

<b>Think-Pair-Share</b> - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.	<b>RoundRobin Brainstorming</b> - Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.	<b>Three-minute review</b> - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
<b>Jigsaw Group Projects</b> - In jigsaw projects, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. For example, students in a course in African geography might be grouped and each assigned a country; individual students in the group could then be assigned to research the economy, political structure, ethnic makeup, terrain and climate, or folklore of the assigned country. When each student has completed his research, the group then reforms to complete a comprehensive report. In a chemistry course each student group could research a different form of power generation (nuclear, fossil fuel, hydroelectric, etc.). Then the groups are reformed so that each group has an expert in one form of power generation. They then tackle the difficult problem of how much emphasis should be placed on each method.	<h1>Cooperative Learning Activities</h1>	<b>Structured Learning Team Group Roles</b> Potential group roles and their functions include: <ul style="list-style-type: none"><li>• <b>Leader</b> - The leader is responsible for keeping the group on the assigned task at hand. S/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.</li><li>• <b>Recorder</b> - The recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentations to the class.</li><li>• <b>Reporter</b> - The reporter gives oral responses to the class about the group's activities or conclusions.</li><li>• <b>Monitor</b> - The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.</li><li>• <b>Wildcard</b> (in groups of five) - The wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.</li></ul>
<b>Tea Party</b> Students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation, students can write questions on cards to review for a test through this "Tea Party" method.		<b>Games</b> - For example, when students are introduced to the concepts of "laws of nature" and "the scientific method", it is hard to convey through lectures the nature of scientific work and the fallibility of inductive hypotheses. Instead, students play a couple rounds of the Induction Game, in which playing cards are turned up and either added to a running series or discarded according to the dealer's pre-conceived "law of nature". Students are asked to "discover" the natural law, by formulating and testing hypotheses as the game proceeds.