

Promotive interaction: Students need to do real work together in which they promote each other's success by sharing resources & helping, supporting, encouraging, & applauding each other's efforts to achieve. There are important cognitive activities & interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, & connecting present with past learning. Each of those activities can be structured into group task directions & procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every learner has someone who is committed to helping him or her learn) & a personal support system (every learner has someone who is committed to him or her as a person). It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals.

Individual & group accountability: Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals & each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed & the results are given back to the group & the individual in order to ascertain who needs more assistance, support, & encouragement in learning. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency.

Interpersonal & small group skills: Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in taskwork (learning academic subject matter) & teamwork (functioning effectively as a group). Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully & precisely as academic skills. Leadership, decision-making, trust-building, communication, & conflict-management skills empower students to manage both teamwork & taskwork successfully. Since cooperation & conflict are inherently related, the procedures & skills for managing conflicts constructively are especially important for the long-term success of learning groups.

Group processing: Group processing exists when group members discuss how well they are achieving their goals & maintaining effective working relationships. Groups need to describe what member actions are helpful & unhelpful & make decisions about what behaviors to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together & determining how group effectiveness can be enhanced.

The C.A.S.E Curriculum uses Active Learning (AL)

Active Learning (AL) engages learners in relevant & authentic tasks in a supportive environment. It is an approach to teaching that incorporates one or more of the following five behaviours:

1. talking & listening
2. reading
3. writing
4. creating
5. reflecting

Compared to a traditional approach of passive information transmission, AL produces better learning, including concept formation; increased motivation; discovery of misconceptions; & the acquisition of knowledge, critical thinking, attitudes & values, & interpersonal skills. Case discussions are one example of active learning approaches.