**Group Theory and Group Skills Exams**

**Chapter 11: Cooperative Learning in the Classroom**

1. Cooperative learning is

a. Best used for a change of pace

b. An American idea

c. A new idea

d. An old idea

2. Social interdependence exists when

a. Individuals meet socially

b. Each person’s outcomes are affected by the actions of others

c. Each person’s outcomes are the result of their own work

d. Groups meet together

3. Cooperative Learning is when students

 a. Help each other learn

 b. Cooperate with the teacher

 c. Critically evaluate each other’s work

 d. Complete papers together

4. Which type of group is used for teaching specific content?

a. Formal groups

b. Informal Groups

c. Base Groups

d. Sharing Groups

5. Which type of group ensures cognitive information processing during a lecture or demonstration?

a. Formal groups

b. Informal Groups

c. Base Groups

d. Sharing Groups

6. Which type of group provides long-term support and assistance?

a. Formal groups

b. Informal Groups

c. Base Groups

d. Sharing Groups

7. A teacher asks students to share with their group members their plans for the weekend. This is an example of

a. Formal groups

b. Informal Groups

c. Base Groups

d. Sharing Groups

8. A teacher asks students to work together on their math problems until every member of the group can do them. This is an example of

a. Formal groups

b. Informal Groups

c. Base Groups

d. Sharing Groups

9. What is NOT part of planning in cooperative learning?

a. Deciding group size

b. Explaining the task and cooperative structure

c. Catching up on paperwork while students work in groups

d. Evaluating the quality and quantity of student achievement

10. All of the following are important to deciding group size EXCEPT

a. The larger the group, the more skillful members must be

b. The smaller the group, the less time it takes

c. The larger the group, the less interaction among members

d. The smaller the group, more difficult it is to identify problems students

have in working together

11. When putting students in groups, teachers should

a. Have them get in homogeneous groups

b. Have them find their friends so they can be comfortable

c. Assign them to groups so they learn to work with new people

d. Give them a choice to work in groups or work alone.

12. Students engage in more elaborative thinking in

a. Homogeneous groups

b. Heterogeneous groups

c. Larger groups

d. All of the above

13. How does assigning roles help a group?

a. It ensures that all members contribute to the group

b. It creates negative interdependence among group members

c. It helps the groups stay together longer

d. All of the above

14. In assigning roles, it is best to

 a. Start with roles right away

 b. Rotate roles so group members practice each one

 c. Avoid difficult roles

 d. Stay with roles that occur naturally in the group

15. Teachers can communicate that the assignment is cooperative by

a. Giving groups only one copy of the materials

b. Structure intergroup competition

c. Give each student part of the material to learn

d. a and c

e. All of the above

16. In cooperative learning groups, evaluation is done on a

a. Criteria-referenced basis

b. Norm-referenced basis

c. Group grade basis

d. No grades are given

17. The criteria for success in a cooperative group includes

 a. When every student achieves mastery

 b. When every student improves

 c. When every student understands and can explain

 d. When the paper is completed

 e. a, b, and c

 f. All of the above

18. In giving instructions, a formal cooperative lesson should begin with

a. Positive goal interdependence

b. Individual accountability

c. Criteria for success

d. Teaching of social skills

19. An underlying purpose of cooperative learning is to

a. Give teachers a break from lecturing

b. Give students variety in the classroom

c. Make each student stronger individually

d. Allow some students to depend on their smarter peers

20. Some ways to ensure individual accountability include

a. Keep the group size small

b. Give individual tests over the material

c. Observe students as they work in groups

d. b and c

e. All of the above

21. Before each formal lesson, Mr. Langford emphasizes that he wants to see every student stay on task, encourage everyone to learn, share ideas and listen to other ideas. This is an example of

a. Positive interdependence

b. Individual accountability

c. Specifying desired behaviors

d. Intergroup cooperation

22. Before the formal lesson, Ms. Meisner tells her students that she wants one paper from the group that everyone helped with, agrees with, and can explain. This is an example of

a. Positive interdependence

b. Individual accountability

c. Specifying desired behaviors

d. Intergroup cooperation

23. Mr. Gonzalez tells students that, after learning the material in their group, there will be an individual test over the material. This is an example of

