

Handing students the proverbial fishing rod:
Cooperative learning to develop deeper learning

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November 8, 2025
Nagoya University of Foreign Studies

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Overview

Part A – The Context

- Paradigm Shift
- MEXT recommendations
- Cooperative Learning (CL) in Asia
- Confucian Heritage Culture
- Resistance in Japan

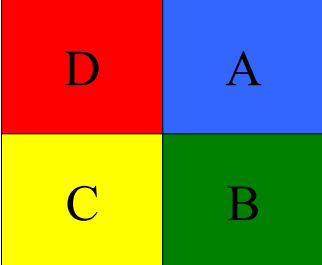
Part B – Cooperative Language in Practice

- 3 types of teacher
- PIES
- CL purposes
- CL Roles

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Team Formation

Presentation screen



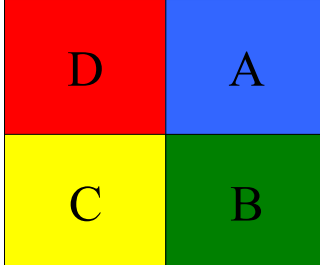
Team Composition

- * 4 members
- * Only new friends
- * 1 man/1 woman/2 others


Time: 2 minutes

3

Round Robin




4



My name is ____.

I like...

5



The word ____
best describes
me.

6



7



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New education for new times

"education doesn't need to be reformed — it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it"
Sir Ken Robinson

Policy is made in government offices as well as classrooms

Teachers ... realise language policy discursively through performative action ...
That is, teachers perform expected language behaviour and in so doing,
contribute to language policy changes in a school."
Joseph Lo Bianco

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NHK WORLD
NHK NEWSLINE

2022 PISA Rankings

	1	2	3	4	5
Math	Singapore	Macao	Taiwan	Hong Kong	Japan
Science	Singapore	Japan	Macao	Taiwan	S.Korea
Reading	Singapore	Ireland	Japan	S.Korea	Taiwan

JAPANESE STUDENTS EXCEL IN MATH, SCIENCE, READING

<https://youtu.be/UAxJPi-bfQ?si=0T1nzCo1M40wuu-i>

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Education for Sustainable Development

Aims of the ESD

(1) Teachers and students elicit issues related to building a sustainable society, centering on the "six perspectives" that constitute the building a sustainable society.

Concepts of sustainable society-building

- 1 Diversity (variety exists)
- 2 Interdependence (relating to each other)
- 3 Limitation (limits exist)
- 4 Fairness (valuing everybody)
- 5 Cooperation (cooperating with others)
- 6 Responsibility (taking responsibility)

(2) Teachers and students acquire the "seven competencies and attitudes" necessary to solve problems in order to build a sustainable society

Competencies and attitudes to be emphasized in ESD

1. Ability to think critically
2. Ability to plan with anticipation of a future scenario
3. Ability to think in multidimensional and integrative ways
4. Ability to communicate
5. Ability to cooperate with others
6. Attitude to respect relations and connections
7. Attitude to participate proactively

Source: National Institute for Educational Policy Research "Study on Education for Sustainable Development (ESD) in Schools [Final Report]"

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MEXT Recommendation

It is important to improve learning and pedagogies continuously, from the perspectives of "proactive learning, interactive learning, and in-depth learning". This means not only focusing on the exploratory learning process, such as appropriately positioning problem-solving learning, enriching opportunities for proactive, learner-centered learning and adding in experiences and activities, but properly examining which part of the learning process would be most effective and how they should be positioned. This means aiming to implement cooperative learning by incorporating group activities, and getting students to discuss and work together to carry out investigative and summarizing activities or give presentations (MEXT ESD practices)

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CL in Asia

Cooperative Learning in Asia

Overview: Cooperative Learning (CL) is gaining traction across Asia as part of education reform and English language teaching. It promotes collaboration, communication, and autonomy.

