

Kagan Structures

Cooperative Learning for Active Engagement & Success





Cooperative Learning:

Stand-Alone Lessons -vs- Integrated Strategies

- Initially, cooperative learning was a replacement for traditional lessons and required considerable teacher planning.
- Kagan cooperative learning structures make existing lessons more interactive and engaging, and most structures require minimal teacher planning.
- Kagan structures can make highly-engaging cooperative learning strategies part of every lesson.

Why Use Kagan Structures?

Academic Achievement

- Hundreds of studies demonstrate that cooperative learning outperforms competitive and individualistic learning structures across all age levels, subject areas, and almost all tasks.
- Cooperative learning has an effect size of .78, which means an average 28 percentile gain for students.
 - If a student scoring 50 in a traditional classroom, were placed in a cooperative classroom, on average the student would be scoring 78!

Why Use Kagan Structures?

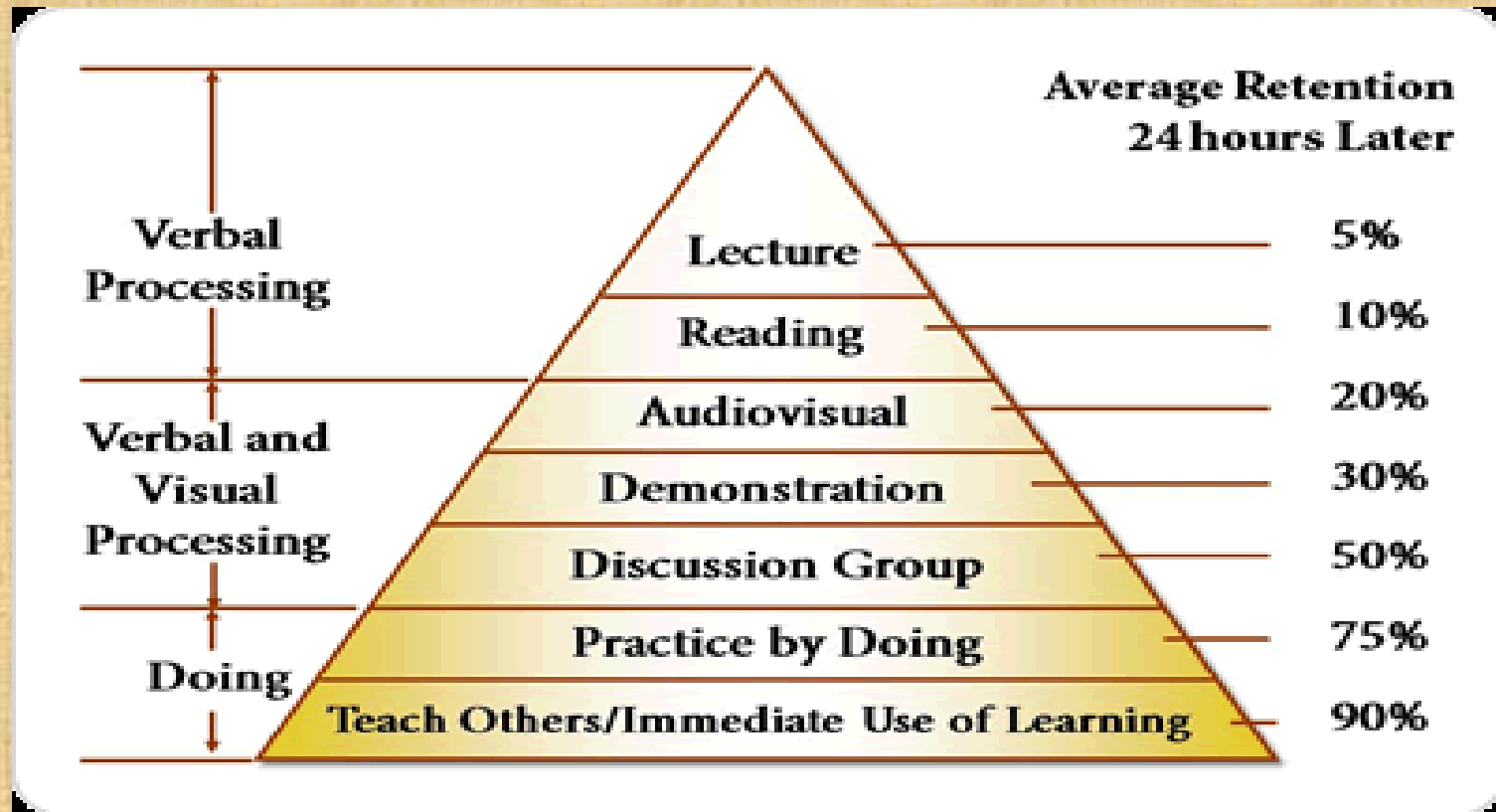
Achievement Gap

- In cooperative learning classes, minority and majority students showed significant growth. However, minority students gained far more than majority students. In some schools, the achievement gap was reduced by as much as 40%.
- Low achievers watch and learn as more able peers think aloud and model how to solve a problem. They also receive frequent and immediate feedback as they express ideas and solve problems.

Additional Benefits of Kagan Structures?

- Students develop an understanding of the cognitive and emotional perspectives of others.
- Cooperative learning builds communication skills, develops self-esteem, increases motivation, reduces discipline issues.
- Kagan Structures are content free (adaptable to almost any content and any level) and repeatable.
- Kagan Structures are teacher friendly.

The Learning Pyramid



Traditional classrooms primarily utilize the top two or three levels.
Kagan classrooms primarily utilize the bottom two or three levels.

Fan-N-Pick

*Teammates play a card game to respond to questions.
Roles rotate with each new question.*



- 1) Student One fans the cards.
- 2) Student Two picks, reads, and gives think time.
