

101 Teachers Benefited Greatly from the 2023 International Kagan Structural Cooperative Learning Workshop

(Courtesy of Wang, Tzu-Yun, Division of Junior High and Elementary Education)



Adaptive teaching and the practice of spontaneous, interactive, and mutually beneficial classrooms have been a focus for the K-12 Education Administration, Ministry of Education, which has commissioned the National Taipei University of Education to organize the "Concept and Implementation of Group Cooperative Learning" program for 12 consecutive years. In the 2023 academic year, the program organized an international online training workshop to assist teachers in revitalizing their courses and promoting a student-centered teaching environment. A total of 68 schools applied to participate, with 101 teachers attending.

The K-12 Education Administration explains that the program emphasizes student-centered learning and values peer interaction and active learning. To help participating teachers understand how other countries implement similar models, the program arranged an international online workshop. Through the clear teaching steps of the "Kagan Structural Cooperative Learning," teachers enhance their utilization of cooperative social skills and classroom management strategies. This helps teachers effectively address difficulties in managing classroom order during cooperative learning and uneven participation opportunities among cooperative learning group members. The workshop promotes the implementation of

spontaneous, interactive, and mutually beneficial concepts for both teachers and students.

Participants grasped the importance of choosing the right time and method of implementing cooperative learning during the two-day hands-on workshop. The participating teachers expressed that the content of the structural cooperative learning strategies introduced by Ms. Christi Brown, the workshop instructor, was comprehensive, including RallyRobin (pairwise sharing in turns), RallyCoach (pairwise coaching in turns), RoundRobin (sharing within groups in turns), and Timed Pair Share (timed pairwise sharing). In addition, the Quiz-Quiz-Trade (pairwise quizzing) cards were used to allow participants to randomly pair up and test the content they learned over the two days through question-and-answer sessions. Through "structured cooperative learning" strategies, not only does teacher-student interaction improve, each student also develops a sense of responsibility for learning, further facilitating possibilities for inter-school exchange and cooperation. The participants found the experience highly beneficial.

Mr. Hu, a teacher at Nei-Hu Junior High School in Taipei City, said that the Kagan Structural Cooperative Learning provides clear, specific, and diverse strategies, allowing teachers to choose the most suitable method based on different teaching goals. Ms. Lin, a teacher at Songlin Elementary School in Tainan City, said that the step-by-step prompts effectively enhance classroom management and create a safe learning atmosphere, which helps increase students' motivation and achievement.

The K-12 Education Administration expressed its hope that frontline teachers would continue to learn different teaching strategies through international workshops to adapt to the ever-changing teaching environment and create their own unique classroom teaching style.