**Tomorrow's Professor Msg.#237 YES VIRGINIA THERE IS A BIG DIFFERENCE BETWEEN COOPERATIVE AND COLLABOR**

Folks;

Two of the "hot button" learning-centered paradigms currently in
vogue are those of cooperative and collaborative learning. Yet, there
is considerable confusion as to their similarities and differences.
In the posting below, Dr. Theodore (Ted) Panitz of Cape Cod
Community College, in Barnstable, MA, looks at the distinguishing
features of these two paradigms. The posting is an excerpt from a
longer article that can be found at:
http://\_tedscooppage.homestead.com/index.html from here you will need
to link to Teds coop page and then Teds articles; scroll down to the
article on coop/collab definitions.

Regards,

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UP NEXT: Re-Envisioning the Ph.D. - Recommendations for Further Action

Tomorrow's Teaching and Learning

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YES VIRGINIA THERE IS A BIG DIFFERENCE BETWEEN COOPERATIVE AND
COLLABORATIVE LEARNING PARADIGMS

By Dr. Theodore Panitz
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Author's note:

The following serves as an introduction for a longer more detailed
comparison of the student centered learning paradigms, cooperative and
collaborative learning. Over the years I have received many questions
about the differences between these two paradigms. I have scoured the
literature and extracted viewpoints from many of the key people who use
and research these teaching/learning paradigms. In addition I have tried
to present my interpretation based upon my own experiences in the
classroom.

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Collaborative learning will be defined by comparing it's characteristics
to those of cooperative learning paradigms. Each paradigm represents one
end of a spectrum of teaching-learning which ranges from being highly
structured by the teacher (cooperative) to one which places the
responsibility for learning primarily with the student (collaborative).

The underlying premise for both collaborative and cooperative learning
is founded in constructivist epistemology. Knowledge is discovered by
students and transformed into concepts students can relate to. It is
then reconstructed and expanded through new learning experiences.
Learning consists of active participation by the student versus passive
acceptance of information presented by an expert lecturer. Learning
comes about through transactions among students and between faculty and
students, in a social setting, as they construct a knowledge base.

Ken Bruffee (1995 "Sharing our toys- Cooperative learning versus
collaborative learning". Change, Jan/Feb, 1995 pp12-18) identifies two
causes for the differences between the two approaches. He states:
"First, collaborative and cooperative learning were developed originally
for educating people of different ages, experience and levels of mastery
of the craft of interdependence. Second, when using one method or the
other method, teachers tend to make different assumptions about the
nature and authority of knowledge. The age or education levels as a
distinction have become blurred over time as practitioners at all levels
mix the two approaches. However, what determines which approach is used
does depend upon the sophistication level of the students involved, with
collaborative requiring more
advanced student preparation working in groups." (p12)

Brufee sees education as a reacculturation process through constructive
conversation. Students learn about the culture of the society they wish
to join by developing the appropriate vocabulary of that society and by
exploring that society's culture and norms (i.e. that of mathematician,
historian, journalist, etc.). He identifies two types of knowledge as a
basis for choosing an
approach. Foundational knowledge is the basic knowledge represented by
socially justified beliefs we all agree on. Correct spelling and
grammar, mathematics procedures, history facts, a knowledge of the
contents of the constitution, etc., would represent types of
foundational knowledge. these are best learned using cooperative
learning structures in the early grades

Nonfoundational knowledge is derived through reasoning and questioning
versus rote memory. The other way in which nonfoundational education
differs from foundational is that it encourages students not to take
their teacher's authority for granted. Students should doubt answers and
methods for arriving at answers provided by their professors, and
perhaps more importantly they need to be helped to come to terms with
their doubts by participating actively in the learning and inquiry
process. Out of this process knew knowledge is often created, something
not likely to occur when dealing with the facts and information
associated with foundational knowledge. Collaborative learning shifts
the responsibility for learning away from the teacher as expert to the
student, and perhaps teacher, as learner.

