



The Teacher's Sourcebook for Cooperative Learning: Practical Techniques, Basic Principles, and Frequently Asked Questions

By George M. Jacobs, Michael P. Power, Wan Inn Loh

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A dynamic team of authors demonstrates how any classroom teacher can use cooperative learning techniques for lesson planning, classroom management, and improving students' collaboration skills.

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Editorial Review

Review

"The Teacher's Sourcebook for Cooperative Learning has ideas and activities that can be used by all teachers who want to improve their classroom management and promote community building."

(Rebecca Den Hartog, Elementary Classroom Teacher)

"I unreservedly recommend this important resource to any preservice or inservice teachers of young children."

(Chris Iddings, Assistant Professor of Language and Literacy)

"The authors reveal considerable wealth of experience as teachers and as users of CL. This will be a very successful book."

(Jon A. Scaife, Lecturer in Education)

"This book will give teachers the materials they need to try cooperative learning techniques if they do not currently use them, and it will encourage teachers to expand their cooperative activities if they use some now."

(Theodore Panitz, Professor)

"This wonderfully effective guide to the management and assessment of group work in the high school classroom offers practical strategies, advice, and an answer to the perennial teacher question 'How do I get kids to work together productively?' I highly recommend it to any new or experienced teacher as a great resource for incorporating effective cooperative learning strategies into the curriculum." (Ann Morgan, High School Teacher and Curriculum Specialist)

About the Author

George M. Jacobs has a PhD in Educational Psychology from the University of Hawaii and a master's degree in Linguistics from the University of Illinois-Chicago. He has been teaching courses on cooperative learning since 1988. He has published many articles on the topic and is also a coauthor of Learning Cooperative Learning via Cooperative Learning: A Sourcebook of Lesson Plans for Teacher Education (1997). He is a member of the Executive Board of the International Association for the Study of Cooperation in Education and editor of its newsletter. He also specializes in second-language learning and helped compile an annotated bibliography of works on group activities in second-language instruction. Contact him at gmjacobs@pacific.net.sg.

Michael A. Power has a PhD in Educational Psychology and a master's degree in English as a Second Language from the University of Hawaii. He is the Director of Instruction and Assessment for the Mercer

Island, Washington, school district. He has taught English as a second language in the United States, Japan, and the Republic of Korea, and has, for many years, conducted training throughout the Pacific in instructional strategies for teachers (including cooperative learning).

Loh Wan Inn has an EdD in Science Education from the State University of New Jersey and master's degrees in Education (First Honors) and in Arts from Trinity College, University of Dublin. She is a chartered biologist (Institute of Biology, UK). She has lived and worked in the United States, Singapore, Ireland, and Australia. She has taught courses on science, mathematics, science education, environmental education, cooperative learning, curriculum design, and multiple intelligences. Through her interest in cooperative learning, she has seen it introduced in science by preschool and secondary school teachers as part of their science education modules. She also designs and trains teachers for camps on multiple intelligences and science. Her previous books include storybooks for young children and books on science and science education. She is also a member of a number of environmental organizations.

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