Importance of cooperative learning as an effective teaching strategy; a theoretical study

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Abstract

In current situation and from the last several decades, instructors have executed cooperative learning strategy trying to push up the student's achievement and increase their capacities. Cooperative learning strategies have an exploration based procedure which is fundamental for teachers. Educators are confronted with a wide range of choices while picking a particular helpful learning strategy. As teachers combine helpful learning techniques into the classroom, qualities, for example, positive reliance, singular responsibility, up close and personal collaboration, social abilities, and gathering preparing must likewise be considered. Cooperative learning methods have likewise been appeared to expand the student motivation and maintenance of the learning material. While, more research should be done, cooperative learning techniques can positively affect the classroom.

Key words: cooperative learning, effective, teaching strategy.

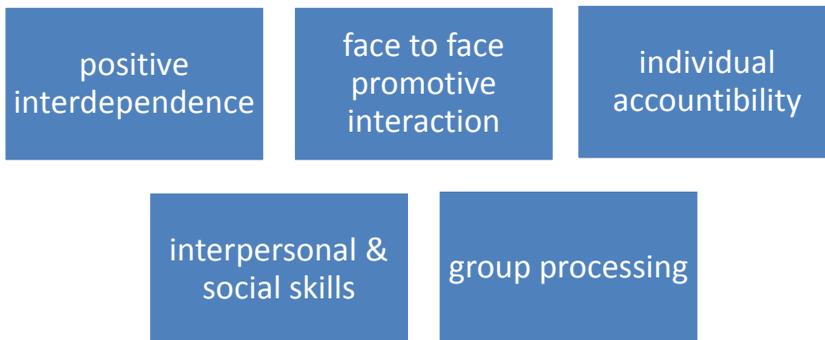## Introduction

Definition of Cooperative learning

Cooperative Learning is children learning together in groups, which are structured so that group members have to cooperate to succeed (2). According to Johnson & Johnson the way we teach and learn in modern educational environments has been transformed through the advent of cooperative learning. Different researchers have different definitions of cooperative learning. For example, Johnson and Johnson (1990c) define cooperative learning as "the instructional use of small groups so that student's work together to maximize their own and one another's learning" (p.69). According to Sharan cooperative learning is a group-centered and student-centered approach for classroom teaching and learning, and he refers to cooperative learning as "instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content" (p.344).

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The process of education is running from thousands of years, and its play a significant role to build healthy nation. Teaching is a very noble profession and that is an art of delivering knowledge. So it's very important for those people who work in this field to know about the psychology of their students and also know about the different techniques of teachings, because teaching is a very complicated task and it's not a cup of tea for anybody. It is important for a teacher to always try to make his lesson interesting. For this to happen, they must be in a position to plan his lessons in different ways, from the regular pattern. Cooperative learning is one of the two ways of organizing the learning environment of a classroom, the other being competitive. In cooperative learning environment, the goals of divide in peer become so linked that there is a positive correlation between them; on the contrary, in a competitive conservative environment, the goals of the students are so linked that there is a negative correlation between their goal attainments (Johnson & Johnson, 1994).

Objective: To examine the different theories and perspectives of cooperative learning as an effective teaching strategy.

Basic Elements of Cooperative learning

positive interdependence	face to face promotive interaction	individual accountibility
	interpersonal & social skills	group processing

Leading helpful learning does not imply that we basically let understudies sit by each other at a similar work area and request that they do their own particular assignments (Gillies, 2003). Johnson and Johnson (1998) guarantee that "putting individuals in a similar room, seating them together, revealing to them that they are an agreeable gathering, and encouraging them to 'participate', does not make them a helpful gathering" (p.15). Cooperative learning condition will exist if gatherings are organized such that gathering part's co-ordinate exercises to encourage each other's learning (Ballantine and Larres, 2007). Keeping in mind the end goal to connect with students in learning, five components: positive interdependence, face-to-face

interaction, individual accountability, interpersonal & social skills, and group processing.

Positive Interdependence

Positive interdependence is the first fundamental element of cooperative learning. According to Johnson & Johnson if students are divided into groups without positive interdependence where learning situations are not cooperative. In cooperative learning situation, Positive interdependence means that, students must work together as a cohesive group to achieve shared learning goals (Yager, 2000; Jensen, Moore & Hatch, 2002). In the process of learning, students should be responsible for their own learning and for the success of other group members' learning (Slavin, 2011). As it were, students are ensuring that different individuals in their gathering complete the tasks and attain the intellectual outcomes.

