

Subject Area: Science

Title of Instructional Method, Strategy, or Approach: Roundtable (Cooperative Learning)

Grade Level: All (2)

Description of each Instructional Method, Strategy, or Approach:

Roundtable is a cooperative learning strategy that can be used for brainstorming, reviewing, or practicing while also serving as a teambuilder. It involves students getting in groups and brainstorming different answers to questions to see which group comes up with the most answers.

References:

Johnson, D., & Johnson, R. (n.d.). Cooperative Learning. Retrieved January 16, 2008 from University of Minnesota, Cooperative Learning Center Web site: <http://www.co-operation.org/index.html>

Prince George's County Public Schools (n.d.). A guide to cooperative learning: Roundtables. Retrieved January 16, 2008 from Department of Staff Development Web site: <http://www.pgcps.org/~elc/learning1.html>

Willis, J. (2007). Cooperative learning is a brain turn-on. *Middle School Journal*, 38(4), 4-13.

“How-to” info:

Students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers (name as many different natural resources as you can). Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, the teams read their answers aloud and the team with the most correct answers are recognized (A guide to cooperative learning: Roundtables). Teams reflect on their strategies and consider ways they could improve. For this to work in a classroom, the teacher would have to have good class management skills to keep the groups on track and thinking and not socializing with their peers and have to be very knowledgeable of the questions she is asking to discuss the answers when time is up and to give them other possibilities of answers. The classroom will also have to be arranged so the desks are in groups.

Implications for Practice/Other Considerations:

To vary this group activity, each group could have two pieces of paper going around their table at the same time. Also, instead of passing around the paper and each person writing an answer, the teacher or group could nominate a scribe and the group could brainstorm together to come up with as many answers as possible.

Additional Links:

Aaronson, E (1978). *The Jigsaw Classroom*. Beverly Hills, CA: Sage Publications.

Devries, D. L. et.al., "Teams-Games-Tournaments: Review of Ten Classroom Experiences," *Journal of Research and Development in Education* 12:28-38, 1978

Dishon, D. & O'Leary, P.W (1984). *A Guidebook for Cooperative Learning* . Portage, MI: Cooperation Unlimited.

Forteny, D., and Kerstetter, A. (2006). *Cooperative Learning for Secondary Science Educators*. Retrieved January 16, 2009 from:
<http://courses.ed.asu.edu/clark/CoopLearn/Index.htm>

Johnson, D. W. et. al (1985). *Circles of Learning* . Washington, D.C: ASCD .

Millis, B. (1996 May). *Cooperative Learning*. The University of Tennessee at Chattanooga Instructional Excellence Retreat: United States Air Force Academy.

Panitz, T. (1996). *A definition of Collaborative vs Cooperative Learning*. Retrieved January 16, 2008 from:
<http://www.city.londonmet.ac.uk/deliberations/collab.learning/panitz2.html>

Slavin, R. (1985). *Learning to Cooperate: Cooperating to Learn*. New York: Plenum Press.

EIU Candidate Names:

Kristine Benhoff
Morgan McGovern
Monica Newman