COOPERATIVE LEARNING IN TEACHING SCIENCE

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Cooperative learning is a teaching approach in which small groups, each with learners of diverse levels of capability, use a range of educational activities to enhance their comprehension of a topic (Dyson & Casey, 2012).

There are so many of strategies that can be used by the teachers under cooperative learning process, some of them have gained more popularity than others, this includes; Students Team Achievement Division (STAD), Think-Pair-Share, Buzz groups, Group investigators and Jigsaw IV (Salandanan, 2012).

In Students Team Achievement Division (STAD), the teacher gives new information to students for a week. The class is divided into four or five member team. Each member tries to learn the materials and then help each other master the materials through tutoring, testing one another or carrying on group discussions.

In Think-Pair-Share, there are three phases: Think phase, Pairing phase and Sharing phase. Think phase the teacher poses a question about the lesson plan. Students spend time to think of what will be answer alone. Pairing phase, each student pair with another and discuss the answer together and it will be lead to sharing of ideas. Sharing phase the teacher asks the pair to share their answer with the whole class. In Buzz group the whole class divided into 3 to 6 groups to discuss all their ideas about the topic and then a recorder summarizes the ideas will be arrived to the class (Salandanan, 2012).

In Jigsaw students are assigned to three-member teams work on academic materials. Initially, all students are assigned to study and understand the basic concept of the materials. Later, each student is given a section/topic on which to become an
expert. Pupils with an equivalent section/topic meet in expert groups to debate their topic, after which they return to their original teams to show what they need learned to their teammates. The pupils take a group and individual quizzes that result in a team score based on the improvement score system (Slavin, 1986).

Lastly, Group investigations the whole class members will be grouped in 5 to 6 members. They are involved in planning the topics they wish to investigate along side the procedure they need to follow. They pursue in-depth study of sub-topics and conduct an analysis of the knowledge obtained. The conclusion is reported to the class.(Salandanan, 2012).

Therefore, cooperative learning seen as a powerful tool to motivate learning and create a positive effect on the classroom climate that encourages greater achievement, foster positive attitudes and higher self-esteem, develops collaborative skills and promotes greater social support.

References:

