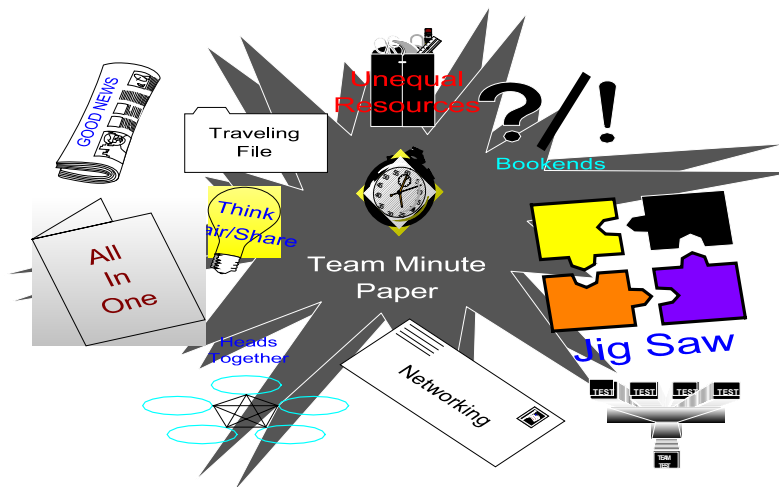


Busy, Noisy and POWERFULLY EFFECTIVE!



Cooperative Learning in the College Classroom

Handbook of Teaching and Learning Strategies

by

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All in One Teams

All in One Teams organize students onto teams for the primary purpose of increased mastery of course content. Simultaneously, teams provide students with the opportunity to build important social and group processing skills for their future career.

Initiate All in One Teams by assigning students to heterogeneous teams. Teams of four or five students are best. Group students on teams by their difference. The goal is to provide opportunities for students to learn to work with a diverse population of peers. Teams should represent gender and ethnic differences in the class. Establish All in One Teams early in the term so students can become acquainted with others in the class and begin to develop an intellectual, social, and emotional support system within the class.

All in One Teams can become the basic organizing unit for the classroom. Each class can start with a brief All in One Team meeting where students discuss out-of-class assignments, check homework, or provide relational support for teambuilding. During the class, All in One Teams perform and report on the learning tasks. At the end of class, All in One Teams can meet again to briefly summarize the lesson, celebrate success, and set goals for up-coming learning experiences.

Goals: Teambuilding, Group Processing, Framework for Performance Assessments

Notes for Implementation:

All in One Folders

Organize students on All in One Teams. Provide each team with a pocket folder. Ask students to engage in a get acquainted discussion. Ask them to write or draw words, phrases, or pictures on the outside of the pocket folder that represent individual differences on the team. Ask students to represent their similarities on the inside of the pocket folder. After the teambuilding discussion, ask students to determine an All in One Team name and write it on the outside of the pocket folder. Ask each team to give a summary report to the class. Each member of the team can introduce themselves to the class during the team report. Teams might think of a clever way to share their team name. Celebrate each team as they share.

The pocket folder becomes the All in One Team's All in One Folder. Use the All in One Folders as a classroom and team management tool. Place handouts and announcements in the folders before going to class. Collect daily homework and team class work in the All in One Folders. The folder encourages student learning teams to stick together. Students use the folder for daily dissemination and collection of classroom materials. The pocket folder - All in One Folder – helps faculty with classroom management and record keeping.

Goals: Teambuilding, Group Processing, Classroom Management, Framework for Performance Assessment

Notes for Implementation:

Rotating Team Roles

After assigning students to All in One Teams, assign roles! Leader, recorder, speaker, and encourager are basic roles for each team. Each student works one of the four roles for team learning activities. Rotate Team Roles every two weeks. This rotation of responsibility for team process allows time for students to learn and practice each role. Consider having All in One Teams brainstorm effective role behaviors. Provide constructive feedback during the learning phases of role development to help student's master these team tasks. Encourage students to find "real-world" applications of their team roles.

Just a note! Students report that without assigned roles, one student often gets "stuck" or becomes a "ball hog" – leading, writing, speaking – doing it all! Just as division of labor and the ability to engage in appropriate team roles contributes to workplace success, team roles are essential to successful classroom teams. Rotating Team Roles facilitate successful cooperative learning classroom teams and translate to important learning for workforce skills.