Face-to-face promotive interaction

The second and most important element of cooperative learning is face-to-face promotive interaction. Positive association brings about give-and-take cooperation among people, which advances each gathering part's efficiency and accomplishment. Promotive collaboration happens as people energize and encourage each other's endeavors to achieve the gathering's objectives. In cooperative learning gatherings, students play vital role to collaborate verbally with each other on learning assignments (Johnson and Johnson, 2008). As a major aspect of the helpful learning condition, students are required to connect verbally with each other on learning errands (Johnson and Johnson, 2008), trade assessments, clarify things, show others and present their comprehension (Ballantine and Larres, 2007).The nature of communication relies on upon the gathering size, and recurrence of student's collaboration on their learning undertakings (Johnson and Johnson, 1989).

Individual accountability

Individual accountability is the third essential element of cooperative learning. Individual responsibility means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another (Johnson, 2009). Positive affiliation is seen to make "commitment propels" that extension the individual duty of social occasion people for accomplishing shared work and empowering other get-together people's work (Johnson and Johnson, 2008). Singular responsibility is considered as how much the accomplishment of the gathering is reliant on the individual learning of all gathering individuals. At the point when aggregate responsibility and individual responsibility exist in

the gathering, the duty strengths increment (Johnson and Johnson, 2008).Aggregate responsibility exists when the general execution of the gathering is evaluated and the outcomes are offered back to all gathering individuals to look at against a standard of execution.

Interpersonal and social skills

Interpersonal and social skills are the fourth essential element of cooperative learning. According to Johnson & Johnson students do not work efficiently in a pre arranged group if they socially untrained. Cooperative learning, contrasted and individualistic or aggressive learning is more intricate on the grounds that it obliges students to take part in learning undertakings and cooperate (Johnson and Johnson, 1990b; Ballantine and Larres, 2007). Relational and social abilities can be shown utilizing procedures, for example, pretending, and displaying in gathering exercises (Slavin, 2011). To facilitate endeavors to accomplish shared objectives, members should: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson & Johnson, 2009).

Group processing

Group processing is the fifth important element of cooperative learning. Johnson and others are defined the "Group processing" as reflection on a group session to help students: (1) describe what peer actions were helpful and unhelpful; and (2) make decisions about what actions to continue or change (Johnson et al., 1994, p.33). Gather preparing enhances the adequacy of the individuals in adding to the common endeavors to accomplish the gathering's objectives through reflection on the learning procedure (Yamarik, 2007). As such, the motivation behind gathering handling is to clear up and enhance the adequacy of the individuals in adding to the joint endeavors to accomplish the gathering's objectives. There are two levels of preparing: little gathering and entire class. At the level of little gathering preparing, educators ought to dispense some time toward the finish of each class for helpful gatherings to process how successfully individuals cooperated. Such group processing: (i) enables cooperative groups to maintain good relationships among group members; (ii) facilitates cooperative skills of group members; (iii) examines the group's tasks and gives students feedback on their participation; (iv) examines students' knowledge on their own learning parts; and (v) celebrates the success of the small group, and reinforces group members' positive behaviors (Johnson et al., 1994, p.33).

Some exploration examines guarantee that gathering handling in helpful learning bunches has numerous beneficial outcomes. For instance, in an

examination of: (an) cooperative learning with gathering handling; (b) helpful learning with no gathering preparing; and (c) individualistic learning, Yager, Johnson, Johnson, and Snider (1986) show that the members in helpful gatherings with gathering handling accomplished higher on scholastic accomplishment, and maintenance measures than did the members encountering the other two conditions. In outline, if these fundamental components of helpful learning are incorporated into agreeable learning gatherings, understudies accomplish better, exhibit unrivaled learning aptitudes (Johnson & Johnson, 2008) also, encounter more positive connections among gathering individuals, and amongst students and the educator, and more positive confidence and states of mind toward the branch of knowledge (Slavin, 2011). Once these five components are organized in cooperative settings, the parts of the educator and students will be changed astoundingly. The educator moves toward becoming not the "sage on the stage", but rather "the guide as an afterthought" (Johnson et al., 1994). Students focused learning approaches like cooperative learning are displayed by Hassard (1990) as takes after:

[It] requires a conscious move of point of view with respect to the instructor, far from dictator and toward coordination of cooperative activities and the help of direction. Teachers who have joined this hypothesis into their classrooms arrange the understudies' activities and are managers in securing and making particularly created, aggregate arranged errands (p.ix).