- 3) Student Three answers.
- 4) Student Four praises then tutors or paraphrases.
- 5) Students rotate roles.

***If playing with partners, Student One does steps one and three, and Student Two does steps two and four.**

Numbered Heads Together

- 1) Students in each group are assigned a number (1, 2, 3, or 4).
- 2) Teacher asks a question and provides think time.
- 3) Students think and then write a response individually.
- 4) Students stand up and put their “heads together” showing answers, discussing, and teaching each other. Students erase board.
- 5) Students sit when everyone feels ready.
- 6) Teacher calls a number. Students stand up and answer together.



Sage-N-Scribe

Students take turns being the Sage (the expert) and the Scribe (the note-taking student).



- 1) The first student, the Sage, instructs the second student, the Scribe.
- 2) The Scribe records the Sage's response or solution and coaches if needed.
- 3) The Scribe praises the Sage.
- 4) Students switch roles.

StandUp-HandUp-PairUp

Students stand, put up their hands, and quickly find a partner to share or discuss.



- 1) Teacher says, when I say go, you will “stand up, hand up, and pair up!” Teacher pauses, then says “Go!”
- 2) Students stand up and keep one hand high in the air until they find the closest partner who’s not a teammate. Students do a “high five,” put their hands down, and remain facing each other.
- 3) Teacher asks a question and allows for think time.
- 4) Students interact using Timed Pair Share.

*Students may be allowed to move around room while music plays. When the music stops, they pair up with the closest partner.

Quiz-Quiz-Trade

Students quiz a partner, get quizzed by a partner, and then trade cards to repeat the process with a new partner.



**May use Inside-Outside Circle formation with rotation directions. ("Inside circle rotate right three spaces, 1, 2, 3.")*

- 1) Each student takes a quiz card with a question and the answer.
- 2) The teacher tells students to "Stand up, put a hand up, and pair up."
- 3) Partner A quizzes Partner B.
- 4) Partner B answers.
- 5) Partner A praises or coaches.
- 6) Partners switch roles.
- 7) Partners switch cards and thank or praise each other (high fives or handshake).
- 8) Repeat steps 1-7.

