



## COLLABORATIVE AND COOPERATIVE LEARNING IN ADVANCED PEDAGOGY

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### Abstract

*Present paper focuses on group learning strategies that is collaborative and Cooperative. It gives concept, definitions, main features, advantages and teacher's role in collaborative and cooperative learning strategies. It also focuses on demands of both the strategies.*

**Keywords:** *Umbrella, diversity, quantitative learning, foundational knowledge, learning ownership.*



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### Introduction:

Advanced pedagogy demands teaching learning process through innovative and constructive techniques. Both collaborative and cooperative techniques easily go with advanced pedagogy. These techniques have strong roots in social constructivism and cognitive developmental theories of Vygotsky (1934/1986) and Piaget (1951). These developmental theories suggest that when students work together their socio cognitive conflicts promote deeper learning. These also suggest that learning is not individual construction but rather social construction.

#### ❖ Collaborative learning:

Above strategy is one of the innovative strategies in advanced pedagogy. It is an **umbrella** term. It includes all different types of strategies. Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Collaboration is a **cross fertilization** of ideas, the energizing discussion among students with common interest and goal, shared sense of accomplishment when those goals are reached (According to Mittan 1997). Collaborative learning is personal **philosophy** not just a classroom technique. In all

situations where people come together in groups. It suggests way of dealing with people which respects and highlights individual group member's abilities and contributions.

#### **Main Features of Collaboration –**

- Collaboration has British roots.
- Collaboration is a philosophy of interaction and personal life style.
- It is qualitative learning method.
- It is student centered strategy. It grants maximum autonomy to students.
- It takes inputs from every person in a group.
- Group task is open ended.
- No one team member takes all leadership and responsibilities.
- In collaboration there is a belief that students already have social skills.
- In collaboration students organize and negotiate themselves.
- Activity is only monitored by teacher.
- It respects highlights team abilities.
- In collaboration students develops very strong ownership for the process.
- In collaboration teacher abdicates his or her authority and empower the group.
- Collaboration style is used for higher level and less for foundational knowledge.
- In collaboration learning is an active process and requires challenges when students are exposed to diverse points.

#### **Advantages of Collaborative learning –**

- It develops higher level thinking skills.
- Promotes student -teacher interactions and familiarity.
- Increases student's retention.
- Builds self-esteem in students.
- Promote positive attitude towards the subject matter.

#### **Role of a teacher –**

- Teacher has to motivate the collaborative work.
- Teacher acts as a consultant to facilitate group discussions.
- Teacher acts as a monitor when students get involved in activity

#### **❖ Cooperative learning**

Cooperation is a structure of interaction designed to facilitate the accomplishment of an end product. It is **quantitative** learning strategy. This strategy is used for **foundational knowledge**. Group task is usually close ended. It is a set of processes which helps people

interact together in order to accomplish a specific goal or develop an end product which is usually content specific. Cooperative learning is a learning strategy which utilizes ideas of Vygotsky (social constructivism), Piaget, Kohlberg in that both, individual and the social setting are active **dynamics** in the learning process as students attempt to imitate real life learning. Cooperative learning is a successful teaching strategy in which small teams, or group students of different levels of ability, use of variety learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

**Main features of Cooperative learning –**

- It has American roots
- It stresses the product of working together.
- Teacher provides extra material for lecturer to analyze.
- Positive inter dependence is there in cooperative learning.
- In cooperation group processing exists when group members discuss how well they achieving their goals and maintaining effective working relationships.
- The purpose of cooperative learning is to make each member a stronger individual in his or her right.
- Cooperative learning focuses interpersonal and small group skills.
- In cooperative learning group is heterogeneous.
- In cooperation students gain from each other's efforts. It recognizes that all group members share a common fate.
- Cooperation knows that one's performance is mutually caused by oneself and one's team member.
- Student feels proud and jointly celebrate when a group member is recognized for achievement.

**Advantages of cooperative learning -**

- Learners actively participate;
- Teachers become learners at times, and learners sometimes teach;
- Respect is given to every member;
- Projects and questions make the challenge students strong.
- Diversity is celebrated, and all contributions are valued.
- Students learn skills for resolving conflicts when they arise.
- Members draw upon their past experience and knowledge.

- Goals are clearly identified and used as a guide;
- Research tools such as Internet access are made available.
- Students are invested in their own learning.

**Role of teacher –**

- Teacher is an instructor and center of authority in the class.
- Teacher can regulate the thinking process of students.
- Teacher's role is directive in the class.
- System of governance is controlled by teacher.

**Demands of Collaborative and Cooperative learning -**

- **Celebration of diversity** -Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.
- **Acknowledgment of individual differences** - When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.
- **Interpersonal development** - Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.
- **Actively involving students in learning** - Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.
- **More opportunities for personal feedback** - Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

**Conclusion:**

To make the social set up for learning, to make heterogenous and homogenous groups, to give learning ownership is very challenging for teachers in Indian scenario but not impossible. Definitely for certain topics of subjects and for specific projects teachers can use these strategies.

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