Goals: Teambuilding, Team Process, Individual Responsibility, Individual Accountability, Group Processing, Social Skill Development

Notes for Implementation:

Team Ground Rules

Establishing Team Ground Rules is a useful step for developing successful classroom learning teams. The class period after you have established All in One Teams and All in One Folders, ask students to turn to their teams and generate a list of agreed upon rules for behavior when working as a classroom team. Ask student teams to arrive at rules by consensus, include them in the All in One Team Folder. Use Team Ground Rules to guide team behavior and assessments.

These are typical Team Ground Rules from student learning teams:

- Do your homework
- Work your team role
- Contribute to the team's success
- Make decisions by consensus
- Conflict is okay
- Express feelings and opinions
- Celebrate the team

Occasionally, All in One Teams will experience difficulty performing learning tasks or working together. Monitoring individual student behaviors related to Team Ground Rules will probably reveal potential sources of inter-group conflict. Facilitate positive resolution of group tensions by asking All in One Teams to revisit Team Ground Rules on a regular basis. Mindfulness of Team Ground Rules will usually take care of potential problems. If the instructor needs to facilitate an All in One Team meeting where team concerns are discussed, refer to the Team Ground Rules to find common ground and commitment among team members.

Goals: Team Processing Teambuilding, Individual Responsibility, Positive Interdependence, Social Skill Development

Notes for Implementation:

Keeper of the Bridge

The Keeper of the Bridge fosters authentic opportunities for positive interdependence among students on All in One Teams. Each team selects a member to be the Keeper of the Bridge. As with all team tasks, each team member should get an opportunity to perform this role during the class.

The Keeper of the Bridge is a team member who is ready to keep track of notes, assignments, and team activities if a fellow team member is absent. The Keeper of the Bridge collects handouts, takes careful notes on class activities, and records the required assignment. Teams may decide that the Keeper of the Bridge telephones or emails the absent student – or perhaps the absent student meets with the Keeper of the Bridge upon returning to class.

First users of this tool express concern that the Keeper of the Bridge might sabotage classroom attendance and make excessive work for diligent students. Quite the contrary, when used in concert with All in One Teams, this cooperative learning tool taps pro-academic peer pressure operative on teams and actually encourages rather than discourages attendance. When students must be absent from class, the Keeper of the Bridge helps build positive interdependence and relational support among team members.

Goals: Team Processing, Relational Support, Teambuilding, Positive Interdependence

Notes for Implementation:

Gifts

Gifts is both an attitude and an engagement strategy. Dr. Sara Lightfoot, Harvard School of Education, notes that classrooms should be environments where students are rewarded for their talents and “gifts.”

Initiate this teaching and learning strategy by asking students’ to reflect on the “Gifts” they bring to the classroom. Ask students to write down their Gifts and share them with a partner. Be prepared. Students have been enculturated to believe that telling someone about their talents is “bragging.” We know, of course, that the ability to identify one’s strengths will be a critical asset as student move from school to work. Importantly, students will also reap self-esteem benefits from thinking about and sharing their Gifts.

Encourage self-esteem and teambuilding by providing opportunities throughout the term for students to recognize their Gifts and the Gifts of others. Provide informal and structured opportunities for classmates and teammates to communicate Gifts.

Goals: Engagement, Classbuilding, Self-Esteem

Notes for Implementation:

Buzz Groups

Buzz Groups engage students with each other and the content of the course. Buzz Groups provide a structured classroom time for processing key ideas.

Students are asked to join a team of four or five students to discuss text, class, clinical, or technical concepts. Freely discussing the concepts students master the content as they speak, argue, defend, and explain their point of view.

Students learn how to advance and support their ideas as they contribute meaningfully to the discussion in Buzz Groups. Listening skills can be taught, practiced, and developed as a critical skill set for today's workplace as students work together on these informal teams.

Goals: Mastery, Application

Notes for Implementation:

Good News!

Good News is a strategy for engagement. Good News allows students to share meaningful events, ideas, and feelings with each other at the beginning of the class period. Good News is built upon the philosophy of Ugo Betti who said, "Inside everyone is a piece of good news just waiting to get out."