Theoretical perspectives underlying cooperative learning
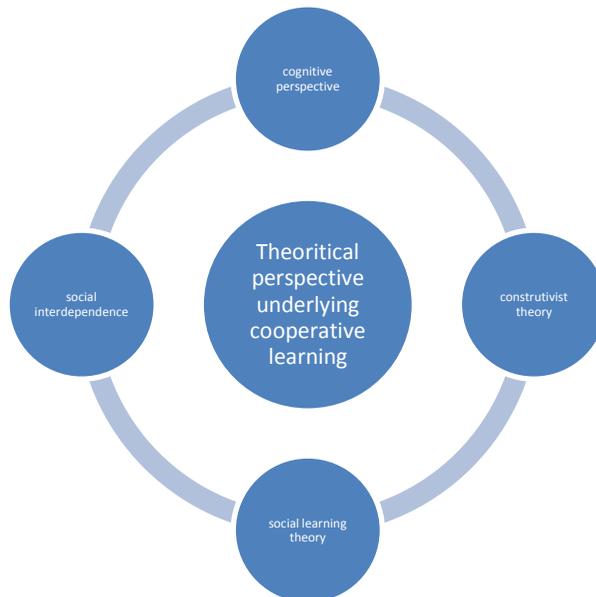
Social interdependence theory

The social relationship hypothesis is pertinent when every individual's objectives are proficient affected by the activities of others (Johnson and Johnson, 2005). This perspective holds that understudies help each other learn in light of the fact that they consider the social affair and its people, and come to get self-identity benefits by get-together cooperation (Slavin, 2011). A solid relationship has been found between helpful learning and the social reliance hypothesis (Johnson &Johnson, 2005). Deutsch (1949) built up Levin's social reliance hypothesis by examining the connection between the objectives of at least two people. According to Deutsch (1949), social affiliation may be both positive and negative. It may make sure when individuals work accommodatingly to accomplish their basic destinations, and it may be cynical when individuals fight to claim who fulfilled the goals.

Cognitive perspective

Psychological hypothesis investigates how the way toward considering and learning happens by considering within the human personality. Subjective points of view held by scientists are that common association between students with "the mental handling of the data as opposed to with inspirations" (Slavin, 1996, p.48) will enhance understudies' scholastic accomplishment. The two points of view: subjective improvement and elaboration are talked about beneath to extensively analyze their consequences for students learning.

Cognitive developmental perspective

Piaget and Vygotsky arouse the work on perspective of cognitive development in 1926 & 1978. A fundamental presumption of the subjective improvement point of view driven by their speculations, together with those of their associates, is that proportional cooperation among kids around appropriate scholarly assignments makes development in the information of ideas and basic abilities (Slavin, 2011). Vygotsky's idea of the Zone of Proximal Development (ZPD) is significant to learning. Such learning occurs through collaboration with each other in the ZPD. Vygotsky stresses the significance of helpful exercises and contends that the advancement of kids is advanced by agreeable exercises. In his view, agreeable exercises among youngsters advances development since offspring of a similar age work in each other's ZPD and model practices, which is more compelling than kids working exclusively (Slavin, 2011).Vygotsky (1978) contends that "capacities are first framed in the group as relations among youngsters and