Rally Coach

One pencil

One paper



- 1) Partner B has the pencil. Partner A explains how to solve the problem. If B agrees, the pencil moves to A who records answer.
- 2) Partner B watches and listens, checks, coaches if necessary , and praises.
- 3) Partners reverse roles.
- 4) Partners take turns rotating roles to solve successive problems.

*May be used with worksheet problems, or problems provided by the teacher, and with manipulatives.

*After solving two problems, pairs may check their answers with another pair.

Carousel Feedback

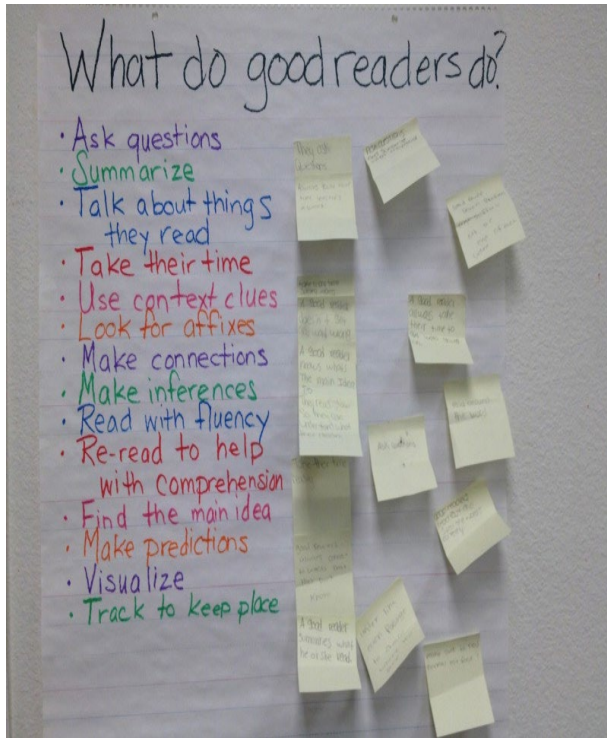
Teams rotate from project to project to leave feedback for other teams.



- 1) Teams stand in front of their assigned projects.
- 2) Teams rotate clockwise to the next project.
- 3) For a specified time, teams observe then discuss their reaction to the other team's project.
- 4) Student A records feedback and includes positive comments.
- 5) Teacher calls time.
- 6) Teams rotate, observe, discuss, and leave feedback comments on the next project with students taking turns being the recorder.
- 7) This continues until each team rotates back to its own project. Teams then review the feedback they received from the other teams.

Jot Thoughts

Teammates “cover the table,” writing ideas on slips of paper, a large piece of paper, or paper that covers the table.



- 1) Teacher names a topic, sets a time limit, and provides think time. (In three minutes how many questions can you write that have the answer 17?) (You have two minutes to jot things that good readers do?)
- 2) Students announce their ideas to others in their group and quickly jot their own ideas on the paper. No comments or slips should overlap on the table or poster.
- 3) When time is up, students observe and discuss the responses.

**Different topics may be used at separate locations to allow students to move from one area to another to respond.*

RoundRobin

Students take turns responding orally or in writing.



- 1) Teacher poses a problem to which there are multiple possible responses.
- 2) Students with groups take turns stating responses or solutions.

Variations:

AllWrite RoundRobin – Students each record each answer on their own paper.

AllWrite Consensus – After reaching consensus, students each record each answer on their own paper.

Timed RoundRobin – Each student shares in turn for a specified time.

Think-Write-RoundRobin – Students think about their response, then independently write it down before RoundRobin.

RoundTable

Students take turn generating written responses, solving problems, or contributing to a project.



*Students praise the contribution of the person passing the paper to them.

- 1) The teacher provides a task to which there are multiple possible responses, and then provides think time.
- 2) Students take turns passing a paper and pencil or team project, each writing one answer or making a contribution.

Simultaneous RoundTable

Students take turns writing responses and responding to each other's written response.



* Teacher may assign a different topic or question for each student in the group.

- 1) The teacher assigns a topic or question and provides think time.
- 2) All four students respond, simultaneously writing, drawing, or building something with manipulatives.
- 3) The teacher signals time, or students place thumbs up when done with the problem.
- 4) Students pass papers or projects one person clockwise.
- 5) Students continue, adding to what was already completed.
- 6) Repeat steps 3-5.

