

**OCCC - OFFICE OF INSTITUTIONAL EFFECTIVENESS (July 9, 2010)**  
**COOPERATIVE LEARNING FACULTY SURVEY RESULTS**  
**FOR INSTRUCTORS TRAINED IN MAY 2009**  
**FALL 2009 (N=19)**

**INSTRUCTIONS PROVIDED:** Please complete the survey below based on your experience using cooperative teaching in the fall semester. Please circle the answer which best represents your

	<b>Less Than 10%</b>	<b>10% to 25%</b>	<b>26% to 50%</b>	<b>51% to 75%</b>	<b>More Than 76%</b>
1. What percentage of the total class time did you spend in cooperative learning groups?	9.1%	18.2%	9.1%	54.5%	9.1%

	<b>Almost Always</b>	<b>.....</b>	<b>Some-times</b>	<b>.....</b>	<b>Almost Never</b>	<b>Mean</b>
<b>2. What group sizes did you use in your classroom?</b>						
a. Two students per group	38.9%	11.1%	27.8%	5.6%	16.7%	3.50
b. Three students per group	27.8%	22.2%	44.4%	0.0%	5.6%	3.67
c. Four students per group	0.0%	12.5%	56.3%	0.0%	31.3%	2.50
d. Five students per group	0.0%	0.0%	0.0%	0.0%	100.0%	1.00
e. Six or more students per group	0.0%	0.0%	0.0%	0.0%	100.0%	1.00
<b>3. How did you assign students to cooperative learning groups?</b>						
a. Students chose who they wanted to work with.	18.8%	0.0%	31.3%	0.0%	50.0%	2.38
b. I assigned students of the same ability to a group.	18.8%	0.0%	0.0%	12.5%	68.8%	1.88
c. I assigned students of different abilities to a group.	18.8%	0.0%	37.5%	0.0%	43.8%	2.50
d. Students were randomly assigned to groups.	33.3%	0.0%	50.0%	11.1%	5.6%	3.44
e. I used the card system developed by Lori Farr.	50.0%	0.0%	6.3%	0.0%	43.8%	3.13
<b>4. What materials were distributed to group members?</b>						
a. Each student within the group had a set of materials.	44.4%	0.0%	38.9%	0.0%	16.7%	3.56
b. Group members shared one set of materials.	18.8%	12.5%	37.5%	6.3%	25.0%	2.94
c. Each group member had a different piece of the materials' set.	0.0%	12.5%	50.0%	6.3%	31.3%	2.44
<b>5. What methods did you use to establish interdependence in groups?</b>						
a. Each member in the group was required to reach their goal in order for the group to reach their goal (e.g. one paper from the group).	16.7%	55.6%	0.0%	22.2%	5.6%	3.56
b. Bonus points were added or some other reward was given to all group members when everyone in the group achieved the established criteria.	35.3%	5.9%	47.1%	0.0%	11.8%	3.53
c. Group members were assigned complimentary roles to complete a task (e.g. experimenter, record-keeper).	23.5%	41.2%	0.0%	23.5%	11.8%	3.41
d. Groups were placed in competition with other groups.	6.3%	0.0%	18.8%	37.5%	37.5%	2.00
e. Students established a mutual identity through a name, identity, flag or motto.	43.8%	6.3%	6.3%	0.0%	43.8%	3.06

