Morton Deutsch extended the lewin's notions examining how the voltage systems of different people can be interrelated. He conceptualized two types of social interdependence - positive and negative. Positive interdependence exists when there is a positive correlation between the attackers of the objectives of individuals; Individuals realize that they can achieve their goal if and only other individuals with whom are cooperatively linked to achieve their goals. Positive interdependence results in promotive interaction. The negative interdependence exists when there is a negative correlation between the realizations of the objectives of individuals; Individual realize that they can get their goals if and only if the other individuals with whom they are competitively as they do not get their goals. Negative interdependence results in oppositional interaction or content. No interdependence exists when there is no correlation between the realizations of the objectives of individuals; Individuals realize that the achievement of their objectives is not related to the achievement of the objective of others. The Básica premise of social interdependence theory is that the participants' goals are structured determines the ways in which they interact and the interaction pattern determine the results of the situation. [20] [21] Formal cooperative learning types is structured, facilitated and monitored by the educator over time and is used to achieve group goals in the task work (for example, completing a unit). Material or course assignment can be adapted to this type of learning and groups can range from 2 to 6 people with discussion with a few minutes to an integer permit. Types of formal strategies of cooperative learning include: puzzle puzzle puzzle Assignments involving the resolution of group problems and laboratory decisions or experiment tasks the pair review work (for example, editing the presentation tasks). Have experience and skill development with this type of learning usually facilitates informal and base learning. [22] The activities of puzzle are wonderful because the student takes the role of the teacher in a certain topic and is responsible for teaching the topic to a classmate. The idea is that if students can teach something, they have already learned the material. Informal cooperative learning incorporates group learning with passive teaching, attracting attention to the material through small groups throughout the lesson or discussion at the end of a lesson And typically involves groups of two (for example, tour-to-your-partner discussions). These groups are often temporary and can change their lesson to the lesson (very different from formal learning where 2 students can be laboratory partners throughout the semester, contributing to the knowledge of the of the other). Discussions usually have four components that include a response to the questions asked by the educator, sharing answers to the questions asked with a partner, listening to the answers from a partner to the same question and creating a well-developed new response. This type of learning allows the student to procession, consolidate and maintain more information. [22] In group-based cooperative learning, these pair groups are maintained in the long run (for example, over a year, or several years, as in the secondary or secondary education) to develop and contribute to the domain of the topical knowledge regularly discussing the material by encouraging each other and supporting the academic and personal success of the members of the group. Base Group Learning (for example, a long-term group of study) is effective in learning the complex learning subject throughout course or semester and establishes relatives of peers, which, in turn, motivates and strengthens The student's commitment to the group's education, increasing estimates and self-esteem. Approaches from the base group also make students responsible â € â € â € - educating their group of peers in case a member is absent for a lesson. This is effective both for individual learning as well as social support. Elements Johnson and Johnson (2009) postulated five variables â € â € - which measure the efficacy of cooperation. [11] Brown & Ciuffelli Parker (2009) and Syltala (2010) discuss the 5 basic and essential elements for cooperative learning: [23] [24] [25] Students of positive interdependence should participate fully and put effort within your group each member of the task / paper / responsibility group, so it must believe that they are responsible â € â €