

# “COOPERATIVE LEARNING METHOD” A USEFUL IN HIGHER EDUCATION

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**Abstract :** Most of the teachers from higher education follow the rules, regulations, and ethics when they do their jobs. They also teach their allotted syllabus of the respective subject given by the institute, Government authority and affiliated University. The teacher's use lecture method for their teaching. The students are less assessed by continuous assessment because of limited time for the teaching of the syllabus. The evaluation method is also straight forward. As a result, the student feels less interest in attending all lectures. Student attends ~ 75% lectures, because of compulsion. Most of the students have textbooks, android cell phones and computers with a net. They can search for information through various search engines. They do not ask or share the problems in learning and understanding with the teachers. Due to these facts, students have neither concentration nor involved in the learning process. To overcome this problem, the method of teaching should be improved or changed; this will improve the interest of students in the classroom and for the learning process. For this purpose, we can use cooperative learning and evaluation methods.

**IndexTerms - Cooperative learning method, teaching and learning tool, think-pair-share-evaluate, innovative teaching tool.**

## I Introduction

The teacher is a great artist, motivator and facilitator, who uses basic tools so that it can be valuable assets in a student's future life. The teacher shows the mirror to his/her students, where the student can see his/her soft skills in it and can utilize for their learning. A teacher can develop curiosity, creativity and critical thinking. He also fosters interest in the subject. Every student has many skills. The teacher should identify the skills and motivate the students to realize these skills through the activity. The student is motivated to learn and to think independently.

The teaching philosophy consists of the teaching and learning process in theory and practicals in higher education. This philosophy was developed when every teacher observed the SOWC analysis in the teaching profession. In higher education, teachers are involved in teaching, learning, extension and research. He/she teaches in the class by chalk and talk method or with the help of PPT. Most of the teachers are involved in learning, extension and research by participation in conferences, workshops, seminars or other research activities. Teachers also work in the University examination. Our product i.e. the student is not evaluated every day or in every lecture by his teacher. Teacher, Principal, Management and University authority do not bother much about the student, whether students are involved in the learning process. They do not give such a program that students are involved in a continuous learning process.

However, there must be a small improvement in the teaching process for higher education [ 1 -7 ]. It must be some interactive teaching method. From the method, students must involve in the learning process more than the teaching process. The "Cooperative Learning and Evaluation Method" involves the teaching, learning and evaluation process. This method worked on four principles such as THINK-PAIR-SHARE-EVALUATE. This allows the student to involve and actively participate. This method develops the relation between teachers and students concerning students' academic achievement, understanding of the concept, friendship, respect, etc.

## II Material and Methodology

1. Plan for formation of a group
2. Organization of Workshop for the student at the beginning
3. Group-wise Questionnaires
4. Initially, the topic explain by the teacher
5. The seating arrangement is organized group wise
6. The group leader will be selected from each group by the Students. Every time the leader get changed
7. After understanding the concept from the teacher, the question is allotted to each group
8. The student will be discussed through first and second principle –THINK,-PAIR on the question and get note the points of the answer.
9. After 10 min. Each group leader presents the discussed points in the class i.e third principle –SHARE
10. Then the students from other groups asked their curies to the presenter group. They have to answer and no marks for the answer. If the presenter group student is not able to answer, the student from another group can answer or the teacher has to explain the concept again with an example.
11. Here the group gets the marks, which ask the questions i.e. fourth principle –EVALUATE. As a result, most of the students from other group prepare and asks the questions. They involved the task given to other students. Therefore every student involved in the learning process.

### III Results and Discussion of the current practice of innovation

This method is implemented for the last three years in the college for third year BSc class. This method gives positive interdependence, individual accountability, interactions, involvement, participation, alertness, respect, etc. in every student. It helps to develop their skills like listening, understanding, analyzing, implementation, etc. This method worked on four principles such as THINK-PAIR-SHARE-EVALUATE. This allows the student to involve and actively participate. In this method, we have to make different groups of the students and they sit accordingly in the classroom. Cooperative learning is the learning style whereby students are arranged in small groups and the group members are linked together in such a way that they cannot succeed unless every member in the group succeeds. The teacher first explains the concept on the board, then every group is supplied with the related question and every group first thinks, then is allowed to discuss i.e. pair. In this discussion, the teacher should help and take part to motivate every student of the group, that he/she should take part in the discussion. It requires 10 minutes for discussion. Then every group selects a leader and writes the raised points on a paper. Then the leader of each group explains all points in front of the whole class i.e. share with the help of the board. Then other group members ask the related question and the presenter group answers. The other group gets the marks for their question i.e. evaluate. If the presenter leader or his group gives the correct answer then it's OK. If not, then the teacher should answer. In this way, the students make different variety of questions by applying his / her knowledge, which is more creative. In this method, every student was involved in the learning process i.e. active participation, as a good listener and gives respect to other students and teachers.

