

**A CONCEPTUAL STUDY ON COOPERATIVE LEARNING**

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Abstract

The concept of cooperative education has been around for a long time. Yet, for some reason, many people still do not have a clear definition of cooperative learning. One reason for this may be that other learning strategies have attracted more attention than cooperative learning, such as differentiated or blended learning. Cooperative learning, not to be confused with collaborative learning, is an important learning principle that supports the development of students in a variety of settings, from the classroom to business. Cooperative learning is based on group work and communication between teams, but there is much more to it than most people realize.

Keywords-: *Cooperative learning, Strategies, Group learning.*

Introduction

Cooperative learning is a strategy for learning based on group work and teams coming together towards a common goal. The key element of this learning strategy is that it demonstrates the positive effects of people being independent and showing their own skills while managing personal responsibility. In cooperative learning, students work with each other on a task or project. However, an important point to note about this type of learning is that although students work together on collective efforts, they each have their own task to focus on. The idea is that this environment will give people the opportunity to hone their skills, as well as see how their actions can impact a wider group. Students are social while working, creating opportunities for better camaraderie and bonding between teams, especially in work environments. It is a chance for people to get to know each other and understand the strengths and weaknesses of their peers. Working socially also helps employees develop soft skills such as problem solving, communication and collaboration.

Understanding the benefits of cooperative learning

Cooperative learning is about keeping students focused on their goals, and how their activities affect others on their team. As a teacher in a cooperative learning environment, the teacher is not actively instructing, but making sure that students stay on task. This less practical method of education can be a positive for leaders of teams who don't have that much time to deliver training solutions. Cooperative learning allows students to manage more of their own educational experiences. Other benefits of cooperative education include:

- **Positive interdependence:** The group shares a goal that all students work together to accomplish. Whether these employees meet this goal will depend on the ability

of all team members to come together and apply their own skills to succeed. Everyone needs to work together to be successful, but it's also important to be dual aware of your responsibilities, strengths, and weaknesses.

- **Group and Division Dual Accountability:** In a cooperative learning environment, students are responsible for accomplishing their own work and project goals. However, they also know that others in the group are counting on them to complete their tasks. This in. Helps to develop an understanding of the dual situation in a group.
- **Positive Interaction:** In cooperative learning, students work in an environment where they are encouraged to support each other and maintain discussions. Everyone has their own skill set, so they can learn new things they might not have discovered if they were working alone. It helps in facilitating collaborative learning, which is different from cooperative learning.
- **Interpersonal and Group Skills:** In a cooperative environment where many people are working together, students learn how to work closely with others, and communicate with the wider group. They learn to be open and interactive with their ideas, as well as being open to feedback and listening to ideas that differ from their own.
- **Group Processing:** Group members working together in small groups become aware of their peers' strengths and weaknesses in teamwork. These learning activities can also build self-esteem by helping students see their strengths. When collaborative learning groups can understand their abilities in relation to the rest of the team, everyone can work together more effectively.
- **Critical Thinking:** Students can use these learning tasks to develop their critical thinking abilities. It is important to be able to think carefully about how to reach out to ordinary girls in the business field. Cooperative learning strategies also improve decision making by helping dual to determine the best course of action for a group with specific learning goals.

Most successful areas of cooperative learning

Cooperative learning lessons and group activities are excellent in situations where it is important to develop a sense of group accountability. In an educational location such as high school, or a business, a group of students can use the benefits of cooperative learning activities to grow and thrive. However, for these teaching methods to be successful, they must include the following elements:

- **Positive interdependence:** Students should participate in the group and know their role in the learning of other students. Every member should be responsible for something.
- **Positive Interaction:** Small group skills are developed by groups of students interacting with and motivating each other. Group members should be open about what they understand and what they don't so as to identify strengths and weaknesses.

- **Accountability:** The dual must be accountable for his or her own actions in pursuing the goals of the group in each. Active learning requires double exposure to your understanding.
- **Group Processing:** Students should think about the structure of the group and consider which members did what to encourage a high-level learning experience.

Throughout the process, students in such a learning environment will also develop dualistic learning outcomes including better interpersonal skills and soft skills. Leadership skills, conflict-management and confidence-building as well as face-to-face communication will improve. The learning process also encourages social skills between cooperative learning groups, so that double friends form.

Strategies for cooperative learning

As discussed by innovators such as David Johnson and Johnson, Robert Slavin, Edith Holubeck and Spencer Kagan, cooperative learning has a significant impact on dualistic learning and interpersonal skills. There are many ways to introduce a high level of cooperative learning structure in the classroom for student achievement, such as:

- **Jigsaw Technique:** With this use of cooperative learning, each student is responsible for a specific part of the project and the group's performance. Students need to hone their skills in grouping the pieces of the puzzle together to fit them together.
- **Think about pair sharing:** In this student learning method, students are given a specific question to think about. They will record their thoughts interdependent and silently. During the class period, students will work closely with a partner to discuss ideas to achieve common goals. Teachers responsible for classroom management may ask students to share their answers.
- **Inside-Outside Circle:** In this teaching strategy, in an instructional session, students from two circles, one inside the other. Students take time to move around so they can discuss ideas with new peers.
- **Team Games and Tournaments:** This is when students are organized into small groups to prepare for a trivia game or quiz experience.

In particular, cooperative learning is not the same as collaborative learning, where students play a role in ensuring that they teach certain skills to other members of their team to improve the group's chances of success. Collaborative learning follows a slightly different set of rules and techniques.

Role of teacher in cooperative learning

Teaching methods of social interaction in cooperative learning aim to provide opportunities for students to learn from their peers, grow, and develop new skills. Unlike other teaching strategies, the teacher is often minimal in a cooperative learning session. The main task of the teacher is to keep students on topic and focus on their work or project. When working in groups, in cooperative learning it is easier for students to start socializing off topic, rather than focusing on the task at hand. The

teacher should supervise the cooperative learning group to ensure that their focus remains firmly on the task at hand and nothing new happens.

If there are multiple groups working together in a classroom or educational environment, it is difficult for any teacher to keep an eye on each team at once. However, the teacher will check in groups frequently to make sure they are not losing too much track. Teachers can offer advice and guidance to get the conversation back in the right direction.

Conclusion

Cooperative learning can be a powerful way to bring teams together in a social environment for a better educational experience. A cooperative learning session can build culture and community in the workplace or schooling environment. It is a great way to teach leadership skills and help students discover new ways to work as a team. Cooperative education respects the dual strengths and weaknesses of each student, giving them the opportunity to grow as part of a team and as an individual. Like all learning strategies, cooperative learning experiences may work better with some students than others.

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