afterward wind up noticeably mental capacities for the individual… Research demonstrates that reflection is brought forth from contention" (p.47) to push the significance of the part of social communication, Vygotsky (1978) claims that "singular learners initially learn through individual to individual social association and after that information is separately disguised" (p.84). In customary classes, these conditions once in a while exist in light of the fact that there is minimal proportional cooperation between understudies. Vygotsky's thought makes a strong reason for current patterns in the act of instructing and learning. Vygotsky(1978) contends that "capacities are first framed in the group as relations among youngsters and afterward wind up noticeably mental capacities for the individual… Research demonstrates that reflection is brought forth from contention" (Beck & Chizhik, 2008). Piaget (1926) bolsters the subjective formative point of view, and contends that information, values, directions, ethics and frameworks of images may just be adapted successfully through communication among members. On the off chance that Vygotsky's hypothesis considers that taking in and its outcomes happen from social cooperation, and all add to subjective advancement, Piaget's hypothesis considers that intellectual improvement happens from social collaboration, and all add to learning and its outcomes. As indicated by Piaget the contribution and support of learners in the learning and thinking process. Piaget (1926) claims that instructors need to survey learners' present level of subjective qualities and shortcomings with a specific end goal to apply proper educating approaches. During the time spent social association in learning, understudies can build up some vital right hand learning aptitudes as "a by-result of agreeable exertion" (Damon, 1984, p.334). Damon (1984) bolsters the perspective of psychological advancement, and proposes a hypothetical worldview which joins the viewpoints of Piaget and Vygotsky into companion co-operation, which clarifies why agreeable learning can enhance understudy learning and accomplishment. This worldview proposes "an instructive program in light of companion work" that can occur in agreeable learning exercises with the accompanying results:

1) They uncover deficient or unseemly thinking, which brings about disequilibrium than can prompt better understanding.

2) Through common criticism and level headed discussion, peers rouse each other to surrender misguided judgments and look for better arrangements.

3) The experience of associate correspondence can help youngster social procedures, for example, investment and argumentation, and psychological procedures, for example, check and feedback.

4) Collaboration between associates can give a discussion to revelation learning and can energize inventive considering.

5) Peer cooperation can acquaint kids with the way toward creating thoughts. (Damon,1984, p.335).

Social learning theory

The social learning hypothesis, first presented by Albert Bandura in 1971, spans behavioral and psychological learning theories by considering how imitable practices are influenced by intellectual builds, for example, consideration, maintenance, creation and inspiration. Bandura (1977), the noticeable scholar of social learning hypothesis, quickly outlined that much learning happens by watching, displaying and copying models. The significant introduce of social learning hypothesis is that learners can enhance their insight and maintenance by watching and displaying the coveted practices, states of mind and responses of others, and that human manners of thinking are vital to understanding identity (Schunk, 2007). Bandura (1977) contends that "conduct is found out typically through the focal handling of reaction data before it is performed" (p.30). He additionally expresses that "most human conduct is found out observationally through demonstrating" and that from "watching others one structures a thought of how new practices are performed, and on later events this coded data fills in as a guide for activity" (p.22). To make the new conduct, learners will shape a thought by watching a generation of the coveted conduct.

Constructivist learning theory

Bandura (1977) battles that "lead is discovered ordinarily through the central treatment of response information before it is performed"(p.30). He furthermore communicates that "most human direct is discovered observationally through illustrating" and that from "watching others one structures an idea of how new practices are performed, and on later occasions this coded information fills in as a guide for action" (p.22). To make the new direct, learners will shape an idea by viewing an era of the desired lead. He trusts that information is not accomplished or allowed by learners, but rather developed through their cooperation with nature, to make their own significant learning. Constructivist advocates trust that "learners are dynamic living beings looking for signifying" (Driscoll, 2000, p.376). In the constructivist learning condition, understudies must be dynamic, social and imaginative people (Phillips, 1995) in light of the fact that they are considered constructors of information, not uninvolved collectors of learning (Glaserfeld, 1989). Almala (2005) suggests that understudies are empowered to "utilize information in a wide range of settings to make the learning itself as genuine as could be expected under the circumstances" (p.10). Moreover, instructors are urged to assume the part of facilitators of understudy learning in the constructivist learning condition as opposed to gadgets of information as in the customary learning condition (Almala, 2005).

Conclusion

An examination of theoretical viewpoints demonstrates that all give rational, sensible and commonsense support for the prevalence of cooperative learning. Each of these points of view adds to an understanding of helpful learning regarding enhancing scholastic, social and mental angles. These points of view are measured the fundamental theoretical establishment for the utilization of cooperative learning in the classrooms since they adjust each other to keep up the adequacy of helpful learning. Subsequently of this audit, these theoretical points of view highlight the vital part of shared communication among members in building learning. This conveys to the way of cooperative learning, in which students are important to connect together on learning errands to pick up a mutual objective. From such hypothetical viewpoints, students in the cooperative learning bunch take in more since they were dynamic operators in

building their own particular information through communication with their peers in gatherings and with their educators.

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