To initiate Good News ask students to turn-to-a-partner and share a piece of good news. Student may share information about their schooling, family, hobbies, etc. Ask volunteers to share their news with the class. Celebrate each student's good news.

Good News is a positive and energizing start to the class period. Good News also offers a cohesive teambuilding experience that is positively correlated with high achievement and task productivity.

Goals: Engagement, Classbuilding

Notes for Implementation:

Five on Friday

Honest and open assessment of movement toward mastery of learning is critical. Too often we wait until mid-term or final exams to assess student learning. Checks for comprehension at regular intervals during the term are more likely to yield learning success. Five on Friday is a mastery assessment strategy that will help faculty and students know where they stand with regard to mastering the content and skills of a course.

Take five minutes of class time at the end of each week and ask students to discuss key concepts learned during the week. Encourage students to provide positive feedback to each other about learning success. Encourage students to express concerns about learning that is confusing, troublesome, and difficult.

This short five-minute conversation will help students realize that they are members of a community of learners. Many students will begin to recognize that they are not alone in their concerns. Frequently students are amazed at how much they learned during the week. All students will appreciate the opportunity to check their progress and celebrate their learning. Importantly, Five on Friday will help the instructor better understand student learning – conceptions and misconceptions about the content of the week.

Goals: Mastery, Application, Classroom Assessment, Performance Assessment

Notes for Implementation:

Think Pair Share

This is a simple, yet, invaluable classroom strategy. Think Pair Share engages all students in the academic lesson. Use Think Pair Share to start the class discussion of outside reading. Use it to summarize a section of the lesson. Use it when you see that you have lectured too long and students are starting to lose interest in the lesson. Use Think Pair Share periodically throughout the lesson to help students clarify, reinforce, and/or apply the content of the lesson.

Ask a question of the class requiring critical thinking, application, synthesis or evaluation. Encourage students to “Think” privately about the question and their answer for a couple of minutes. You can ask students to make notes of the question and their thoughts.

Next, ask students to “Pair” with a classmate to discuss the question and answers. Use this time as the instructor to move among students to assess student responses and learning. Give students plenty of time to discuss the question in detail.

Finally, ask volunteers to “Share” their discussion with the class. Involve the class in a summarizing discussion.

Goals: Mastery, Application, Classroom Assessment, Performance Assessment

Notes for Implementation:

One Minute Paper

The One-Minute Paper is a frequently used classroom assessment strategy popularized by Angelo and Cross. This strategy has many other uses in addition to classroom assessment.

Use the One-Minute Paper as an out-of-class assignment to ensure that students are doing class preparation. Assign a short – One-Minute Paper – as a brief essay, reflection, problem set, etc. that summarizes pre-class preparation. When students arrive at class, provide a few minutes for students to turn-to-a-partner and share their One-Minute Papers. Collect the papers after the discussion to assess student preparation for and understanding of the lesson. When used as a pre-lecture out-of-class assignment the One-Minute Paper helps prepare students and provides motivation to complete important out-of-class assignments prior to the lesson for which they are due.

Use the One-Minute Paper as a lecture break to summarize important concepts to be mastered. Too often, we as instructors go on and on long after students have lost interest or the ability to retain information. Using the One-Minute Paper periodically throughout the lesson provides important lesson breaks so that students can catch up, clarify, reinforce, etc. the lesson.

Use the One-Minute Paper at the end of class. Ask students to take a minute before the end of class to summarize the day's lesson. Collect the papers to assess the lesson and students' learning.

Goals: Mastery, Application, Classroom Assessment, Performance Assessment

Notes for Implementation:

Muddiest Point

Begin class by asking students to reflect on reading, problems, or other homework assigned as out-of-class work.. Ask students to respond to the question: “What was the Muddiest Point in the assignment?” “What didn't you understand?” Encourage students to be as specific as possible about their Muddiest Points. Give time for students to turn to their texts for specific pages, problems, or concepts. Encourage students to write a brief half-page response discussing their Muddiest Points.

After completing the thinking and writing task to identify the Muddiest Points, students can turn to a partner or a team and see if others have the same Muddiest Points. Students should discuss and clarify the Muddiest Points of team members. Students can submit their Muddiest Points for the instructor to review as a classroom assessment technique.

