Cooperative Learning in Higher Education

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Document Type
Book

Description
Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning.

If you’ve been interested in cooperative learning, but wondered how it would work in your discipline, this book provides the necessary theory, and a wide range of concrete examples.

Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college, and graduate courses in history and the sciences, and how it works in small and large classes, as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels.

The chapters showcase cooperative learning in action, at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills.

The authors build upon, and cross-reference, each others’ chapters, describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

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Background: In the way of continuous improvement in teaching methods this paper explores the effects of Cooperative Learning (CL) against Traditional Learning (TL) in academic performance of students in higher education in two groups of the first course of Computer Science Degree at the university. Material and methods: The empirical study was conducted through an analysis of covariance (ANCOVA) in order to assess whether teaching methods have a significant effect on academic performance. Results: The results show that teaching methods did not have a significant effect on the academic performance of students in the first course of Computer Science Degree at the university. Conclusion: This study suggests that both teaching methods have comparable effects on the academic performance of students in the first course of Computer Science Degree at the university.
learning work in a career and technical education (CTE) setting? We’ll answer all these questions – and a couple others – below! What Is Cooperative Learning? Similarly, cooperative or collaborative learning, or other forms of group learning, have been the subject of the utmost interest over the last few decades, for their implications on educational, social, and work levels. Nevertheless, finding ways to organize and conduct classes so as to reconcile the maximum learning with the education of persons who can cooperate and establish good human relationships is a great educational challenge (Goikoetxea and Pascual, 2002; St-Pierre and Richer, 2008). However, although academic interest in studying cooperative learning in higher education has recently increased, empirical evidence of its impact at university level is still limited (Herrmann, 2013).