Countries Using Cooperative Learning:

- **China** – Research-driven implementation in schools and universities.
- **South Korea** – Group learning and teacher professional communities.
- **Vietnam** – Adoption grows despite large classes and traditional norms.
- **Thailand** – Common in EFL and STEM education.
- **Malaysia** – Supported by teacher training and curriculum reform.
- **Indonesia** – Widely used after PISA workshops.
- **Philippines** – Effective in literacy and communication courses.
- **India** – Aligned with student-centered and NEP 2020 goals.
- **Myanmar** – Applied in EFL speaking classrooms.
- **Korea** – Research shows CL improves motivation and achievement.
- **UAE** – Integrated into bilingual and inquiry-based programs.

Cooperative Learning is now a regional trend, adapted to local cultures. It builds teamwork, critical thinking, and learner responsibility across Asian classrooms.

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Confucian Heritage Culture

China, Japan, Korea, Taiwan, Hong Kong, Singapore, and Vietnam

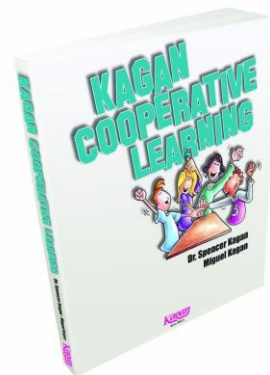
- **Respect for authority and teachers**
- **Effort and perseverance**
- **Collectivism and harmony**
- **Moral self-cultivation**
- **Examination and meritocracy**

Scholars use *CHC* to explain certain learning patterns—like diligence, memorization, and respect for hierarchy—while also recognizing that modern students in these contexts now blend traditional and global educational norms.

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Japanese reluctance to use CL

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Cooperative Learning Kagan's PIES Principles

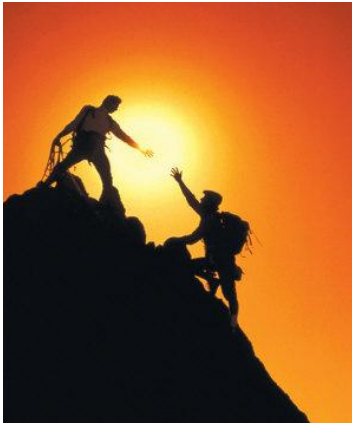
- P**ositive Interdependence
- I**ndividual Accountability
- E**qual Participation
- S**imultaneous Interaction

Kagan and Kagan (2009)



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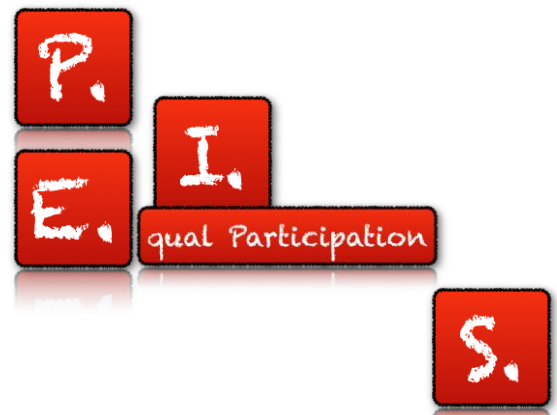
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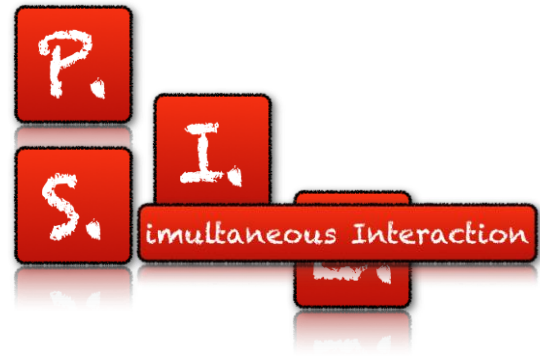
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3 types of teacher

