

1. Record Nr.	UNINA9910783649003321
Titolo	Co-operative learning : the social and intellectual outcomes of learning in groups // edited by Robyn M. Gillies and Adrian F. Ashman
Pubbl/distr/stampa	London ; ; New York : , : RoutledgeFalmer, , 2003
ISBN	1-134-41219-3 1-134-41217-7 1-879097-10-9 1-134-41220-7 1-280-02295-7 0-203-46526-1 0-203-47502-X
Descrizione fisica	1 online resource (257 p.)
Classificazione	81.61
Altri autori (Persone)	AshmanA. F (Adrian F.) GilliesRobyn M. <1949->
Disciplina	314 371.36
Soggetti	Group work in education Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Co-operative Learning The social and intellectual outcomes of learning in groups; Copyright; Contents; Notes on contributors; Chapter 1 An historical review of the use of groups to promote socialization and learning; Chapter 2 Fostering social development in preschool and the early elementary grades through co-operative classroom activities; Chapter 3 Structuring co-operative learning experiences in primary school; Chapter 4 Co-operative learning in secondary education: a curriculum perspective; Chapter 5 From co-operation to collaboration: helping students become collaborative learners Chapter 6 Peer mediation and students with diverse learning needsChapter 7 Who gains what from co-operative learning: an overview of eight studies; Chapter 8 Student assessment practices in co-operative learning; Chapter 9 Student motivation in co-operative groups: social interdependence theory; Chapter 10 Computer support

for collaborative learning of child pedestrian skills; Chapter 11 Peer support networks in school and community settings; Chapter 12 Large classes, small groups: a social systems approach; Chapter 13 Guiding intellectual and personal growth across educational contexts
Index

Sommario/riassunto

This book recognizes the importance of cooperative learning, in contrast to the traditional classroom, as an effective approach to learning. Its coverage of the subject ranges across the educational spectrum, from pre-school years to university, and offers a fresh perspective on a topic that has gained increasing interest worldwide. With contributions from an international panel of leading experts in the field, this engaging text succeeds in providing key insights, linking the theories that underpin the study of group dynamics to their practical application in the classroom. It presents
