Cooperation by Design: A Partnership in Learning @ SWECHS

Michelle Cavazos, Laura Hayward, Paul Perez-Jimenez

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Dr. Rene Corbeil – University of Texas at Brownsville

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Abstract

This project called Cooperation by Design: A Partnership in Learning @ SWECHS (Southwest Early College High School) is designed as a fully online asynchronous learning website to facilitate knowledge of cooperative learning and its impact on student engagement for high school teachers at SWECHS. Client requested a six-week plan that introduces, models, facilitates practice, and certifies that SWECHS teachers understand and are prepared to implement Cooperative Learning as specified by Johnson and Johnson. SWECHS is expected to develop student led inquiry based learning modules in the near future, therefore it is necessary to develop teacher knowledge, understanding and systems of cooperative learning.

I. The General Project Goals

Overarching goal: The overall goal of this project is to facilitate the instruction of knowledge of cooperative learning for teachers at Southwest Early College High School (SWECHS).

Training Goal: The goal of this training is to establish a structured resource for teachers to develop their understanding and background knowledge of the components of cooperative learning as developed by Johnson and Johnson (1993). Secondly, while not a goal, the school is looking to build a common foundation of cooperative learning among the teachers and staff to move forward with the vision of becoming a cooperative learning campus. We can develop this training by having the teachers form 4 member groups that will help each other accomplish 6 activities.

Stretch Goal: Experienced teachers who implement cooperative learning develop and model up to three lessons for their peers throughout the year aligned with the objectives of this training.

We will design and develop a website with resources the target audience will need to accomplish the training goal and subsequent objectives (found in section III). This is similar to the service eStudio or the engage website for cooperative learning. Cooperative learning will be explained so that the target audience can gain knowledge about the definition, types of models, teaching the cooperative learning process, and resources to implement cooperative learning in their classroom.

II. Target Audience
The target audience of educators reside at PSJA Southwest Early College High School (PSJA SWECHS or SWECHS) and teach a student body that is 99% Latino with a heavy concentration of English Language Learners. This early college high school is situated 7 miles from the border of South Texas' Rio Grande River or ninety miles upriver from Brownsville, TX. The district's demographics includes a tri-city area known as Pharr, San Juan & Alamo (PSJA), 32,051 students in 42 schools, 5 of which are high schools. Based on a survey conducted the last week of September, our primary audience consists of an almost equal amount of female and male teachers, (f=52%, m=45%). Half of the teachers have taught for less than five years (49%), and the majority either are not sure or do not know Cooperative Learning's basic principles (87%). 7% of these teachers are part of the Teach for America program. See Appendix A & B. Furthermore, 28% of the teachers were pedagogically certified through an alternative certification program and may not have the pedagogical training afforded to teachers who are pedagogically trained as undergraduate students. However, 49% are either working on or hold a master's degree or doctoral degree. See appendix C

III. Objectives
1. Given video and audio files located in the training with cooperative learning content, the SWECHS teacher should identify and distinguish among the five elements that make up cooperative learning with 70 % accuracy.

2. Given video and audio files with cooperative learning content and located in the training, the SWECHS teacher should identify and distinguish among the four types of cooperative learning models with 70 % accuracy.

3. Given video and/or audio files with an example lesson, the SWECHS teacher will identify and classify the components of a modeled cooperative learning lesson with 70% accuracy.

IV. Project Details
Current Needs:
1. Assessment of our teacher base and their current knowledge of cooperative learning. (done through our survey)
2. Developing a starting point for the training (introduction to cooperative learning).
3. Developing a stopping point for our training.
4. Developing the content and number of modules that will make up the training.
5. Establishing a pre and post-test for the teacher base.