The entire class can identify Muddiest Points and post them on the chalkboard. If several students have the same Muddiest Point, a teacher-facilitated discussion of the concept may be in order. If a wide variety of Muddiest Points emerge, have students trade Muddiest Points and work together in pairs or on teams to “clean-up” the Muddiest Points.

Goals: Mastery, Critical Thinking, Classroom Assessment, Performance Assessment

Notes for Implementation:

Pairs-Check

This is a simple strategy allowing students to demonstrate mastery and apply their learning in the context of helping behaviors in the classroom.

Students complete individual tasks. Homework, skills tests, and technical procedures to be performed on the job are all worthy tasks. When students arrive at class ask them to pair with a partner for Pairs-Check. Students exchange work to check, monitor, informally evaluate, practice, and review for mastery of the learning task.

This strategy can be used successfully for test review, to reinforce practice of skills, for peer coaching, or for problem solving. Pairs-Check allows student's time on task to master knowledge and skills. Use Pairs-Check as a vehicle to check comprehension, understanding, application and evaluation of a lesson.

Goals: Mastery, Application, Peer Performance Assessment

Notes for Implementation:

Bookends

Bookends is a strategy that does just that – bookends the lesson or learning experience! This teaching and learning strategy comes at the beginning and end of the lesson or learning experience AND holds it together!

At the beginning a class lesson or unit of instruction, ask students to take a few minutes to write down all the questions they have about the lesson. Students should be given enough time to think, write, and reflect.

After brainstorming individual questions regarding the lesson, ask students to pair with a partner to share their questions, concerns, and issues. Move among students to assess the kinds of questions students are sharing.

Ask student volunteers to share their questions, concerns, and issues with the class. Make a note of the questions. The instructor can record the questions on a chalkboard or flip chart for all to see. Students and instructor should not answer the questions at this point. Begin the lesson by simply listing questions without discussion or explanation.

The instructor then engages in direct instruction of the lesson, shows a film, introduces a guest speaker, has students complete clinical experiences, etc. At the end of the instruction, students revisit their own questions and the questions offered by classmates during the opening class discussion. Students should be encouraged to find the answers in the learning experience. Questions remaining unanswered or needing clarification are shared with the entire class, discussed, and answered by the instructor.

Goals: Engagement, Master, Classroom Assessment, Performance Assessment

Notes for Implementation:

Three Before Me

Use this tool when a written assignment or project is required. Assign a division of labor using a four person learning team. First, ask students to “trade” written assignments with a team member. Each team member does a peer assessment of the written assignment and returns the assignment to the original author. Using the feedback provided by team members, students edit/rewrite their assignments to incorporate the peer assessment.

After the first set of edits/rewrites students’ trade papers with a second member of their team. Again, this team member assesses the assignment and provides feedback to the original author. The author edits and rewrites.

Third, team members trade written assignments with the remaining member of their four-member team. This team member does a final check of the assignment for the original author. Edits/rewrites are completed as needed.

Finally, students submit their written work for teacher assessment.

Three Before Me encourages positive interdependence among team members while simultaneously improving the quality of written work submitted to the instructor. Moreover, students improve their own editing/proof-reading skills, knowledge of content, and ability to provide feedback to others.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Roundrobin

Roundrobin engages students in group discussions of key ideas from class. Ask students to work together on learning teams of four or five. Offer a question for students’ critical thinking, reflection, and discussion. Students on each team systematically take turns around the team circle while the team recorder writes down key words or phrases from each team member as he/she shares points of view.

The purpose of Roundrobin is to engage every student in the discussion by following a systematic structure for sharing. Students may offer new ideas in turn. Or, students may “pass” if they have nothing new to add at the time of their turn. Students may “pass” during one round and then offer an idea on the next. Passing does not eliminate students from the discussion. Passing simply indicates that a student has nothing new to add during this turn. The turn taking follows around the circle until the team exhausts all ideas and all students “pass” on their turn.

An open discussion follows the Roundrobin. The open discussion is usually lively and involves everyone’s ideas.

Goals: Mastery, Application, Critical Thinking

Notes for Implementation:

Prairie Fire

This teaching strategy is excellent for mastery learning. As students complete a unit of instruction use Prairie Fire as a check for comprehension of specific facts and information. This strategy is especially useful in courses that are content dense, date and/or fact specific, or courses requiring memorization of taxonomy.

