

A study about cooperative learning

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Abstract

Present research is exploring advantages of cooperative learning for students and teachers. Cooperation means working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves as well as to all other groups so that students work together to maximize their own and each other's learning unlike individual learning which can be competitive in nature. Cooperative learning is influential instructional strategy. Working in cooperative groups, students learn valuable social skills, practice high level thinking and new concepts.

Keywords: cooperative learning

1. Introduction

Cooperative learning provides opportunity to work in a group and achieve target. The instructional use of small groups, so that students may work together to maximize their own and each other's learning. Each member of the team brings special talent to the group. All team members cooperate on the achievement of the task and learn both academic and social skills from cooperative learning environment. In cooperative learning, group with members of different level of ability use a variety of learning activities to improve their knowledge. Each member of the group is responsible not only for learning but also for helping team members. Cooperative learning results in benefits of all group members as sharing from each other's work. All members feel proud when a group member gets success.

Cooperative learning, furthermore, results in higher level reasoning, more frequent generation of new ideas and solutions. The more conceptual the task, the more problem solving, critical thinking and more creativity required. It produces higher achievement, healthy relationship and good psychological adjustments. Students learning can capitalize on one another's ideas, monitoring one another work. Teacher's role changes from giving information to facilitating student's task. Everyone succeeds when the group succeeds. Cooperative learning tasks as intellectually demanding, creative, open ended and involve higher order thinking.

There are 5 elements required for incorporation of cooperative learning. The most important element is positive interdependence. Second element is individual and group accountability. Third element is face to face promotive interaction and fourth element is interpersonal and small group skills. Group processing is fifth element.

According to social interdependence theory of learning, in an education system, social interdependence refers to student's efforts to achieve, develop positive relationships adjust psychologically and show social competence. The social interdependence perspective of cooperative learning pre supposes that the way is structured and determines the way persons interact with each other. Cognitive development theory says that when individuals work together, socio

cognitive conflicts occur and create cognitive disequilibrium that stimulates perspectives. According to behavioural learning theory, cooperative efforts are fueled by extrinsic motivation to achieve group rewards.

Methodology

Research method for study is based on survey and observation. Students of class 1 to 12 are selected for study. Classes are divided into 3 categories as class 1-5, 6-8 and 9-12. In every category 2 groups are formed. Members of group 1 allowed working individually, group 2 instructed to work in cooperation. Different assignments were allotted to all 3 categories but it was same for both groups in a category. Results of assignments were calculated to find learning supportive ability, reasoning ability and development of problem solving technique, desire to achieve target.

Finding and Analysis

Table 1: Effect of Cooperative Learning on Learning Supportive Ability of Students

Category	% of Learning Supportive Ability in Students	
	Individually	In Group
Class 1-5	56	71
Class 6-8	68	77
Class 9-12	72	83

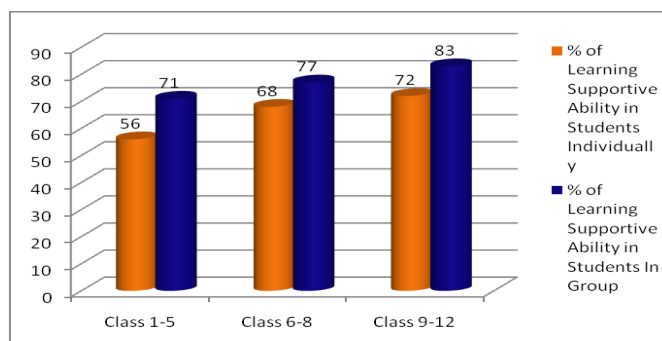


Fig 1: Effect of Cooperative Learning on Learning Supportive Ability of Students

Table 2: Effect of Cooperative Learning on Reasoning Ability of Students

Category	% of Reasoning Ability in Students	
	Individually	In Group
Class 1-5	68	76
Class 6-8	74	79
Class 9-12	77	83