Content and platform for delivering
1. Definition of Cooperative Learning and its five elements "positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, group processing" (Johnson and Johnson, 1993, p 28). This also includes the "why" of using cooperative learning. Suggested treatment includes audio or video narrative link with written details about each of the named components.
2. Definition and characteristics of the four types of cooperative learning: formal, informal, base groups and scripts. Content to be delivered via an audio file and/or video file link with an explanation of the similarities and differences in the types of cooperative learning and ways to use each.
3. Two ways to develop a system for putting cooperative learning into the classroom. Content to be delivered includes audio or video or document including lesson template.

Team Project Organization
The project team consists of three doctoral students from the University of Texas Rio Grande Valley. They are Michelle Cavazos, third year doctoral student, Laura Hayward, second year doctoral student, Paul Perez- Jimenez, second year doctoral student. This team will be referred to by the doctoral student's first name initial: L@MP. The doctoral students form an equal partnership aligned to the collaborative learning process from which this training takes its model.

Roles are not defined along boundaries, rather they emerge as the project progresses. It is expected this configuration will continue for the duration of the project.

Description of ultimate client

The ultimate client leads the teachers as the Dean of Instruction at Southwest. Although Mrs. Jennifer Peña Burden recently transferred into the school from a central office position as Bilingual Coach, she has worked for the PSJA district since 2008. Mrs. Burden graduated from the University of Alberta as a political science major and a minor in Mandarin. She received her masters from the University of Texas Pan-American in Principalship/ESL. She has been teaching both here and internationally for twenty-five years. She has taught in Canada, Taiwan, Mexico and US. Mrs. Burden's big passion centers on equity and when asked for a quote Mrs. Burden, in her typical big smile said, "Make no small plans," alluding to Churchill/Durham's quote about reaching for the stars as well as her sense of both justice and her sense of posterity. Mrs. Burden thinks big and for the long term; which may be the reason that she expects this project to modify teacher's behavior in a much broader term. Mrs. Burden expects changes that will change the culture of the school and make it more socially conscious of the current lack of cooperation. This last scope will be addressed within our project objectives as a scaled back version.

Development Process and Revision Cycle

Assess Needs and Analyze Content	Training Objectives
1. Create and roll out survey to gather data about SWECHS teaching staff regarding cooperative learning, years of teaching experience, and certification program. 2. Meet with client to form goal(s) of training. 3. Research resources for content and scope.	1. Given videos and audio files with cooperative learning content, the SWECHS teacher should identify and distinguish among the five elements that make up cooperative learning with 70 % accuracy.
Assess Needs and Analyze Content 1. Create and roll out survey to gather data about SWECHS teaching staff regarding cooperative learning, years of teaching experience, and certification program. 2. Meet with client to form goal(s) of training. 3. Research resources for content and scope.	2. Given video and audio files with cooperative learning content, the SWECHS teacher should identify and distinguish among the four types of cooperative learning cooperative learning with 70 % accuracy. 3. Given video and/or audio files with an example lesson, the SWECHS teacher will identify and classify the components of a modeled cooperative learning lesson with 70% accuracy.

Constructing Prototype
1. Set-up framework for website including navigation, clip art and photos.
2. Develop/ research content for objectives one and two.
3. Create training pre and post –test/ develop content for objective three.
4. From feedback, modify as necessary pre- test as necessary, modify web navigation as necessary.
5. From feedback, modify second iteration of pre-test and objective one content.
6. From feedback, modify objective two.
7. Pilot objective three/ finalize pre-test/modify content of objective one.
9. Modify content of website/ pilot second iteration of objective one.
10. Pilot second iteration of objectives two and three/ finalize content one objective/modify website as necessary.
11. Modify second iteration of objectives two and three.
12. Create post- test placeholder in preparation for roll-out.