Before going to class to use the Prairie Fire strategy, identify a list of concepts for student mastery. Transform the list of concepts into a list of questions on the concepts. Number the questions and write them on an overhead transparency.

In class, assign students to small learning teams of four or five members each. Assign a number to each learning team. Show the overhead transparency. Ask students to direct their attention to the question with their team's number. Students discuss their numbered question and prepare to answer it when called upon. Allow a few minutes for the discussion.

Prairie Fire begins by moving through the questions on the overhead by number. Call on each team to answer – doing so quickly – with no class discussion or teacher input. The answers spring up quickly all over the classroom – like a Prairie Fire. As each team shares its answer, other teams listen, note agreement or disagreement. At the end of all team answers return to a discussion of the questions with incorrect or varying answers. Clarify and discuss.

Goals: Mastery, Classroom Assessment, Performance Assessment

Notes for Implementation:

Send-a-Problem/Solve-a-Problem

This learning strategy can be used as an energizing start to class. Ask students to prepare a “problem” from the lesson. The problem may be a question from the out-of-class assignment, review question for a class exam, a marathon problem in math or science, questions at the end of the text chapter, clinical or technical application question/problem.

Students may prepare individual problems or if you are using teams, each team can prepare a problem. Ask students to write the problem down, and “send” the problem to an adjoining student or team. This student or team works to “solve” the problem. After solving the problem, students and/or teams record the answer to the problem and attach it to the original problem. The problems may be sent back to the originator to be checked or on to another student/team to be checked. Close with a class discussion of problems and solutions.

A variation on this strategy is to have the solving student/team prepare a visual aid representing the problem and the solution. Provide class time for students to make brief presentation to the class on the problem and solution using the visual aid that they have developed.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Traveling Files

Traveling Files is a strategy that allows students to think critically, apply their knowledge and skill, and work together on supportive classroom dyads or teams.

Prepare Traveling Files by finding or developing questions or cases related to the content to be mastered by students. The questions at the end of text chapters are a good source of Traveling Files questions. Write one question or case for each file. Prepare enough files for your class organized into dyads or small teams. If you class has 30 students you will need to prepare 15 folders if you plan on using this strategy with dyads. If you plan on assigning students to 5 person teams you will need to prepare 6 folders.

During class ask students to form a dyad or team. Each dyad or team receives a Traveling File with a question or case to discuss. Each dyad or team discusses the question. Each dyad or team will need to select a recorder who will prepare a short written response to the question. Time allowed for this discussion will depend on the complexity of the question or case. For questions with straightforward answers a few minutes of class time may be enough to discuss and answer the question. Complex case studies may take 15-20 minutes or longer. The instructor will need to monitor dyads and teams to determine time on task.

After discussing and preparing a written summary each team passes their Traveling File to an adjoining dyad or team. Students now have a new question with the written response provided by classmates. The new dyad or team reviews the question and the written response. These students now extend, clarify, argue, or agree. The recorder again summarizes the discussion and includes the summary in the Traveling File. This process continues as many times as the instructor believes necessary to facilitate mastery and application of the content in the Traveling Files. A full class discussion should follow Traveling Files.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Envelope Please

Prepare large manila envelopes with cases, examples, or artifacts related to learning outcomes to be mastered by students. Ask students to form a dyad or team. Give each dyad or team an envelope. Each dyad/team discusses the content of the envelope and prepares a short written response and encloses the response in the envelope. After appropriate discussion and writing time, students may pass their envelope to another learning dyad/team. This dyad/team checks the contents of the envelope and the response from the previous team. Students may also share their envelope and findings in front of the class. Envelopes may be collected and opened by the teacher. Have fun with this one! Ask for the “Envelope Please” as if a presenter at an awards show!

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Jigsaw

This teaching and learning strategy encourages students to take responsibility for their learning. This strategy is designed on the philosophy that we learn something best by teaching it. Jigsaw requires students to become experts on a sub-set of the content and then to teach the content to classmates.

Assign students to four person learning teams. Divide the lesson into four key modules. Each individual student on the learning team becomes an expert on one of the four key modules of the lesson.

