

Cooperative Learning for academic and social gains: valued pedagogy, problematic practice

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Since the 1960s, when cooperative learning (CL) re-emerged to become a systematic pedagogy, CL practice has been constantly refined on the basis of ongoing research. Research results have consistently shown that CL, when carried out responsibly, improves students' academic achievement as well as social interaction. CL methods, models and procedures are designed to promote cooperation and mutual assistance among learners and often carry over to relationships outside the school. Translating the promise of CL to practice is more complicated than meets the eye, and does not always guarantee that the desired goals of CL are achieved. In this lecture we will define CL and explore some of the causes of the discrepancy between the promise and practice of CL, such as the confusion about CL methods, lack of adequate preparation, and teachers' perceptions of teaching in general and of CL in particular.



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