How to Help Introverts Thrive in Cooperative Groups

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In her excellent book, "Quiet", Susan Cain argues against group work for introverts. She has a point for unstructured group work. Yet well-structured cooperative learning is good for both introverts and extroverts. The procedures provide equal time for everyone. Introverts have their turn to talk without interruption, and extroverts cannot take over the conversation. Think-time gives introverts a chance to reflect before they speak. The presenter, a confirmed introvert who loves cooperative learning, will demonstrate its use for introverts.

Outcomes:

Describe introversion and extraversion

Apply half a dozen cooperative learning procedures

Show how structured cooperative learning benefits both introverts and extraverts

Category: Application

Describe the theory, approach, and revision that you applied in your course, curriculum, or program. Describe what you saw in your students', colleagues', or institution's behavior that you wanted to change. Describe the learning objectives you wanted students or colleagues to better achieve as a result of your application. Describe how structured cooperative learning benefits both introverts and extraverts.

Describe the project's related course(s) or curriculum, its students, and its place in the curriculum or program.
This will apply to teaching any course or curriculum.

How is your application different from ones that others have tried?
The connection between cooperative learning and introversion is a recent advance.

Assessment and baseline: Indicate how you determined the success and effectiveness
Assessment is based on extensive cooperative learning research and its application to varied student populations.

References:


Organization:
This presentation will be a combination of brief lectures, class discussion, and cooperative learning activities.

Keywords:
Collaborative Learning
Cooperative Learning
Introverts
Learning Styles