

Cooperative Teaching: *Learning to cooperate and cooperating to learn*

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Cooperative Teaching

- ❖ Why adopt a cooperative teaching model?
- ❖ How is it different from other methods?
- ❖ What does this mean in practical terms?
- ❖ What kind of results does it produce?

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Why a Cooperative Teaching Model?

- ❖ Seeking coherence
 - A global approach
- ❖ Opportunity
 - Stiegler:
 - 21st Century = Century of Contribution
- ❖ Favourable Conditions
- ❖ Curiosity!

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How is it Different?

It's not only about teamwork!!!

Tableau B • Le travail en équipe : traditionnel ou coopératif?



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How is it Different?

- ❖ It is a learning theory that focuses on how a subject interacts with his/her environment as part of an active process that encourages the subject to expand and develop his/her knowledge and awareness of the world.
- ❖ Knowledge that is structured according to past experiences and knowledge.

(Legendre, 2005)

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Results of Research

We retain...*

- 10% of what we read;
- 20% of what we hear;
- 30% of what we see;
- 50% of what we see and hear;
- 80% of what we say;
- 90% of what we do!

* According to Alex Mucchielli

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How is it Different?

- ❖ A pedagogical approach...
- ❖ that requires participants to process information, establish relationships and carry out transfers...
- ❖ that makes sense of information and elicits interest for said information.

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Fundamental Values

- Openness
- Confidence and the right to make mistakes
- Commitment
- Fairness and equality
- Mutual assistance and solidarity
- Fun

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Training vs Educating

- ❖ Cooperative teaching is an organized teaching strategy intended to stimulate learning while encouraging the individual's overall development.

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How?

- ❖ By using structures that require cooperation to complete a given task.
- ❖ We will have to:
 - develop team spirit;
 - create interdependency and develop accountability;
 - group participants in an intended way;
 - encourage the expression of cooperative abilities;
 - foster critical thinking;
 - review the role of instructor.

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In Practical Terms...

- ❖ A work alliance
 - example

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Example - work alliance

MY EXPECTATIONS:

- Active participation
- Openness and consistency
- Intellectual freedom and immunity
- Critical feedback
- ...

→ What about yours?

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In Practical Terms...

- ❖ A work alliance
- ❖ Heterogeneous groups
 - example

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In Practical Terms...

- ❖ A work alliance
- ❖ Heterogeneous groups
- ❖ Setting the atmosphere
 - example

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Example - Setting the Atmosphere

- ❖ Complete the sentence:
"Should you one day feel like it, I could show you how..."
- ❖ Insert the paper into the envelop.
- ❖ Each person picks one paper, reads it and asks the others to guess its author. The author then introduces him or her self.
- ❖ Suggested duration: 10 minutes

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In Practical Terms...

- ❖ A work alliance
- ❖ Heterogeneous groups
- ❖ Setting the atmosphere
- ❖ Creating interdependency
 - example

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In Practical Terms...

- ❖ A work alliance
- ❖ Heterogeneous groups
- ❖ Setting the atmosphere
- ❖ Creating interdependency
- ❖ Cooperative abilities
- ❖ Journal
- ❖ Teacher as a facilitator

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Conclusion

Cooperative learning, much more than a pedagogical approach...
Sabourin, M. (2003)

An approach to organization and operation that encourages the delegation of power.

An approach to interrelations based on expected skills.

An approach to diversity perceived as enriching.

An approach to learning that allows 'students' to take center stage.

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Results

- ❖ Consideration
- ❖ Stronger relationships
- ❖ Long-lasting knowledge
- ❖ Lots of fun!

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A powerful lever

More cooperation...
→ Stronger cooperatives...
→ A better world!



"CO-OPERATIVE ENTERPRISES BUILD A BETTER WORLD"

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