Utilizing Prototype
1. Pilot website navigation.
2. Pilot pre test.
3.Pilot online content for objective one.
4. Pilot second iteration of pre-test/ pilot second iteration of website.
5. Pilot second iteration of objective one.
6. Pilot objective two content/ modify website as necessary
7. Pilot objective three.
8. Pilot second iteration of objective two content.
9. Pilot second iteration of objective three/ finalize pre-test.
10. Modify content of website/ pilot second iteration of objective one.
11. Pilot second iteration of objectives two and three/ finalize content one objective/modify website as necessary.
12. Install and maintain for the duration of intended six-week course
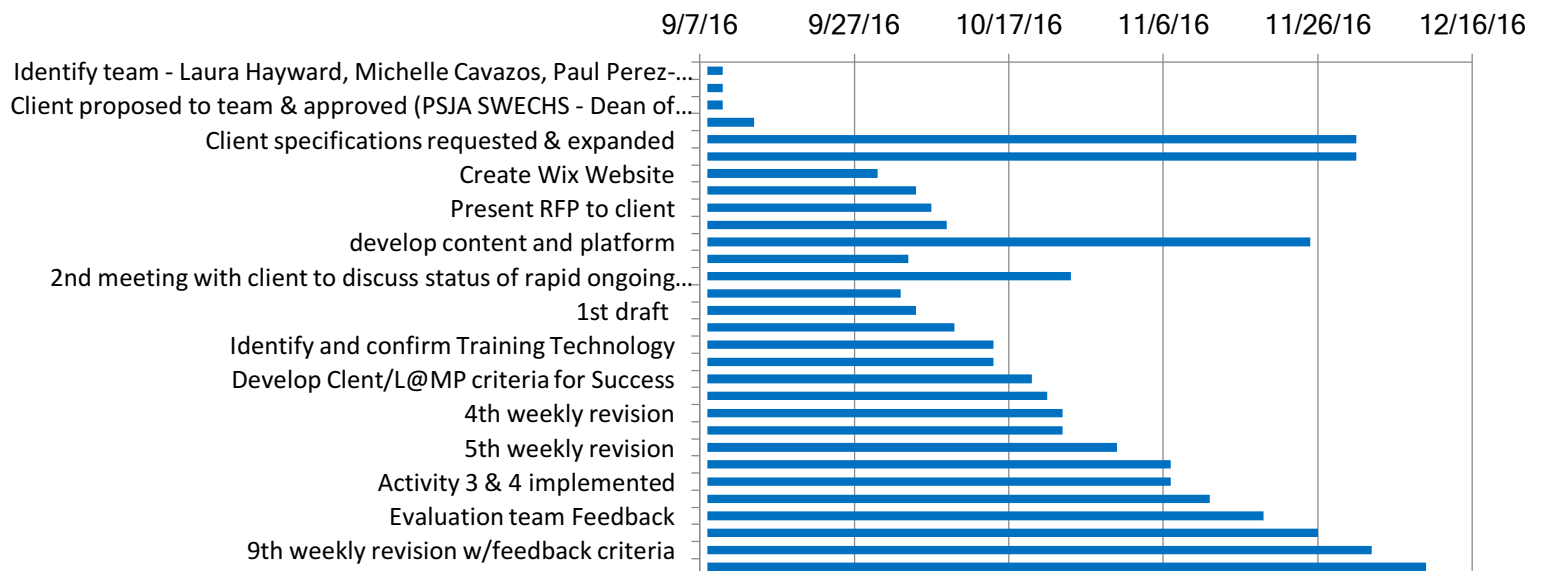
Deliverables:
Fit to purpose active website containing active links, pre- and post -tests, templates, video links, and audio links.

Information on standards of quality and quantity. Currently, the team will focus on providing quality training to build a foundation for the teachers rather than many modules that they will not understand. We will focus on small trainings that are high quality with the information that needs to be presented for the teachers. We will keep the focus narrowed to building the knowledge of cooperative learning to increase the quality of the training. We will avoid focusing on the quantity of trainings.