Showdown

Teammates all display their responses in a “showdown.”



*Questions may be from a handout, verbal, or displayed by a projector.

- 1) One student is designated as the Showdown Captain for the first round.
- 2) The Showdown Captain draws a card, reads the question, and provides think time.
- 3) All students, including the Captain, work individually to solve the question and write down their answer.
- 4) After all teammates are finished, the captain calls “Showdown.”
- 5) Teammates show and discuss their answers.
- 6) If correct the team celebrates; if not, teammates tutor then celebrate.
- 7) The next teammate becomes Showdown Captain for the next round.

Team Stand-N-Share

Teams check off or add ideas as they are shared by other teams.



- 1) Teams generate a list of responses to a topic or prompt given by their teacher.
- 2) All students stand near their teammates.

- 3) The teacher calls on a student holding their team's list.
- 4) That student shares one idea from the team list.
- 5) The student in each team, who is holding the list, either adds that item to their team's list or, if it is already listed, checks it off.
- 6) Students pass their team list to the next teammate.
- 7) Repeat steps 3 – 6 with teams taking turns sharing an idea.
- 8) Teams sit when all their items have been shared. When all teams are seated, the sharing is complete.

Find Someone Who

Students circulate through the classroom, forming pairs, trying to “find someone who” knows an answer.

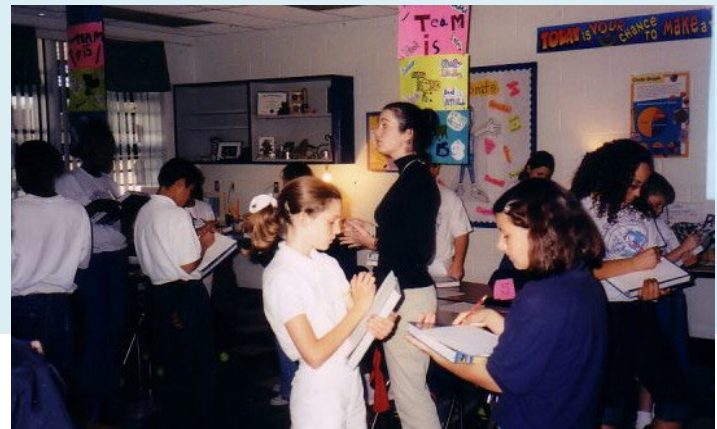
Setup: Teacher prepares a worksheet or questions for students.

- 1) Students mix in the class until they find a partner that is not a teammate.
- 2) In pairs, Partner A asks a question from the worksheet. Partner B responds. Partner A records the answer on his or her own worksheet and expresses appreciation.
- 3) Partner B checks and initials the answer.
- 4) Partner B asks a question; Partner A responds. Partner B records the answer on his or her own worksheet and expresses appreciation.
- 5) Partner A checks and initials the answer

6) Partners shake hands, part, and raise a hand as they search for a new partner.

7) Students repeat steps 1-6 until their worksheets are complete. Then they return to sit with their team.

8) Students compare answers with their teammates. If there is disagreement or uncertainty, they raise four hands to ask a team question.



Find the Fiction

Students write and share three statements. Teammates try to “find” which of the three statements is the “fiction.”