The conventional teaching method is lecturing method i.e. chalk and talk method, which is a one-way method bottom of Form. Every student from the class listens, but there is no active participation. When the teacher asks the question, some of the students answer. But in the cooperative learning method, every student participated continuously in the discussion by thinking, pairing and sharing. The students take part in the discussion, everybody gives respect to others. Each student gets involved in the concept. Every student develops a creative ability to ask the question as well as to answer.

The structure of the class get arranged group wise as shown in figure 1.

### IV Impact of the tool

#### 4.1 Student feedback and conclusions

After completion of the course, the student gives the feedback. From the feedback, some of the common points are given here. These response of points in terms of feedback of the students are shown in graph (figure 2)

1. The students become more interactive.
2. Every student takes part in the learning process.
3. Some of the students not further doing a study of this subject at home. The classroom activity is sufficient for them.
4. Knowledge of students is strengthened through continuous improvement
5. Free discussion because of Group assessments. The impact of such assessment favor on student learning
6. This method helps to think us on the concept
7. We learn through explaining concepts to other students
8. Involvement of every student
9. Increases listening ability
10. Develop communication skill
11. Students are engaged in learning
12. Interest in the subject (might be less)

#### 4.2 Challenges faced in the practice of innovation

With this method some of the challenges observed

1. Some of the students are irregular,
2. This method making effectively applied for the class of more than 40 students.
3. In this method, the concepts of the syllabus are converted into related activities or games.

#### 4.3 Impact on the student:-

1. Involvement of every student is increased
2. Listening ability of the student is increased
3. The communication skill get improved
4. Interest in the subject get improved
5. Students were engaged in the class for the lecture

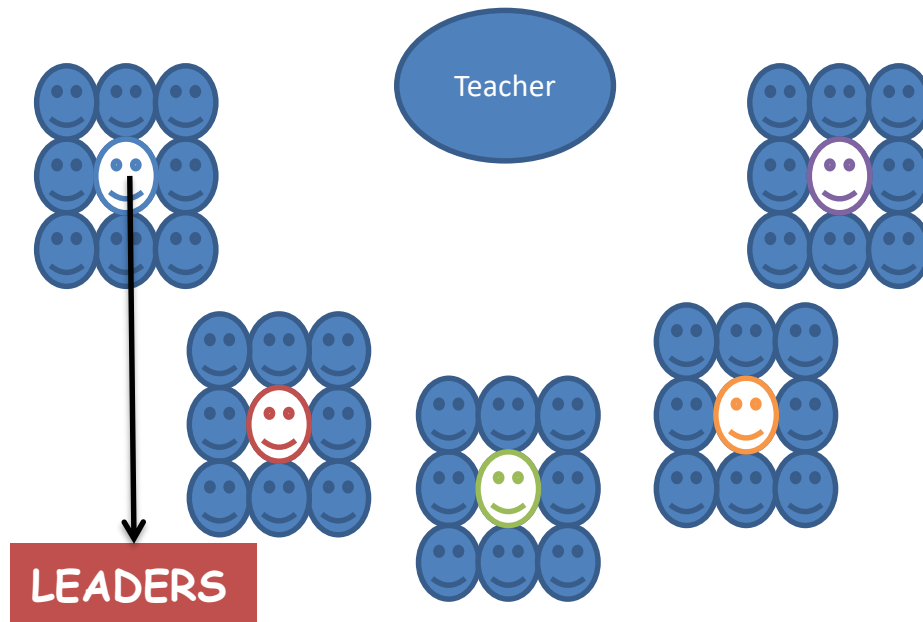


Figure 1. Class structure, student seating arrangement

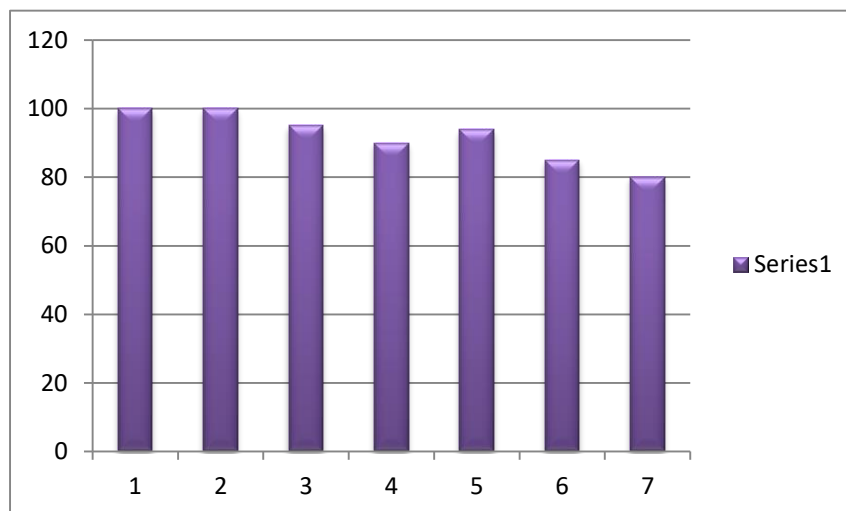


Figure 2. Student response with respect to above points

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