

Effects of Cooperative Learning Vs Traditional Instruction on Prospective Teachers Achievement and Learning Behavior

Zaheer Ahmad

Government Collage for Elementary Teachers,
Lahore-Pakistan (*PhD Scholar, IER, University of the Punjab, Lahore-Pakistan*)

Nasir Mahmood

Institute of Education and Research
University of the Punjab, Lahore-Pakistan

This experimental study intends to investigate the effects of three conditions (i) Cooperative Learning (loosely structured) (ii) Cooperative Learning Students Teams Achievement Division (CL STAD model) and (iii) Traditional Instruction on prospective teachers learning behavior and achievement in the educational psychology course. The objectives of the research study were to explore (i) Is there significant difference between the students, scores on learning behavior measure taught under these three conditions (ii) Are scores on learning behavior measure associated with students achievement.

Thirty Two student teachers enrolled in master degree program were the subjects of the study. Thirty Intervention lessons each comprising (80) minutes twice a week were planned to be delivered during the whole semester. First ten lessons were delivered through traditional Instruction. (phase1), Next (10) lesson were conducted through cooperative learning that lacked positive Interdependence and group processing but had individual accountability and social skills. In the 3rd Phase ten lessons were delivered by CL STAD model in which two CL components: individual accountability and positive interdependence were ensured.

After phase I, II and III prospective teachers were administered three achievement tests respectively, each covering the content taught in the respective phase. Learning Behavior Measure (LBM) was also administered twice at the end of second phase and once at the end of third phase for measuring prospective teachers' learning behavior. The results of paired sample t- test reveal that there is a significant difference between prospective teachers' scores on learning behavior measure across three experimental conditions. However, the study failed to establish correlation between prospective teachers' learning behavior scores and their scores on achievement tests. Their reflection shows that they regarded CL as both effective and enjoyable methodology.

Key words: Cooperative learning; STAD model; Traditional instruction; Learning behavior. Prospective teachers.