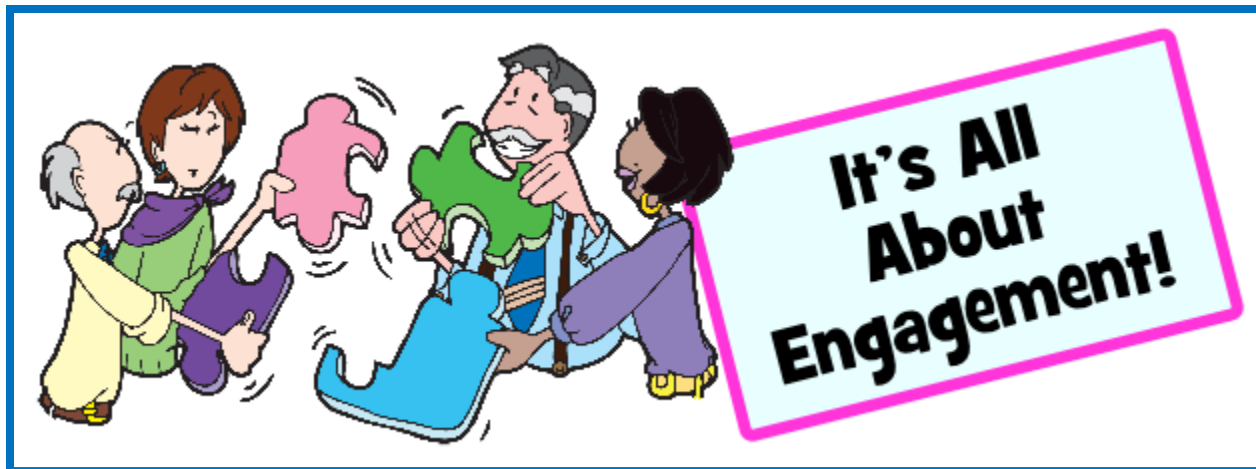


- 1) Teammates each write three statements: two true, one false, attempting to trick their teammates.
- 2) One student on each team stands, and reads his/her statements to teammates.

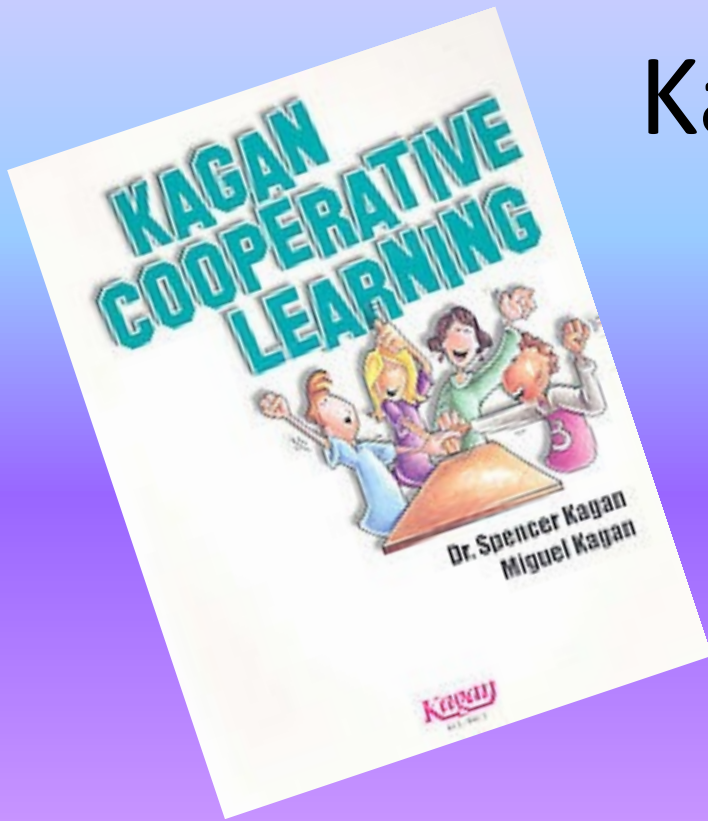
- 3) Without consulting teammates, each student writes down his/her own best guess which statement is false.
- 4) Teammates RoundRobin and defend their “best guess.”
- 5) Each teammate announces their guess.
- 6) The standing student announces the false statement.
- 7) Students celebrate: The standing student congratulates teammates who guessed correctly. Teammates who were fooled congratulate the standing student.

Wrap Up

- ❑ Kagan's Cooperative Learning Structures are step-by-step instructional strategies.
- ❑ Structures may be used over and over to create an infinite number of activities.
- ❑ As structures are used to deliver academic curriculum, students excel academically, learn teamwork, learn leadership skills, improve social skills, thinking skills, and character while being actively engaged.



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