

THESE FOUR PAGES ARE VERY IMPORTANT, ESPECIALLY PP 3 AND 4. PROOF OUTCOME-  
BASED ED IS MASTERY LEARNING AND USES SKINNER/PAVLOV OPERANT CONDITIONING.  
THIS SENT TO ME BY ED WRITER WITH FOLLOWING NOTE: "IT DIDN'T WORK IN  
EASTERN EUROPE SO LET'S TRY IT IN INDIANA. RECEIVED THIS AND LETTER FROM  
TEACHER AFTER MY INTERVIEW ON RADIO TALK SHOW IN SO. COOK CO., ILLINOIS AND

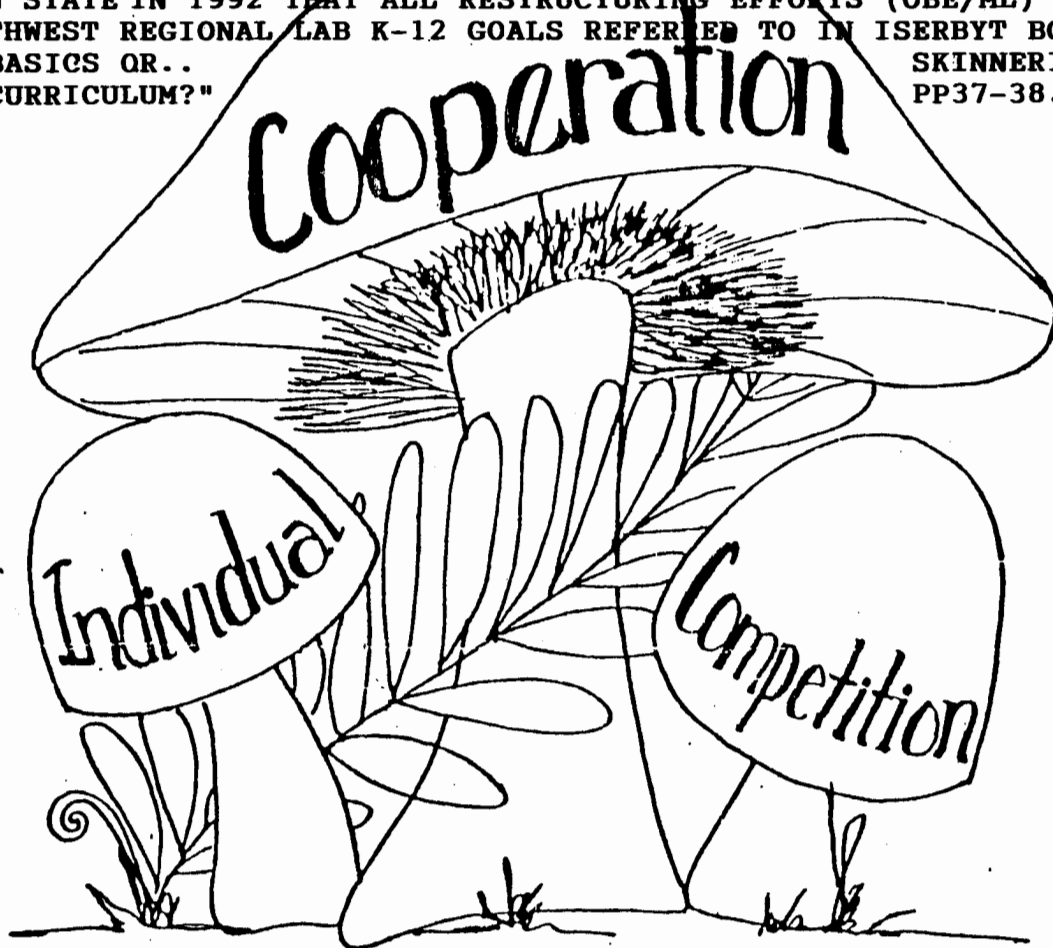
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N.W. INDIANA." SHE SAYS "THEY ARE PLAYING WITH CHILDREN'S MINDS TO GET  
'DESIRED BEHAVIORS.' ALSO 'I AM ALONE IN THIS SCHOOL DISTRICT ASKING  
QUESTIONS...PLEASE GET ME PROOF OF THESE BEING BAD FOR CHILDREN." WORKSHOPS  
OUT OF UNIV. MINNESOTA. TEACHER SAYS WORKSHOP TEACHER WHO "TRAINED HER "MET  
PEOPLE FROM ALL OVER THE WORLD AT THESE WORKSHOPS. SHE SAYS IN HER REGION  
THIS IS ALL BEING BROUGHT TOGETHER BY DR. JOHN CHAMPLIN OF THE OUTCOMES-

# THE COOPERATIVE UMBRELLA

DRIVEN DEVELOPMENTAL MODEL (ODDM) NETWORK WORKSHOP. THIS TEACHER HAS READ  
YOUR BOOK. I'LL RELAY TO HER WHAT YOU SEND."

CTI NOTE: . JOHN CHAMPLIN VERY IMPORTANT IN PUSHING OBE/MASTERY LEARNING.  
CLOSE TO SPADY, BLOCK, ETC. AND IN 1993 HEADS UP NETWORK FOR OUTCOMES-BASED  
SCHOOLS IN TUSCON, ARIZONA. CHAMPLIN ALSO ADMITTED TO ED RESEARCHER IN  
WASHINGTON STATE IN 1992 THAT ALL RESTRUCTURING EFFORTS (OBE/ML) ETC.  
USING NORTHWEST REGIONAL LAB K-12 GOALS REFERRED TO IN ISERBYT BOOK  
"BACK TO BASICS OR.. SKINNERIAN INTER-  
NATIONAL CURRICULUM?" PP37-38.



## Basic Elements Of Cooperative Learning

### Positive Interdependence

Students must feel that they need each other in order to complete the group's task, that they "sink or swim" together. Some ways to create this feeling are through establishing mutual goals (students must learn the material and make certain group members learn the material), joint rewards (if all group members achieve above a certain percentage on the test, each will receive bonus points), shared materials and information (one paper for each group or each member receives only part of the information needed to do the assignment), and assigned roles (summarizer, encourager of participation, elaborator).

like cake baking recipe game

### Face-To-Face Interaction

No magic exists in positive interdependence in and of itself. Beneficial educational outcomes are due to the interaction patterns and verbal exchanges that take place among students in carefully structured cooperative learning groups. Oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges.

### Individual Accountability

Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. Thus, it is important to frequently stress and assess individual learning so that group members can appropriately support and help each other. Some ways of structuring individual accountability are by giving each group member an individual exam or by randomly selecting one member to give an answer for the entire group.

### Interpersonal And Small Group Skills

Students do not come to school with the social skills they need to collaborate effectively with others. So teachers need to teach the appropriate communication, leadership, trust, decision making, and conflict management skills to students and provide the motivation to use these skills in order for groups to function effectively.

### Group Processing

group criticism

Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills. This processing helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and/or student observers on how well they observed the groups working may help processing effectiveness.