Students first group together with their assigned learning team. Students identify the module of the total lesson for which they will be responsible. Ask student to number off. All the number 1's from each of the learning teams gather together to study module 1. All the students with the number 2's gather to study module 2 --- 3's to study module 3 --- 4's to study module 4. In this way the original four-person team is now divided around the classroom with like-numbered students from other teams.

Each individual student is asked to become an expert on the module to which he/she is assigned. In this way each member of the learning team becomes an important Jigsaw puzzle piece for the team's understanding of all the content of the lesson.

Carefully monitor students as they work through the modules. Take care to clarify content and check comprehension as students work to master learning. When students believe they have mastered the content or skill of the lesson, ask them to develop a plan for teaching it to their teammates. Ask students to prepare a visual aid as a part of their teaching strategy.

Each student now returns to his/her original learning team. Students take turns teaching the content or skill of their Jigsaw module to the students on their learning team. Again, monitoring students as they teach will ensure correctness of content and skill. Provide ample time for questions and answers as learning teams move through the modules. Celebrate the Jigsaw teaching of all students.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Topic Experts

Assign out-of-class reading, research, and/or a field experience. When students arrive at class, ask them to join a partner or a team. Students discuss the key ideas from the out-of-class assignment. As students discuss, they should keep notes summarizing key ideas of their discussion. Allow 5-7 minutes for this discussion. Students can provide a brief summary to the class after the discussions. This strategy will encourage students to keep up with out-of-class reading assignments, provide reinforcement for key ideas, and allow the teacher to expand on key ideas as necessary to extend student learning.

A variation of this strategy asks students to become an expert on a concept, chapter, article, procedure, or technique for learning. Students may chose or teachers can assign topics for Topic Experts. Ask students to read, research, and prepare a visual aid representing the content or key concepts upon which they has become the class Topic Expert. Provide time for students to present to class as Topic Experts.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Application Folders

Application Folders can be folders that individual students work on and share with their team. Or, Application Folders can be a team project with all members of a team contributing to a single Team Application Folder.

To use an Application Folder ask students find a “real world” example – authentic representation – of target concepts presented in class. Newspapers, magazines, Internet, television, movies, even cartoons are good sources of artifacts for Application Folders. In a focused one-page paper, students identify the artifact and discuss it as a representation of the class content. Students attach the artifact to the one-page paper, if possible. This paper becomes the student’s Application Paper.

Start class by asking students to turn to a partner or team to discuss Application Folders. Allow a few minutes for pair or team discussions. Volunteers may share with the entire class.

This tool may take only five minutes at the beginning of class, but it is sure to engage students with the content and with each other. Assign Application Papers periodically throughout the term. Ask students to submit their Application Folders weekly, monthly, or at the end of the semester for teacher assessment and evaluation.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Poster Session and Gallery Walk

This strategy can be a simple classroom experience or a professional conference-style Poster Session.

Individual students or learning teams are asked to complete a learning assignment that has a flip chart, poster, laboratory experiment, or other work product as an artifact. Students display their work products around the room. Student work products may be posted if they are flip charts, posters, writing samples, drawings, or lists. Or, work products may be displayed at desks, laboratory stations, workstations, or clinical stations if they are experiments, models, or other kinds of artifacts. Place a blank feedback sheet by the posters or work products so that individuals and teams can give each other feedback.

After posting and displaying their work, students move around the room individually or as a team to look over, discuss, and give feedback on the posters or products of other students or teams. During this Gallery Walk students read, view, discuss, and value the work products of their peers.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Personal Assessment and Personal Development Plan

This strategy facilitates student focus on mastery, application, and assessment of learning outcomes. Personal Assessment is a summarizing tool. Personal Development Plan is a goal setting tool. Use them together as a powerful way to reinforce learning.

Ask students to list and briefly discuss three theories, concepts, experiences, and/or skills that they believe to be important to their future success. Next, ask students to write a paragraph description for each of these concepts. Encourage students to discuss their concept choices with their All in One Teams. This is the Personal Assessment phase of this learning strategy.

Next, ask students to identify how they plan to use each one of these concepts in their future. Students should write a brief narrative paper about their perceived future use of these concepts. Ask students to be specific. The written assignment does vary, but is usually 1-3 pages in length. At the end of the written assignment, ask students to write a one-sentence summary to the following positive closure statement, “I know my performance in this content area will be successful when . . .” This summarizing statement encourages students to visualize their future with the knowledge and skill integrated into their behavior. The thinking through of future applications and uses of concepts becomes the student’s Personal Development Plan.