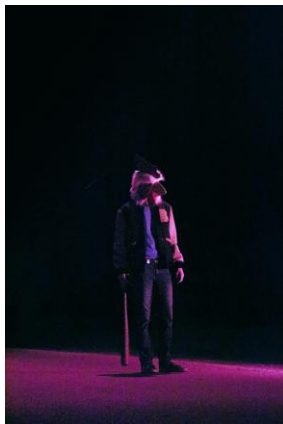
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Type 1 Traditional Teacher

Sage on the Stage

Traditional teacher-centered approach

Focus on lectures and one-way knowledge delivery



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Common Aspects of Traditional Teaching

Barr (1998)

1. One teacher per course
2. Using one classroom
3. No adjustment to classroom setting
4. Set time (90 minutes)
5. Conducting classes in 15 to 18 week blocks
6. No classroom time for reflection
7. Following pre-set curriculum designs

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Type 2
Team-Based Teacher

Facilitates group work and team activities
Monitors and guides collaborative tasks

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purposes of CL

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Type 3
Cooperative Learning Teacher

Implements structured cooperative learning principles
Emphasizes interdependence, social skills, and individual accountability

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Teamwork

Cons

Conflict
Passing the Buck
Takes time

Pros

Synergy
Trust
Saves time

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Class Building

Class Building:
Interaction with classmates, not team members

Aims:
Getting acquainted
Class identity building
Mutual support
Valuing differences
Developing synergy

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Classbuilding vs. Teambuilding

Classbuilding:

- Builds relationships across the whole class.
- Increases trust, belonging, and unity among all students.
- Activities: 'Find Someone Who', 'Line Ups', 'Mix-Pair-Share'.

Teambuilding:

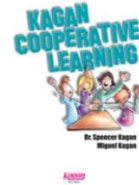
- Builds cooperation and trust within small teams.
- Develops positive interdependence and support.
- Activities: 'Team Interview', 'Teammates Consult', 'Team Cheers'.

Summary: Classbuilding = whole-class community. Teambuilding = small-g

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Cooperative Learning Roles (Kagan Structure)

Building teamwork and accountability in every group



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Overview of Kagan Roles

- Each student has a clear role
- Roles rotate regularly
- Ensures equal participation
- Builds interdependence and communication

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Role 1 – Team Captain (Leader)

- Keeps the group on task
- Makes sure everyone participates
- Encourages positive teamwork
- Liaison between teacher and group

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Role 2 – Recorder

- Writes down group answers and ideas
- Keeps organized notes
- Ensures everyone agrees before writing
- Submits final responses

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Role 3 – Materials Monitor

- Collects and returns materials
- Handles papers, devices, or supplies
- Keeps area neat and organized

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Role 4 – Timekeeper

- Monitors time limits for tasks
- Gives reminders ('2 minutes left!')
- Helps group stay focused and efficient

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Role 5 – Encourager

- Promotes positive group dynamics
- Praises ideas and effort
- Resolves minor conflicts kindly
- Keeps morale high

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Role 6 – Checker

- Confirms that all members understand
- Asks, 'Can everyone explain this?'
- Ensures consensus before sharing

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Role 7 – Reporter

- Presents the group's results to the class
- Summarizes key ideas clearly
- Speaks on behalf of the team

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Tips for Using Roles

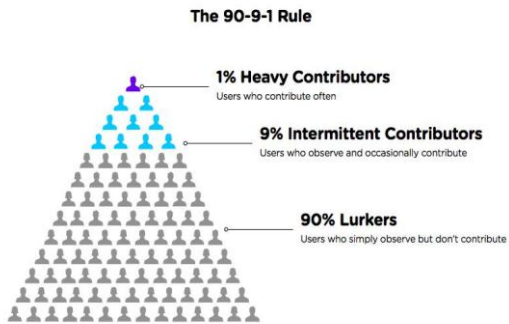
- Rotate every few activities
- Reflect on how each role contributes
- Encourage self-assessment of teamwork

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Summary

- Roles create structure and balance
- Everyone has responsibility
- Cooperative learning = shared success

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Thank you for your co-operation

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Cooperative Learning articles by Joël Laurier:
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