



UNIVERSITÉ
DE GENÈVE

FACULTÉ DE PSYCHOLOGIE
ET DES SCIENCES DE L'ÉDUCATION

Études doctorales
Sciences de l'éducation
Ecole doctorale en
psychologie sociale
Institut des sciences sociales

Unil

UNIL | Université de Lausanne

Faculté des sciences
sociales et politiques

Introduction to cooperative learning.

Roger Johnson, David Johnson and Cary Roseth

October 19th – October 20th 2011

Université de Lausanne : 9h15 – 12h15 + 13h15 – 17h30

Abstract:

The widespread and increasing use of cooperative learning is one of the great success stories of social and educational psychology. Its success largely rests on the relationships among theory, research, and practice. Social interdependence theory provides a foundation on which cooperative learning is built. More than 1,200 research studies have been conducted in the past 11 decades on cooperative, competitive, and individualistic efforts. Findings from these studies have validated, modified, refined, and extended the theory. From the theory, procedures for the teacher's role in using formal and informal cooperative learning and cooperative base groups have been operationalized. Those procedures are widely used by educators throughout the world. The applications have resulted in revisions of the theory and the generation of new research.

Wednesday (October 19th), Université de Lausanne, Institut Suisse de Droit Comparé, salle 209.

- Introductions and definitions.
What is the difference between cooperation, competition, and working individually?
What is the difference between "just putting students into groups" and structuring cooperative learning?
- Social Interdependence theory and a basic set of elements for cooperation.
- What is the research support for cooperative learning?
What is the range of learning outcomes that are affected?
Who are some of the people doing it?
- Three different types of cooperation.

Thursday (October 20th), Université de Lausanne, Bâtiment Vidy, salle 531.

- Review of material taught on day one.
- The instructor's role in structuring cooperative learning.
- Making a plan for a cooperative lesson.
- The roots of the theoretical, research, and practice of cooperative learning.
- The barriers (and solutions) for implementing cooperative learning.
- Questions?

Recommended readings:

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(365), 365-379.

Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, 134(2), 223-246.

Material will be given during the workshop.

Additional reading:

Roseth, C. J., Saltarelli, A. J., & Glass, C. R. (2011). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. *Journal of Educational Psychology*. Advance online publication.



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Introduction to cooperative controversy

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October 21th 2011

Université de Genève : 9h15 – 12h15 + 13h15 – 17h30

Unimail salle MS030 (sous-sol)

Abstract:

Although intellectual conflict may be an important instructional tool (because of its potential constructive outcomes), conflict is rarely structured in instructional situations (because of its potential destructive outcomes). Many educators may be apprehensive about instigating intellectual conflict among students because of the lack of operational procedures to guide them. Ideally, operational procedures should be based on social science theory that is validated by research. *Constructive controversy* is an instructional procedure that is designed to create intellectual conflict among students and that meets these criteria.

Johnson and Johnson (2009) summarize the theory underlying constructive controversy and review the results of their meta-analysis of the validating research. The positive outcomes indicate that intellectual conflict can have important and positive effects on student learning and well-being. Tichy, Johnson, Johnson, and Roseth (2010) have extended results regarding the relationship between controversy and moral development.

Program:

- Introduction of cooperative controversy.
- Who are we? Who are you?
- What is cooperative controversy, and how does it relate to cooperative learning?
- Lab: work through a controversy.
- Define controversy, and the elements of the cooperative controversy.
- Plan through a controversy.
- Research support for cooperative controversy, and the multiple outcomes that are affected.
- Questions and answers.

Recommended readings:

Johnson, D. W., & Johnson, R. T. (2009). Energizing Learning: The Instructional Power of Conflict. *Educational Researcher*, 38(1), 37-51.

Material will be given during the workshop.

Additional reading:

Tichy, M., Johnson, D. W., Johnson, R. T., & Roseth, C. J. (2010). The impact of constructive controversy on moral development. *Journal of Applied Social Psychology*, 40(4), 765-787.