Complete the Personal Assessment and Personal Development Plan by asking students to discuss their assessment and plans with their All in One Teams. Ask team members to sign at the bottom of the Personal Assessment and Personal Development Plan indicating that the team members have discussed the concepts, the plan, and provided positive closure. Each team member can include a personal positive response at the end of team member’s Personal Assessment and Personal Development Plans.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

On Target!

On Target! is an assessment strategy. Ask students to reflect on their learning and identify the content knowledge, behavioral skill, or attitudes related to the lesson that were On Target! for them. Students can represent their learning on a student handout with a visual of a target or simply record their thoughts on a half-sheet of paper.

After allowing class time for students to reflect on and complete the writing task for On Target, ask them to turn-to-a-partner and share what they have learned. Allow student volunteers to share with the entire class. Opportunities to identify, communicate and share learning will powerfully enhance the retention of knowledge, skill, and attitudes included in the lesson. College teachers may also use the information gained through this strategy as classroom assessment.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Focused Listing

Focused Listing is an assessment tool that asks students to list key concepts from reading, lecture, clinical experience, laboratory, or other learning experiences that they believe to be important. The focus of the listing can be determined by the teacher or by students. Generally, students will list concepts that they need to know and understand for successful completion of the course. It is, however, useful to ask students to look beyond their immediate goals to long term career goals. In this case, ask students to list concepts that they want to remember for their future careers or success in the workplace.

The teacher can provide a handout with two columns. The left-hand column is for listing of concepts. The right-hand column is for a note about why that concept is important or how it will be used in the future. Students can also develop their own Focused Listing report sheet by using a piece of notebook paper with two columns – or by developing a computer-based Focused Listing. A computer-based Focused Listing allows students to add concepts and reflect on them as a part of out-of-class preparation and assessment.

Students can keep an individual Focused Listing. Or, teams can keep a composite Focused Listing in the All in One Team Folder.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Diagnostic Learning Log

Ask students to purchase a stenographer's tablet. At the end of each class session ask students to use the left-hand side of the stenographer's page to write a brief, focused list of concepts learned. On the right side of the page ask students to record the concepts, theories, or ideas that are unclear to them. Students make similar lists after text readings and other out-of-class assignments. At the end of the week ask students to turn to a partner or their team to discuss the concepts learned and the concepts that are unclear. Provide time for partners and teams to help each other with challenging and unclear concepts. Close with a class discussion of learning.

Use the Diagnostic Learning Log regularly throughout the term. The Diagnostic Learning Log used in conjunction with All in One Teams is a powerful source for classroom assessment and monitoring. Students soon find the focused tutorial help provided by team discussions of Diagnostic Learning Logs critical to their successful learning of complex concepts and content.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Team Performance Project

This learning tool is a term long strategy that can have a powerfully positive effect on learning and skill development. At the beginning of a class or unit in which learning teams are used, encourage students to discover and express their own interests in the subject matter to be studied and learned. An initial set of readings, lectures, or experiences prior to a team discussion is helpful in stimulating and generating individual curiosity about topics. As students understand more about potential topics for investigation and presentation, provide class time for team discussions on Team Performance Projects. These team discussions should be brainstorming sessions where students generate topics and subtopics of interest. As learning teams discuss their interests and begin to settle on the topic for their Team Performance Project, circulate among the teams and act as a facilitator. Ask each team to prepare a brief written summary of discussions, decision-making process, and outcomes as a benchmark of the Team Performance Project.

After selecting the broad topic for presentation, teams meet to determine individual accountability to the team by selecting a “mini topic” on which each individual member will be the team’s primary researcher. Again, circulate among the teams and facilitate, encourage and monitor individual accountability within a framework of positive interdependence. Ask students to prepare a brief written summary of the team discussion along with a detailed list of team members and their responsibilities to the Team Performance Project.

After students complete individual research on their mini topic provide class time for students to present their mini topic to team members. Following the mini topic presentations, team members are able to discuss the team topic like a panel of experts. Additionally, each individual on the team has demonstrated accountability toward successful completion of the final Team Performance Project. As with all in-class team discussions facilitate and monitor individual and team performance while circulating among class teams. A brief written summary of the team discussion provides another important benchmark for team success.