	Almost Always	.....	Some-times	.....	Almost Never	Mean
f. Groups were placed in a fantasy situation in order to complete the task.	6.3%	0.0%	43.8%	18.8%	31.3%	2.31
6. Before students began working on an assignment, did you tell them how their work would be evaluated (e.g. criteria or comparison to peers)?	89.5%	5.3%	5.3%	0.0%	0.0%	4.84
<b>7. How did students interact with other students in their cooperative group?</b>						
a. Students in group worked individually and turned in their work together.	23.5%	5.9%	41.2%	5.9%	23.5%	3.00
b. Students competed within the group to do the most work.	0.0%	0.0%	0.0%	6.3%	93.8%	1.06
c. Students shared ideas and materials making sure that all group members were actively involved.	78.9%	21.1%	0.0%	0.0%	0.0%	4.79
<b>8. When solving problems or answering questions, how did students reach consensus in cooperative groups?</b>						
a. Students made little attempt to reach consensus and turned in separate answers.	6.3%	6.3%	25.0%	31.3%	31.3%	2.25
b. A few leaders dominated the group and their point of view was accepted without challenge.	11.8%	0.0%	17.6%	41.2%	29.4%	2.24
c. Students argued their point of view and changed their minds only on the basis of the data.	25.0%	31.3%	25.0%	12.5%	6.3%	3.56
d. All students shared information and agreed on one answer quickly.	22.2%	33.3%	33.3%	0.0%	11.1%	3.56
<b>9. How did you promote the mastery of interpersonal and group skills by students?</b>						
a. Students were told the social skills they needed to use in cooperative groups, but little feedback was given to them on their use.	5.9%	11.8%	41.2%	35.3%	5.9%	2.76
b. The social skill was defined and practiced. Groups were observed and feedback given to them.	0.0%	0.0%	25.0%	50.0%	25.0%	2.00
c. The social skill was defined, practiced and monitored.	16.7%	11.1%	5.6%	44.4%	22.2%	2.56
<b>10. How were group activities monitored in your classroom?</b>						
a. Formal observation of group functioning by teacher. (e.g., by classroom or special education teacher or aide.)	50.0%	0.0%	0.0%	0.0%	50.0%	3.00
b. Feedback by teacher on group observations.	35.3%	5.9%	23.5%	35.3%	0.0%	3.41
c. Students observed their own groups and provided feedback for each other.	11.1%	22.2%	55.6%	0.0%	11.1%	3.22
d. Other:	100.0%	0.0%	0.0%	0.0%	0.0%	1.00
<b>11. What did you do while students were working in groups?</b>						
a. I did not interfere with group work and worked quietly at my desk.	6.3%	0.0%	0.0%	6.3%	87.5%	1.31
b. I moved from group to group and told students how they could better complete the task.	22.2%	33.3%	27.8%	0.0%	16.7%	3.44
c. I moved from group to group and occasionally consulted with students on ways to complete the task and work effectively with each other.	47.1%	41.2%	5.9%	0.0%	5.9%	4.24
d. Other:	0.0%	0.0%	0.0%	0.0%	100.0%	1.00

	Almost Always	.....	Sometimes	.....	Almost Never	Mean
<b>12. How was group processing conducted in your classroom?</b>						
a. My schedule did not allow time for groups to process.	5.9%	11.8%	29.4%	0.0%	52.9%	2.18
b. My students discussed how well they worked with each other.	5.9%	17.6%	70.6%	0.0%	5.9%	3.18
c. I had several structured ways for students to process in groups (e.g., rating scale continuum).	17.6%	0.0%	35.3%	23.5%	23.5%	2.65
d. I structured the processing as part of the lesson and had students turn in processing assignments with their other work.	18.8%	0.0%	31.3%	25.0%	25.0%	2.63
<b>13. How did you evaluate students' work?</b>						
a. Norm-referenced evaluation system where individual students' performance was compared to the performance of other students.	0.0%	0.0%	6.3%	0.0%	93.8%	1.13
b. Criteria-referenced evaluation system where students' individual work was compared against a preset criteria.	50.0%	0.0%	31.3%	0.0%	18.8%	3.63
c. Criteria-referenced evaluation system where a single group's product was compared against a preset criteria.	25.0%	0.0%	37.5%	18.8%	18.8%	2.94
d. Criteria-referenced evaluation system where students were evaluated on the basis of individual work and the combined efforts of the members of their group, using a preset criteria. (i.e. bonus points)	52.6%	42.1%	5.3%	0.0%	0.0%	4.47

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>14. Overall, how would you rate your cooperative learning experience?</b>	21.1%	73.7%	5.3%	0.0%

	Yes	No
<b>15. In the future, when we survey students, would you like to receive a printout of your summarized results?</b>	94.7%	5.3%