

Slavin R E. Cooperative learning. *Rev. Educ. Res.* 50:315-42, 1980.

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This review summarizes the results of 28 field experiments in which students using cooperative learning methods were compared to control groups over periods of at least two weeks. The review concludes that cooperative learning improves intergroup relations, mutual concern, and self-esteem, and increases student achievement if the groups are rewarded based on the individual learning of all group members. [The *SSCI*® indicates that this paper has been cited in over 100 publications.]

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Beginning in 1977<sup>1</sup> I have written a series of reviews of the literature dealing with the still rapidly evolving field of cooperative learning. My 1980 review that is the subject of this *Citation Classic* is perhaps the most important of these, at least to me. It was the first to make the claim, supported by much subsequent research, that the achievement effects of cooperative learning depended on the provision of group rewards based on the individual learning of all group members. My later reviews, in

1983<sup>2,3</sup> and 1988<sup>4</sup> make this argument even more strongly.

Ironically, my 1980 review is quite frequently cited as a justification for all forms of cooperative learning, including methods in which students work in small groups but receive no rewards based on their performance, or in which group rewards are based on a single group product. These are precisely the forms of cooperative learning that I had found to be ineffective (at least in terms of increasing student achievement), so I am always distressed to find how often research on such methods cites my review as confirming evidence.

For me, publication of "Cooperative learning" represented a sort of watershed. With this review, I considered my research on the basic forms of cooperative learning to be complete. Since that time my colleagues and I have turned our attention toward more complex and comprehensive forms of cooperative learning, such as Team-Assisted Individualization-Mathematics<sup>5</sup> and Cooperative Integrated Reading and Composition,<sup>6</sup> and toward school-level applications of cooperative learning principles.<sup>7</sup>

I believe that to get something off your back, you've got to get it off your chest. Writing "Cooperative learning" in 1980 helped me to get my conclusions from research in the 1970s off my chest and to then move in new directions to build on what we had learned.

1. Slavin R E. Classroom reward structure: an analytic and practical review. *Rev. Educ. Res.* 47:633-50, 1977. (Cited 50 times.)
2. ———. When does cooperative learning increase student achievement? *Psychol. Bull.* 94:429-45, 1983. (Cited 30 times.)
3. ———. *Cooperative learning*. New York: Longman, 1983. 147 p. (Cited 55 times.)
4. ———. Cooperative learning and student achievement. (Slavin R E, ed.) *School and classroom organization*. Hillsdale, NJ: Erlbaum. (In press.)
5. Slavin R E, Madden N A & Leavay M. Effects of Team Assisted Individualization on the mathematics achievement of academically handicapped and nonhandicapped students. *J. Educ. Psychol.* 76:813-9, 1984. (Cited 5 times.)
6. Stevens R J, Madden N A, Slavin R E & Farnish A M. Cooperative Integrated Reading and Composition: two field experiments. *Read. Res. Quart.* 22:433-54, 1987.
7. Slavin R E. Cooperative learning and the cooperative school. *Educ. Leadership* 45(3):7-13, 1987.