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SOME BACKGROUND TIPS:

In order to make the activity easier, there are some tips for the teachers to follow when developing the activity. They are a selection from different sources and literature related to cooperative methodologies.

Each group have a list of rules to follow.

The desirable procedure would be that the students chose their own rules, so that they would assume a compromise. Nonetheless, here we have a list of rules that could be an example to be suggested to the students:

1. Share everything.
2. Work in silence, and only speak quietly if necessary.
3. Wait for your turn before speaking aloud.
4. Accept agreed decisions.
5. Help the others.
6. Ask for help when necessary.
7. Do not reject help from your partners.
8. Do my work.
9. Take part in the group work and activities.
10. Students must comply with these rules and make sure the others also do it.



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Within each group, every single member has a specific role.

It is advisable that each team has a pack of cards that describe the different possible roles. In on side it can be written the role name, and in the other the designated tasks for this role. An example of some roles for a team can be the following:

- a. Coordinator: s/he coordinates all the materials, controls timing, makes sure participants respect the others when speaking...
- b. Secretary: s/he takes notes of all the agreements, fills in the forms...
- c. Responsible of organization: s/he controls the voice level of the team members, makes sure the team keeps to their tasks and objectives.
- d. Responsible of fostering participation of all the team members: s/he encourages every team team member to take part in discussions, and offers support.
- e. Observer: s/he registers the different behaviours each team member adopts and checks whether they are suitable or not to the designated roles.

Each group has a plan and they regularly evaluate their performance in order to improve.

Before starting the activity the team designs a plan specifying the objectives and the steps to be followed in order to improve.

An example of a team plan can be as follows:

PLAN - TEAM N°	
Team name:	Level:
Academic Year:	Plan validity:
Role distribution	
Role	Responsible
[...]	[...]
Team objectives	
1. Progress towards our objectives	
2. Make a proper use of time	
3. Finish our tasks within the time planned	
4. Help each other	
[...]	
Personal compromises	
Name	Compromise

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HOW TO EVALUATE THE ACTIVITY: GROUP RUBRIC ASSESSMENT

When working in teams there are many ways to assess the cooperative work (individual evaluation, group evaluation, self-evaluation, teacher evaluation...). Nonetheless, we have only chosen some group evaluation criteria in order to simplify the assessment process. It would be very accurate to combine it with an individual evaluation (or any other type) to make clear that all the objectives –not only group objectives, but also individual ones- are achieved. Because we are only proposing a short activity, the teacher should be able to include this brief evaluation in all the other observations done during all the course, so this one would be just one more.

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Evaluation criteria	Not Yet Meeting Expectations	Approaching expectations	Fully Meeting Expectations	Exceeding Expectations
Plans in advance, in order to achieve the desired objectives, taking into account the activities, task distribution, timing and the required materials.	Plans satisfactorily taking into account the four criteria.	Plans satisfactorily taking into account three criteria.	Plans satisfactorily taking into account two criteria.	Plans satisfactorily taking into account only one criteria.
The group plan is innovative, allows for effectiveness, and includes improvement strategies, in relation to the goals to be achieved.	The designed plan is neither effective, nor innovative and it does not include improvement strategies.	The plan fulfils one of the mentioned criteria.	The plan fulfils two of the mentioned criteria.	The plan fulfils three of the mentioned criteria.
Working atmosphere in the team	Group members are not able to work together and neither do they establish a dialogue with each other and they don't reach agreements.	Group members are able to work with each other but they need help from teachers in order to establish a dialogue and reach agreements.	Group members are able to work with each other and, when conflicts arise, they establish a dialogue and reach agreements.	Group members are able to work with each other and when conflicts arise they promote dialogue and reach agreements.
Level of participation of the group members (assuming each group has at least 4-5 participants)	Only one (or none) of the group members is actively taking part in the required tasks.	Two group members is actively taking part in the required tasks.	Three or four group members is actively taking part in the required tasks.	All of the team members are actively involved in the required tasks.
Role compliance.	Only one (or none) of the group members is accomplishing the designated tasks to their roles.	Two group members is accomplishing the designated tasks to their roles.	Three or four group members is accomplishing the designated tasks to their roles.	All of the team members are accomplishing the designated tasks to their roles.

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Sources:

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