V. Constraints on Budget, Schedule/Timeline, and Terms and Conditions- Paul

- The services for this project are provided pro bono to PSJA Southwest ECHS by the group of doctoral students previously mentioned who henceforth, for the duration of the project will be known by their initials or group name: L@MP. Any use other than for pedagogical training of the intended audience is the sole propriety of L@MP.
- Specific dates for completion of milestones include (but not limited to):
- Implementation plans include a website currently located on the Wix platform and maintained by L@MP. This site currently resides at the following URL:
  http://paulperezjimenez5.wixsite.com/cooperativelearning
- Constraints on the design may be limited to the team's intention to deliver the training in a self-study format, with self paced videos using the student's YouTube channel, modeled practices of L@MP design, and hands on cooperative learning practices intended as professional development for teachers at SWECHS.
- Final Turnkey project will be delivered no later than December 19th, 2016.
- Specific milestones dates include the following timeline (but not limited to):

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	9/7/16	9/27/16	10/17/16	11/6/16	11/26/16	12/16/16

Identify team - Laura Hayward, Michelle Cavazos, Paul Perez-...
Client proposed to team & approved (PSJA SWECHS - Dean of...
Client specifications requested & expanded
Create Wix Website
Present RFP to client
develop content and platform
2nd meeting with client to discuss status of rapid ongoing...
1st draft
Identify and confirm Training Technology
Develop Clent/L@MP criteria for Success
4th weekly revision
5th weekly revision
Activity 3 & 4 implemented
Evaluation team Feedback
9th weekly revision w/feedback criteria

VI. Design Resources

Resources needed to complete this project include computers or computer devices for the teachers with an internet connection, up-to date Web browser, and speakers or headphones.

The website will be built in a Wix online platform using a free (NSP, not separately priced) account which has been established by Paul Perez-Jimenez. The current named account is Cooperative Learning, however, the name may change. The three university project team members all have editing rights to build the website.

Technical documentation is limited to a website Sitemap.

Other resources include a free (NSP) Moodle or similar LMS upon which to build and link audio and video resources, documents, and assessments, speakers or headphones with a microphone for recording.

Subject matter experts include Mrs. Jennifer Peña Burden, Dean of Instruction as SWECHS, Michelle Cavazos, Laura Hayward and Paul Perez- Jimenez.

Market research is limited to a survey designed to understand the professional years of experience and understanding of cooperative learning of the teaching staff at SWECHS.

Video and audio will be developed or curated from other websites for instructional purposes and linked to the Wix website.

Training Technology

In order to successfully complete this training, SWECHS teachers must have access to a computer with Internet access and an email account.

System Requirements

To complete this training teachers might need access to the latest versions of programs such as: Adobe Flash Player and Reader plug-in, Firefox, Google chrome, Apple's QuickTime plugin, virus protection software link, or Microsoft office Software link. All training communications will be sent to email, accessed as google forms, accessed through the website, or YouTube.

VII. Criteria for Evaluating Success of the Project
We have had limited communication with our client from the initial communication and therefore, the criteria for evaluating success may be modified to include client input.