Next, the team integrates all the research and material presented in the mini topic presentations into an integrated Team Performance Project. Provide class time for a team discussion for the form of the presentation. Encourage creative thinking in the project presentation. Encourage non-lecture formats such as debates, displays, demonstrations, team lead class discussions, and/or role-plays. Ask teams to use overheads, audiovisual materials, and/or handouts. Monitor teams during this decision-making process. Require a brief written summary that includes format, individual responsibility, and resources planned for the presentation.

Finally, each team has the opportunity to share their research, planning, and creativity with their Team Performance Project. Projects often come at the end of the academic term. Teams usually need a full class period to share their work. Evaluate Team Performance Projects on creativity, team process, individual responsibility, and quality of content presented.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Assessment Portfolio

Assessment and reporting of learning outcomes are critical in today's college classrooms. Some college teachers use portfolios as a method of individual assessment. Assessment Portfolios are most often a collection of the individual student's best work with a reflective executive summary of major outcomes and learning. Portfolios are excellent assessment tools because they provide evidence of growth, outcomes, reflection, and goal setting. Portfolios are useful in determining achievement gains and learning outcomes in the classroom.

Consider requiring a Team Assessment Portfolio. The Team Assessment Portfolio can include daily mastery assignments like One Minute Papers, Five on Friday, and Pairs Checks. The Assessment Portfolio should include artifacts from team activities, discussions, and learning tools like Team Word Web, Traveling File, and Send-a-Problem/Solve-a-Problem. Work products of learning teams demonstrating application of concepts should be included along with peer and teacher feedback. All team assessments including End of Meeting Evaluations, Team Performance Project, and Consensus Testing are valuable inclusions.

Just as individual students must reflect on, evaluate, and set goals for learning as an important part of individual Assessment Portfolios, so too must teams. All in One Teams need to reflect, evaluate, and set goals based on what they see represented in the Team Assessment Portfolio. This reflecting, evaluating, and goal-setting team task is a powerful source of content knowledge and skill. It is also critical to continued development of workforce knowledge and skills.

Goals: Mastery, Application, Performance Assessment

Notes for Implementation:

Workshop Notes for Implementation:

***Busy, Noisy, and Powerfully Effective:
Team-based Learning in the College Classroom***

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About the Author

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Idahlynn Karre has spent her career as a professor, speaker, and leader of educational innovation. She retired in 2002 after 32 years university teaching, leadership, and staff development to devote her time and energy to professional speaking, writing, and consulting.

National Teacher of the Year (1992), 2000 recipient of the Paul Elsner International Leadership Award, 1992 National Speakers Association Outstanding Professor, and 2008 StrengthsQuest Vision Award, Dr. Karre has been recognized for excellence in teaching, speaking, and leadership. Dr. Karre (Ph.D., University of Colorado, 1975) currently serves as an international educational consultant, facilitator, and speaker for colleges and universities. She is a consultant to and collaborates with the Leadership Academy/Chair Academy, Mesa, Arizona and StrengthsQuest/Gallup University, Omaha, Nebraska in addition to her professional work for colleges and universities across the US and Canada.

Idahlynn is Editor of the Chair Academy Journal, *Leadership*, co-author of *Handbooks for the Academy for Leadership Development*, and author of *Leadership Tips and Tools with musings on "Leaders Leading Learning," "Thriving in Trying Times," "Being a Strengths Based Leader," "The Leadership Journey from Good to Great," "Creating Change Through Leadership,"* and numerous other titles all available on the Chair Academy web site. Idahlynn is a contributor to *Gallup Insights and StrengthsQuest*. She is a facilitator for the Chair Academy's worldwide leadership training programs and leadership coach for the Academy's Executive Teambuilding and Coaching program. Her video-package and book, *Busy, Noisy, and Powerfully Effective: Active Learning in the College Classroom* continues to be a popular resource for faculty development initiatives. She is currently doing research and writings on Stories of Strengths and Creating Moments That Matter for the Gallup Organization.

With hundreds of published titles and thousands of professional presentations, she serves as an international speaker, consultant, and coach for numerous colleges, universities, professional organizations, businesses and corporations.

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