

HISTORIC SOUTHERN INDIANA: A COOPERATIVE LEARNING ASSIGNMENT

By Jerry Noland

GRADE LEVEL: Secondary

Prepared in partial fulfillment of requirements for

"INDIANA AND THE NEW NATION, 1776-1876"  
a project of the Historic Southern Indiana Project  
of the University of Southern Indiana  
8600 University Boulevard  
Evansville, Indiana 47712  
(812) 465-7014

FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Historic Southern Indiana -- A cooperative learning assignment

Jerry Noland

1. The class will be divided into small groups to accomplish this assignment.

2. In the real world of work, you must learn to work with others. This is a cooperative learning assignment.

7. Everyone in your group will have a specific role in the group:

- a. facilitator---helps the group to: give everyone a chance to talk  
give reasons for their ideas  
give different ideas  
listens to each others ideas
- b. reporter--records the information discussed  
--reminds the group of key information discussed  
--informs students who were absent what went on the day before
- c. researcher--gathers library books in the room that may be helpful to the

group--looks up information

d. spokesman-- speaks for the group before the class

e. harmonizer (for groups that have five members--otherwise reporter will have this role)--gives encouragement to individual group members and is attentive to the feelings of the group

R. Teacher role: Groups should first try to solve their own problems. The role

You must complete each activity assigned.

Play your role in your group.

You may ask anyone in your group for help.

Everyone helps.

Note: The teacher may show the video tape on Southern Historic Indiana from the George Rogers Clark Memorial either as a preview or a wrap-up activity.

GROUPWORK EVALUATION

STUDENT QUESTIONNAIRE

NAME: \_\_\_\_\_

Group: \_\_\_\_\_

Please mark with an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. I want to know what you think.

SECTION A

1. How interesting did you find your work in the group?
  - \_\_\_\_\_ a. Very Interesting
  - \_\_\_\_\_ b. Fairly Interesting.
  - \_\_\_\_\_ c. Somewhat interesting.
  - \_\_\_\_\_ d. Not very Interesting.
  - \_\_\_\_\_ e. I was not interested at all.
2. How difficult did you find your work in the group?
  - \_\_\_\_\_ a. Extremely difficult
  - \_\_\_\_\_ b. Fairly difficult
  - \_\_\_\_\_ c. Sometimes difficult
  - \_\_\_\_\_ d. Not too difficult-just about right
  - \_\_\_\_\_ e. Very easy
3. Did you understand exactly what the group was supposed to do?
  - \_\_\_\_\_ a. I knew just what to do.
  - \_\_\_\_\_ b. At first I didn't understand
  - \_\_\_\_\_ c. It was never clear to me.
4. For Multiple Ability Tasks
  - a. What abilities did you think were important for doing a good job on this task?

SECTION B

1. Who did the most talking in your group?
2. Who did the least talking in your group?
3. Who had the best ideas in your group?
4. Who did not talk at all in your group?

5. Would you like to work with this group again?  
Yes            No

If not, why not?

6. How well do you think the facilitator did in his or her job?

SECTION C

1. Did you learn more in cooperative learning than in the traditional classroom?  
Why?