

SCOUT - Sport Clubs Opening Up To all girls' participation!

MOOC – Seminar 4

Cooperative learning through sport

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**Core subjects and research fields: inclusion through sport and match
analysis**

Seminar contents

What are you going to learn in this seminar?

1. Cooperative learning

- What's cooperative learning?
- Basic conditions of cooperative learning
- Collaborate or cooperate? Group work or cooperative work?

2. Implementation of cooperative learning

- Process of implementation
- The cycle of cooperative learning

3. Transforming actions

Cooperative learning



1.1. What's cooperative learning?

Cooperative learning is the didactic use of small teams of people, usually heterogeneous, using activity structures that ensure maximum equitable participation and enhance simultaneous interaction between them with the aim of all group members learning the proposed contents, to the best of their ability, and acquire skills to work in a team (Johnson et al., 1999; Kagan; 1999).

From the previous definition, some aspects must be kept in mind:

- **The subjects of a cooperative learning team have a double responsibility: to learn themselves and to help the rest of their teammates learn.**
- **Double learning objectives and contents: sports content (cooperate to learn) and teamwork (learn to cooperate).**

1.1. What's cooperative learning?

Cooperative learning can also be defined as a pedagogical model in which students learn *with, from* and *for* other teammates through a teaching-learning process that facilitates and enhances interaction and positive interdependence and in which coaches and athletes act as co-learners (Fernandez-Rio, 2018):

- **Learning *with, from* and *for* other teammates, emphasizing that learning is enhanced when you are part of a group (with), when athletes teach others (from) and when each one strives to learn to help better (for).**
- **Group members learn from each other, the trainer from them and they from the trainer (co-learners)**

1.2. Basic conditions of cooperative learning

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To define a teaching-learning process as cooperative learning, the following essential requirements must be met (Johnson & Johnson, 1999; Kagan, 1999; Pujolás, 2008):

- a) Positive interdependence**
- b) Individual and group responsibility**
- c) Promoting interaction simultaneous ("face to face")**
- d) Group processing or group assessment**
- e) Interpersonal skills**

- f) Equitable participation**
- g) Equal opportunities for success**

1.3. Collaborate or cooperate?

Group work or cooperative work?

Cooperation adds to collaboration the concept of working together, a plus of solidarity, generosity and mutual help, achieving that the relationship between the members of the team that cooperates is deeper to an affective level (Velázquez, 2013).

GROUP WORK	COOPERATIVE LEARNING
Homogeneous group	Heterogeneous group
One leader	Shared leadership
The success of the team depends only on the contribution of one or a few team members.	All team members contribute to its success.
Interpersonal and social skills are taken for granted.	Social skills are taught and learned
Communication between members is usually quite poor. In few cases they reach agreements and solve the problems	Interaction between peers is encouraged in order to promote the processes of socialization, cooperation and performance.
Group assessment	The assessment must be group and individual and is carried out in a shared manner.

Table 1. Differences between group work and cooperative learning (Velazquez, 2013)

A woman in a green hijab is smiling and looking towards the camera. A volleyball is in the air above her. In the background, another woman in a purple hijab is visible, looking away. The scene is outdoors with trees in the background.

Implementation of cooperative learning

2.1. Process of implementation

Main characteristics of the cooperative learning implementation :

a) Requires: time, involvement and fulfillment of different phases.

b) Coach's function:

- **Designing and proposing a context that complies with the principles of cooperative learning**
- **Believe in this model and preach by example**

c) Structures session:

- 1. Present the objectives at the beginning of the session.**
- 2. Check during the session the achievement of the tasks, valuing the positive actions and reflecting on the negative ones.**
- 3. Final joint reflection assessing the objectives set.**

2.2. 2.2. The cycle of cooperative learning (Fernández-Río, 2017)

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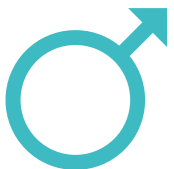
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Phase 1: Create group

- 1.1. Presentation (know the people in the group)**
- 1.2. Break the ice (lose the shame of working with each other)**
- 1.3. Trust (build trust so that everyone can end up working with everyone)**
- 1.4. Self-knowledge (help to know oneself)**

Phase 2: Cooperative learning as content for teaching and learning

Phase 3: Cooperative learning as a resource for teaching and learning



Cooperation cannot be achieved overnight, but it is useful enough to make it really worthwhile (Ovejero, 1990; p. 164).

Transforming actions



3.1. Transforming actions

- **Action 1. Collective score**
- **Action 2. Pairs-Check-Execute**
- **Action 3. PACER (Performer and Coach Earn Rewards)**
- **Action 4. Cooperatives challengers**
- **Action 5. Puzzle (Aronson et al., 1978)**

- **ASSESSMENT**
- **Action 6. Self-assessment**



Thank you!

Don't forget to implement, keep up to date and record the evolution of the transforming actions; and to read the manual support.

Good luck

***for doubts, don't hesitate to contact us / me (guillem.trabal@uvic.cat)**