Resistance to Cooperative Learning: Making Sense of Its Deletion and Dilution (*)
Some proponents take pride in the fact that CL is "easy to sell to teachers because it doesn't make them change that much ... (Sapon-Shevin and Schniedewind, 1989/1990, p. 65; also see Sapon-Shevin, 1991). The question we might ask, in other

First, and most fundamentally, CL is sometimes regarded as a gimmick to perk up a classroom now and then, offering a quick fix to serious instructional problems. However, that is not what the theory is intended. When teachers doubtless will want to continue making some use of whole-class discussion and individualized work, CL can —

the practice of

matter, learning itself. The potentially threatening features of CL identified in the previous section may help to ... tried it — others continue to use it but in a form intended to reduce its dissonance with their previous beliefs. In

teacher's subject matter, the grade level and achievement record of his or her students, and the model of CL to which ... or implicitly clashes with deeply held beliefs about school and society. It would be far more remarkable if it did

message:

(Kohn, 1990, 1991a), I will not attempt to reconstruct such a case here. Instead, I will simply observe that many ... to the development of children's social skills and prosocial orientation, this enterprise is "frequently viewed through

Competition

There are essentially two ways to account for educators' resistance to the idea of cooperative learning. The first set ... they are unimportant but because there is nothing peculiar to CL about these criticisms; poor presentation sinks lots of

RISKING RESISTANCE, MAINTAINING THE CHALLENGE

DELETING COOPERATIVE LEARNING

The International Association for the Study of Cooperation in Education Newsletter


Building Cooperative Societies

Radical

DILUTING COOPERATIVE LEARNING

DELETING COOPERATIVE LEARNING

Cooperative Learning, Cooperative Lives

Child Development

Journal of Psychology

American Educator

References

— Dave, a 14-year-old student (quoted in Dunn, Rudduck, and Cowie, 1989)

4. A special section of the workshop was devoted to the teacher's role in facilitating learning in cooperative groups. In the classroom in particular, our exclusive focus on individual accomplishment holds us back from doing even what we set out to do because


— Dave, a 14-year-old student (quoted in Dunn, Rudduck, and Cowie, 1989)

3. "Placing more emphasis on students' explanations necessarily requires teachers to relinquish some control over the method of evaluation. The process of evaluating students' explanations cannot be done in a vacuum; it involves an interaction between the teacher and the students, which is more akin to a discussion box than a test box. To do this, the teacher has to learn how to listen to students' explanations and evaluate them for acceptability and completeness. (Stigler and Stevenson, 1991, p. 44)."

— Dave, a 14-year-old student (quoted in Dunn, Rudduck, and Cowie, 1989)

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