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Starting Point:
Cooperative Learning Module


Discussant Comments
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To what extent is the impact of this pedagogic technique grounded in pedagogical/learning science research?

- There is extensive support for the use of cooperative learning from pedagogical/learning science research.
- In the “why use” section, support for active learning techniques more generally is also provided.
- The fact that this technique (and active learning more generally) is demonstrated to be successful and theoretically sound gives the reader more confidence in the pedagogy and increases their likelihood of adoption.

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To what extent does the module support the understanding of how this pedagogic technique is structured and implemented?

- The module identifies the five key steps to implementing cooperative learning in your. This is helpful and fully fleshed out.
- The “Cooperative Learning Techniques” section was particularly helpful as it explained how the techniques could be categorized by the skill that each enhances.
- The specific addressing of challenges with adopting the technique (in the economics specific section) is helpful and increases the likelihood of adoption by a novice.

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Are the examples provided good exemplars of the technique? Do they provide necessary information to easily adopt or adapt the technique?

- The examples in the economics specific section provide a considerable amount of detail and variety of information including:
 - Learning Goals (learning objectives and Hansen’s proficiencies)
 - Context for Use
 - Teaching Materials
 - Teaching Notes and Tips
 - Assessment
- They are well crafted and can be implemented without further development on the adopter’s part.

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How might the materials presented be enhanced in order to encourage greater diffusion of these pedagogical practices?


- I did not find economic specific references on the effectiveness of cooperative learning. Are there such studies that could be added to the site?
- Examples
 - More examples, especially for the low time investment category
 - Indicate the skill category that the example enhances.
- While there was a wealth of information, at times, I felt a bit overwhelmed. Is there some way to prevent such a response?

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Overview of the Starting Point project:
How will Starting Point resources broadly benefit economics instructors?


- Exposure to a number of different pedagogical techniques
 - Detail on the implementation of active learning techniques
 - Increase likelihood of adoption by lowering cost
- Even for current users of a particular technique, the site will provide new exercise/activity examples
- Help instructors to think about education research and theory.
- Re-energize instructors

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Overview of the Starting Point project:
How is the Starting Point site different from other pedagogical resources in economics?

- Starting Point
 - is much more comprehensive,
 - provides greater detail on the techniques, and
 - explains the pedagogical theory/research behind the effectiveness of each technique.
- Contact information for module developers and example contributors is readily available.

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Overview of the Starting Point project:
How could the Starting Point site be expanded or improved to better promote research-based teaching practices?

- Additional examples are always helpful.
- The site is well developed. At this point, I think it is more a matter of getting instructors to the site.

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