Criteria for evaluating success will include pre and post test data, assessments embedded in learning objectives one, two and three modules and aligned with the 70% thresholds of post data.
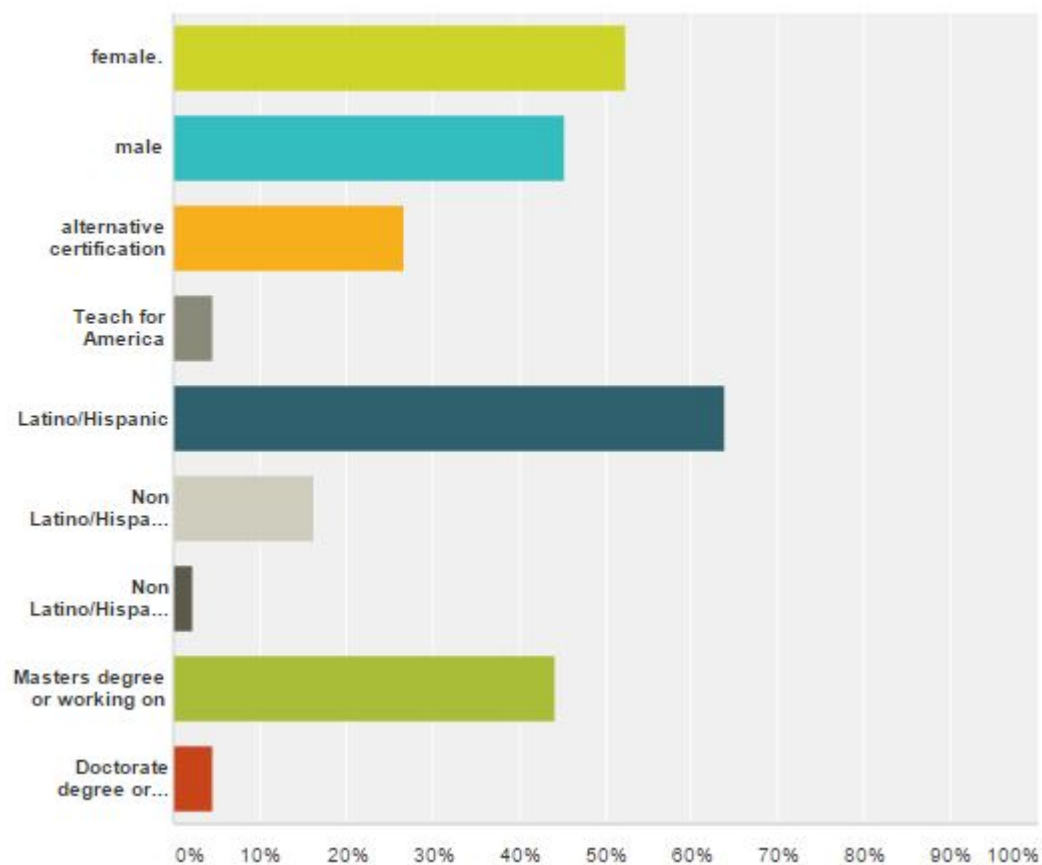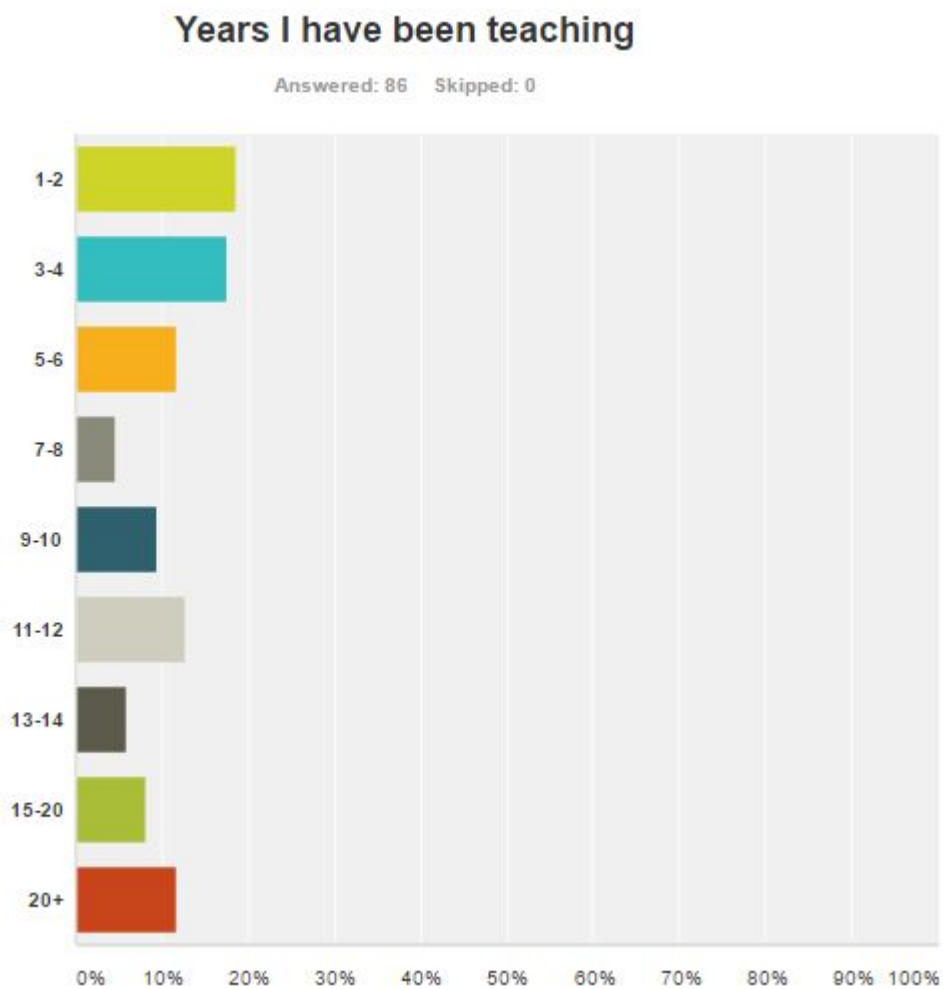
Appendix A