a. Positive interdependence

b. Individual accountability

c. Specifying desired behaviors

d. Intergroup cooperation

24. In teaching social skills, teachers should

 a. Be general

 b. Start small

 c. Give many skills at once

 d. Expect students to know the skills

25. While the students are working, Ms. Martin should be

a. Catching up on paperwork at her desk

b. Planning new lessons for the students

c. Monitoring the groups

d. Assessing students so she can reward the best ones

26. Teachers structure intergroup cooperation by establishing

 a. Individual goals

 b. group goals

 c. class goals

 d. teamwork goals

27. Cooperative learning groups give teachers a “window” into students’ minds as they

a. Listen to the students explain the work together

b. Listen to student comments about group work

c. Watch students perform their group roles

d. Look at the group’s final product

28. If a group is not working very well together, teachers should

a. Split the group up and put the members in other groups

b. Make the students do the work on their own

c. Intervene to teach teamwork skills

d. Leave them alone so they can figure it out for themselves

29. Teachers provide closure to a cooperative lesson by

 a. Summarizing major points

 b. Having students summarize major points

 c. Assigning homework

 d. Assigning students to new groups

30. After the lesson, teachers should evaluate

a. How well the students learned the material

b. How well the groups functioned

c. Evaluate how much material the students learned

d. a and b

e. All of the above

31. Three of the following are major purposes of informal cooperative. Which one is NOT?

a. Help students cognitively process the material being learned

b. Correct misunderstandings before the end of class

c. Allow students to socialize so they will like the class more

d. All students to catch up with their note-taking

32. In processing, teachers should have students

 a. Criticize the work of other groups

 b. Reflect on the feedback they have received

 c. Lecture on the material learned

 d. Leave the classroom quietly

33. In using informal cooperative learning, it is most useful to

a. Have specific focus questions for students to discuss

b. Have students take good notes

c. Have them become acquainted with their partner

d. Write down what they think

34. An important aspect of using informal cooperative learning groups is to

 a. Make the task general

 b. Give unlimited time

 c. Require a specific answer

 d. Randomly assign students to groups

35. The amount of time that a motivated adult can concentrate on new material (lecture) is around

 a. Five minutes

 b. Fifteen minutes

 c. Fifty minutes

 d. Indefinitely, if the lecture is entertaining

36. After an informal cooperative learning task, it is important for teachers to check student learning by

a. Giving a written test

b. Putting the focus questions on the next exam

c. Randomly calling on students to share their answers

d. Calling on volunteer students to share their answers

37. Committed group relationships develop in

 a. A few hours

 b. a few days

 c. Long term

 d. rarely

38. A major purpose of base groups is to

 a. Develop long-term relationships

 b. Learn material in short segments

 c. Do projects together

 d. Complete homework together

39. The nature of base groups include

 a. Homogeneous membership

 b. Meet intermittently

 c. Last a short time

 d. Last a long time

40. What is NOT a major purpose of base groups?

a. Help students cognitively process the material

b. Give academic support

c. Give personal support

d. Manage attendance and homework

41. Professor Caudill wants her students to develop strong supportive relationships, so she uses

a. Formal groups

b. Informal groups

c. Base groups

d. Sharing groups

42. Dr. Karl has students discuss material every ten minutes during his lecture, He is using

a. Formal groups

b. Informal groups

c. Base groups

d. Sharing groups

43. Dr. Holubec has her students work together on a learning task until everyone has learned the material. These groups are

a. Formal groups

b. Informal groups

c. Base groups

d. Sharing groups

44. In the cooperative classroom, cooperative learning should be used

a. About ¼ of the time

b. About ½ of the time

c. A majority of the time

d. It’s up to the discretion of the teacher how much cooperative learning is used

45. In the cooperative school, who should be working in cooperative teams?

a. Students

b. Faculty

c. Administration

d. a and b

e. All of the above

**TRUE OR FALSE**

46. Cooperative learning is a new idea.

47. The shorter the amount of time, the smaller the groups should be.

48. Five to six members is the best group size.

49. In addition to an academic objective, the lesson should have a social skills objective.

50. The larger the group, the more the interaction there is among its members.

51. The easiest and most effective way to assign students to groups is randomly.

52. Do not assign roles until students get used to working together.

53. Grading in a cooperative class should be norm referenced.

54. The heart of cooperative learning is social skills.

55. In cooperative learning, individual learning is not assessed.

56. In cooperative learning, every group member must do a fair share of the work.

57. Cooperative learning is more complex than competitive or individual learning.

58. The best place to observe cooperative learning groups is from the teacher’s desk.

59. Teachers should not give groups feedback on their work until they have completed it.

60. In processing, students get feedback on teamwork effectiveness.

61. Informal cooperative learning allows students time to correct gaps in learning during a lecture.

62. In every lesson, it is best to only use one kind of cooperative learning group.

**SHORT ANSWER QUESTIONS**

63. What is cooperative learning?

64. Describe the history of cooperative learning.

65. Explain what formal cooperative learning is and what it is used for.

66. Explain what informal cooperative learning is and what it is used for.

67. Explain what base groups are and what they are used for.

68. What should a teacher take into account when deciding on group size?

69. Explain the advantages of heterogeneous groups for learning.

70. Explain what is important in assigning roles to students.

71. What is positive interdependence and why is it important in a cooperative learning group?

72. Why is individual accountability important in a cooperative learning group?

73. What does the teacher do while students are working in groups?

74. What is group processing?

75. Describe how to use informal cooperative learning groups in a lecture.

76. What are some activities that a base group might do?

77. Explain the groups you would find in a cooperative school.

**Chapter 11: Cooperative Learning in the Classroom**

1. D
2. B
3. A
4. A
5. B
6. C
7. C
8. A
9. C
10. D
11. C
12. B
13. A
14. B
15. E
16. A
17. E
18. A
19. C
20. E
21. C
22. A
23. B
24. B
25. C
26. C
27. A
28. C
29. B
30. E
31. C
32. B
33. A
34. C
35. B
36. C
37. C
38. A
39. D
40. A
41. C
42. B
43. A
44. C
45. E
46. FALSE
47. TRUE
48. FALSE
49. TRUE
50. FALSE
51. TRUE
52. TRUE
53. FALSE
54. FALSE
55. FALSE
56. TRUE
57. TRUE
58. FALSE
59. FALSE
60. TRUE
61. TRUE
62. FALSE