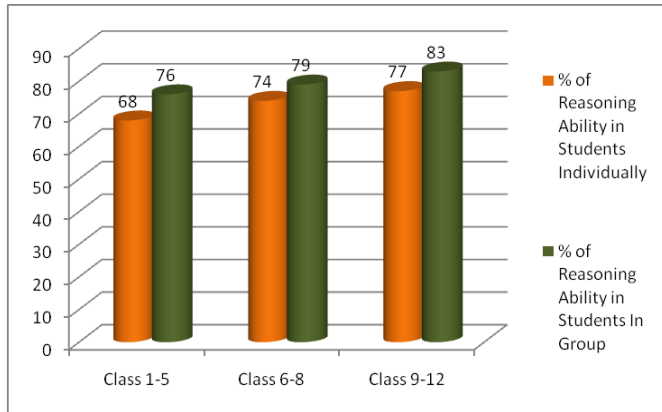


Fig 2: Effect of Cooperative Learning on Reasoning Ability of Students

Table 3: Effect of Cooperative Learning on Development of Problem Solving Technique

Category	% of Development of Problem Solving Technique in Students	
	Individually	In Group
Class 1-5	52	61
Class 6-8	57	64
Class 9-12	65	69

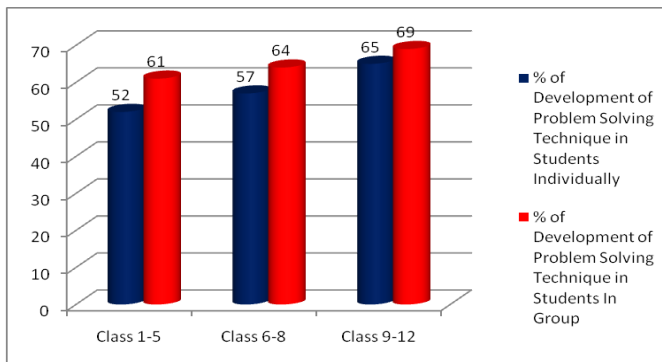


Fig 3: Effect of Cooperative Learning on Development of Problem Solving Technique

Table 4: Effect of Cooperative Learning on Desire of Achievement of Goal

Category	% of Desire of Achievement of Goal in Students	
	Individually	In Group
Class 1-5	74	76
Class 6-8	78	82
Class 9-12	81	86

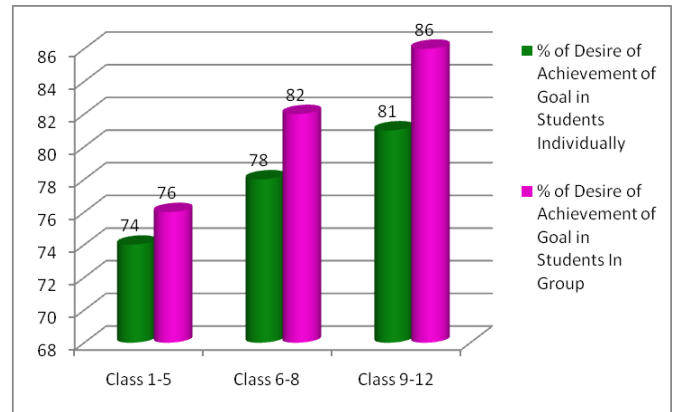


Fig 4: Effect of Cooperative Learning on Desire of Achievement of Goal

Group working is helping to develop learning supportive ability in students. In class 1-5, learning supportive ability develops individually 56% while in group it is observed 71%. For class 6-8, variation % is observed 68% to 77%. For class 9-12 individually learning supportive ability found 72% and in group it is 83%.

Results of effect of cooperative learning on reasoning ability exhibits that reasoning ability is more in group learning rather than individual learning. In class 1-5, reasoning ability is 68% for individuals and 76% for group members. For class 6-8 individual students got 74% and group learners got 79%. Students of class 9-12 have variation 77% to 83% from individuality to group work.

Cooperative learning generates ability to develop problem solving technique. In class 1-5 students, development of problem solving technique found 52% for individuals and 61% for group students. For class 6-8, individuality got 57% and group working got 64%. In class 9-12 students, variation observed 65% to 69%.

Cooperative learning inculcates desire of achievement of goal. Assignment results indicate that class 1-5 students got value 74% for individual working and 76% for group working. In class 6-8, individual students got 78% and group members got 82%. For class 9-12 students, desire of achievement of goal is observed 81% for individuals and 86% for group students.

Conclusion

The conclusion is derived from the studies that cooperative learning is 2.74 times more influential than individual learning. Further if healthy study environment % persists then the measure of learning factor increases exponentially. Results show that cooperative exercises inculcate learning supportive ability, reasoning ability, critical thinking, desire to achieve target, development of problem solving technique, and development of social skills.

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