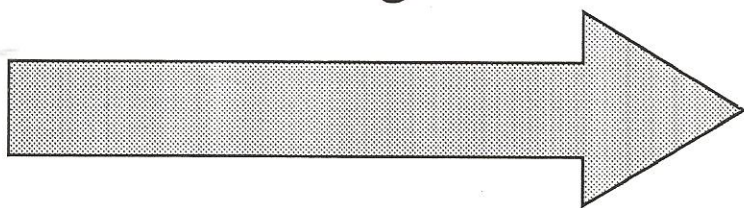


# Making Our Mark — Together



**I**n typical classes, students were not allowed much interaction. Yet, cooperative-learning classes were exceptions to the rule.

Cooperative learning occurred when students taught each other with the teacher acting as a facilitator. Several students put their heads together to complete an assigned task. This process impacted on a student's behavior.

"When a student is engaged in co-op learning, he becomes more interested because he is an active participant rather than a passive learner," commented Mrs. Lynn Stroble, a math teacher who also employed co-op learning in her classes. "Realizing that his grade will affect the grade of the group, the pupil is motivated to do his best."

Co-op learning had its advantages over traditional learning. Eliciting others' opinions was a source of comfort for students. Also, because student was helping student, everyone learned more.

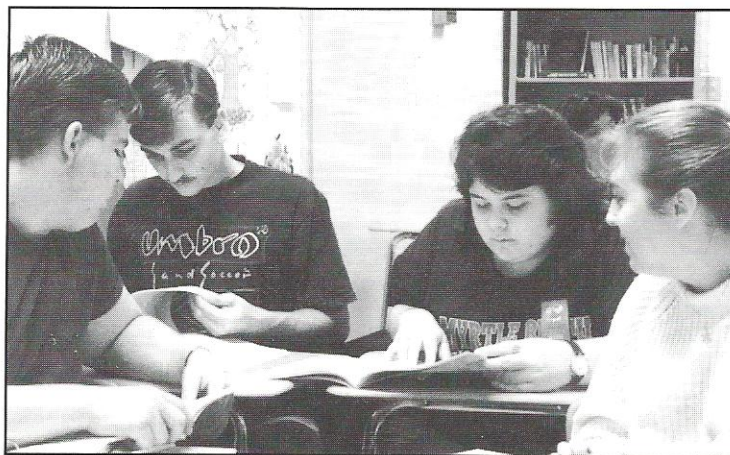
"I like co-op learning because a student has the opportunity to discuss things with other students," said junior Terrance Bond, one of Mrs. Kate George's English IV students.

"One learns a lot more from co-op learning than independent learning because things are easier to understand," said sophomore Scott Weekley, a pupil of Ms. Sallie Searson's economics class.

With most teachers incorporating some type of it in their classes, the cooperative-learning method gained popularity across the curriculum.

— Dawn Bowman

**Four Heads Are Better Than One.** Studying modules in Applied Communications, Tina Elliott, Marjorie Canady, Frank Jacques, and Dean McDonald put their heads together to learn English material. Modules were an invaluable teaching tool in Applied Communications.



**Take A Look At This!** Presenting information to their economics class, Carl Hamlin, Heather Hawkins, and Dustin Horn explain TQM. TQM (Total Quality Management) is an exercise involving problem solving.