Choose all that apply

Answered: 86   Skipped: 0

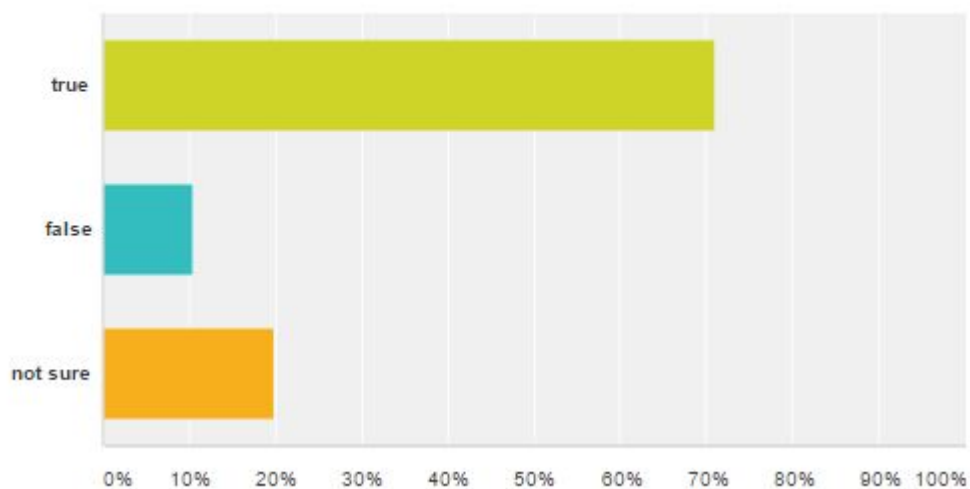| Answer Choices	Responses	
female.	52.33%	45
male	45.35%	39
alternative certification	26.74%	23
Teach for America	4.65%	4
Latino/Hispanic	63.95%	55
Non Latino/Hispanic - White	16.28%	14
Non Latino/Hispanic - Other	2.33%	2
Masters degree or working on	44.19%	38
Doctorate degree or working on	4.65%	4

Total Respondents: 86

Appendix B

Years I have been teaching

Answered: 86   Skipped: 0

Appendix C

Cooperative Learning focuses on grouping students.

Answered: 86   Skipped: 0

Answer Choices		Responses	
▼ true		70.93%	61
▼ false		10.47%	9
▼ not sure		19.77%	17
Total Respondents: 86			

References

Johnson, D., Johnson, R., & Holubec, E. (1993). *Cooperation in the classroom (revised).*
Minnesota: Interaction Book Company.

Survey
https://www.surveymonkey.com/analyze/9JP3ACyIkN7tpEiOcNrbUn8SHaeIWUX_2FUB_2FK
9BsADrY_3D