Brufee sees the two approaches as linear with collaborative learning
being designed to pick up where cooperative learning leaves off. In
effect, students learn basic information and processes for interacting
socially in the primary grades and then extend their critical thinking
and reasoning skills and
understanding of social interactions as they become more involved and
take control of the learning process through collaborative activities.
This transition may be viewed as a continuum from a closely controlled,
teacher-centered system to a student-centered system where the teacher
and students share authority and control of learning.

The following definitions for collaboration and cooperation form the
basis for their teaching paradigms.

Collaboration is a philosophy of interaction where individuals are
responsible for their actions, including learning and respect the
abilities and contributions of their peers. Collaborative learning is a
personal philosophy, not just a classroom technique. In all situations
where people come together in groups, it suggests a way of dealing with
people which respects and highlights individual group members' abilities
and contributions. There is a sharing of authority and acceptance of
responsibility among group members for the groups actions. The
underlying premise of collaborative learning is based upon consensus
building through cooperation by group members. (T. Panitz , (1997),
"Collaborative Versus Cooperative Learning: Comparing the Two
Definitions Helps Understand the nature of Interactive learning"
Cooperative Learning and College Teaching, V8, No. 2, Winter 1997,
Panitz, T., and Panitz, P., (1998) "Encouraging the Use of
Collaborative Learning in Higher Education." In J.J. Forest (ed.)
Issues Facing International Education, June, 1998, NY, NY: Garland
Publishing

Cooperation is a structure of interaction designed to facilitate the
accomplishment of a specific end product or goal through people working
together in groups. Cooperative learning is defined by a set of
processes which help people interact together in order to accomplish a
specific goal or develop an end product which is usually content
specific. It is more directive than a collaborative system of governance
and closely controlled by the teacher. While there are many mechanisms
for group analysis and introspection the fundamental approach is teacher
centered whereas collaborative learning is student centered. (Panitz
1997, 1998) Spencer Kagan (1989, Educational Leadership (Dec/Jan
1989/1990)) defines cooperative learning: "The structural approach to
cooperative learning is based on the creation, analysis and systematic
application of structures, or content-free ways of organizing social
interaction in the classroom. Structures usually involve a series of
steps, with proscribed behavior at each step. An important cornerstone
of the approach is the distinction between "structures" and
"activities". To illustrate, teachers can design many excellent
cooperative activities, such as making a team mural or a quilt. Such
activities almost always have a specific content-bound objective and
thus cannot be used to deliver a range of academic content. Structures
may be used repeatedly with almost any subject matter, at a wide range
of grade levels and at various points in a lesson plan."

Johnson, Johnson, and Smith (1998, Johnson, D.W., Johnson, R.T., Smith,
K.A., Change, July/August) clarify theories which govern cooperative
learning strategies. "Social interdependence theory assumes that
cooperative efforts are based on intrinsic motivation generated by
interpersonal factors and a joint aspiration to achieve a significant
goal. Behavioral learning theory assumes that cooperative efforts are
powered by extrinsic motivation to
achieve rewards. Social interdependence theory focuses on relational
concepts dealing with what happens among individuals, whereas the
cognitive-development perspective focuses on what happens within a
single person (p29).

Many of the elements of cooperative learning may be used in
collaborative situations. For example students work in pairs together in
a Think-Pair-Share procedure, where students consider a question
individually, discuss their ideas with another student to form a
consensus answer, and then share their results with the entire class. In
the Jig Saw method (Aronson, E., Blaney, N., Stephan, C., Sikes, J.,
Snapp, M. (1978) The Jigsaw Classroom, Beverly Hills, CA: Sage
Publication), students become "experts" on a concept and are responsible
for teaching it to the other group members. Slavin (1978, "Student
Teams Achievement Divisions", Journal of Research and Development in
Education, 12 (June), pp39-49) developed Student
Teams-Achievement-Divisions where the teacher presents a lesson, then
the students meet in teams of four or five members to complete a set of
worksheets on the lesson. Each student then takes a quiz on the
material. Bonus points are given to the team if any member's score
improves according to a preset criteria. The highest scoring teams are
recognized in a weekly class newsletter.