



COLLABORATIVE LEARNING: A NEW APPROACH OF MODERN TEACHING-LEARNING PROCESS

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ABSTRACT

Collaborative Learning is a method of teaching and learning in which students work on assignments and issues in cooperative teams. Collaborative Learning is a review article that starts with the definition of the word and moves on to the benefits brought about by using collaborative approaches to learning. The advantages of Collaborative Learning are broken down into four groups in this research: social, psychological, academic, and evaluation. Each of these may be broken down into even finer-grained categories.

KEYWORDS: Collaborative Learning, benefits, advantages

INTRODUCTION

Collaborative learning is gaining popularity for many good reasons. To get the most of this approach to learning, we must first appreciate its advantages. One must first grasp the nature of Collaborative Learning before forming an opinion on its efficacy (Annett, N., 1997). Collaborative learning is based on a philosophy of interaction and personal lifestyle in which each person takes responsibility for their own activities and acknowledges and appreciates the strengths and contributions of their peers. As a guideline for interacting with individuals in any setting including a group, it emphasizes the need of recognizing and praising the unique skills and perspectives of each participant. Each member of the group contributes to decision-making and understands and accepts his or her share of responsibility for the group's activities. In Collaborative Learning, members of a group work together to reach an agreement, as opposed to competing with one another for the best results. Practitioners of Collaborative Learning employ this idea in their daily lives and interactions with others, including at work, in their communities, at home, and in their families (Panitz, T., 1996). There are three methods in which people respond in response to the acts of others, as stated by Johnsons (2009), which are cited by Brown and Lara (2011). A person's activities may either aid in another person's success, hinder their achievement, or have no influence at all. It's also possible for people to:

1. Cooperating to achieve common educational objectives;
2. Competing with one another to reach a common objective that can be achieved by only a select few
3. Independently pursuing one's own aims with no consideration for the needs of others is an example of individualism.

They point to the Johnsons' review of the literature on education and claim that it shows how collaboration, as opposed to competition and individual effort, leads to:

1. Superior performance and increased output;
2. Better relationships characterized by care, support, and dedication, and
3. Improved mental health, social abilities, and confidence. This research set out to outline the primary gains that may be attributed to Collaborative Study.

MATERIAL & METHOD

This article provides an overview of collaborative learning by first defining the term and then describing its primary advantages. These advantages are then organized into four broad categories and further subdivided into specific themes to guarantee that the most salient ones are taken into account. Through a literature analysis on Collaborative Learning and its advantages, several problems are uncovered.

RESULTS

As a trend of the twenty-first century, collaboration represents an exciting new way for people to interact with one another. The shift from solitary efforts to teamwork and from independence to community has become more important as we face increasingly complex problems (Austin, J. E., 2000; Welch, M., 1998).



Putting students of varying abilities together to work on a same topic, or “collaborative learning,” has been the subject of much research and advocacy. This approach to teaching is often referred to as “Pair and Share” or “Teach and Learn.” The students are accountable for each other's and their own academic growth. Therefore, the achievements of one student contribute to the achievements of others.

According to Johnsons (1994), which Woods and Chen (2010) mention, Collaborative Learning is more likely to succeed than competitive or individualistic approaches if five conditions are met.

1. Positive dependency was recognized early on in collaborative learning;
2. Significant interaction for promotion;
3. Students who participated in early Collaborative Learning reported feeling a strong sense of personal ownership and responsibility for the success of the group.
4. Consistent application of the necessary social and groupwork abilities, and
5. Evaluation of existing group performance with the goal of enhancing future performance.

Collaborative learning has been shown to offer several advantages (Pantiz, T., 1999). Collaborative learning has many advantages, and categorizing them is a smart approach to keep them straight. Over fifty advantages of Collaborative Learning are listed by Johnsons (1989) and Pantiz (1999). The following is a list derived from their writings. This study provides a brief overview of these topics, classifying them into four broad headings: social, psychological, academic, and evaluation.

Social Benefits

1. Collaborative learning facilitates the growth of students' social networks;
2. Students and teachers may learn to appreciate one another's differences via group projects.
3. Collaborative learning fosters an encouraging setting for emulating and honing cooperative skills, and;
4. Learning communities are fostered via collaborative instruction.

Psychological Benefits

1. Putting students at the center of the learning process boosts their confidence;
2. Anxiety is alleviated by working together, and
3. Collaborative learning fosters admiration for educators.

Academic Benefits

1. Improved critical thinking is one of the many benefits of learning in groups.
2. encourages pupils to take an active role in their education
3. The academic outcomes of classrooms using the 3Cs of learning
4. Demonstrates effective strategies for dealing with problems
5. Large lectures can be personalized
6. Collaborative learning is extremely useful in inspiring kids to learn certain subjects.
7. Try out several approaches to grading in the classroom;
8. Assessments take in many forms in collaborative classrooms.

Culture nowadays tends to reward solo efforts and frown upon group efforts. Students may learn to work together more effectively by reflecting on their personal contributions to the group's success or failure and by understanding the kinds of actions that make that possible (Panitz; T., 1996; Cohen B.P. & Cohen, E.G., 1991). teachers may raise students' awareness of the importance of healthy, positive, helpful relationships.

DISCUSSION

The increased amount of time that students spend in groups is one of the most valuable aspects of Collaborative Learning. Activities beyond the scope of typical CLEs will be used to help teams bond and get to know one another. It's common for students to reach out to one another for advice during difficult times, and these conversations typically continue into subsequent terms (Bean, J., 1996).

Collaborative Learning techniques may be useful for both external and internal learning groups (Tinto, V., 1997). When students regularly engage with one another in a guided setting, they gain insight into one another's perspectives and develop skills for resolving social conflicts (Johnson, R.T., & Johnson, D.W., 1985).

As a result, relationships within a community become more stable (Cohen, S., & Willis, T., 1985). Collaborative learning fosters a more natural inclination to network professionally with the pupils. Outside of Collaborative Learnings, students often face challenges. Both the teacher and the student could feel more at ease discussing the matter, and the student might get more assistance from other student services units (Kessler, R.C., & McCollaborative Learningeod, J.D., 1985).

Positive diverse connections are fostered via Collaborative Learning, and an appreciation for variety is fostered through it (Swing & Peterson, 1982; Webb, 1980).

Collaborative Learning, as proposed by Johnson (1990), encourages constructive answers to social issues and creates a safe space in which to work through conflicts. There is no context that Collaborative Learning has been shown to lessen violence in.



According to Sherman (1991), the majority of social psychology textbooks devote significant space to discussing conflict, which may be sparked by either internal or external rivalry, and how it can be mitigated or avoided altogether by collaborative efforts.

Collaborative learning encourages constructive answers to social issues and provides a safe space for resolving conflicts (Johnson, R.T., Johnson, D.W., 1990; Messick, D.M., & Mackie, D.W., 1989). Students learn to take responsibility for one another in a Collaborative Learning environment (Bonoma, J., Tedeschi, J., & Helm, B., 1974). Collaborative learning encourages peaceful conflict resolution between classmates. In order to effectively debate ideas and argue for their perspectives, they must learn to do so without making their arguments personal (Johnson, D.W., Johnson, R.T., Holubec, E.J., 1984).

Collaborative learning helps students acquire more complex thought processes (Webb, N.M., 1982). Students make a sincere effort to study. The most productive kind of student engagement is when students work together. When students are working in pairs, one listens while the other person talks on the topic of inquiry. Through the process of ideation, discussion, quick feedback, and response to questions and remarks, both students and teachers gain experience in problem solving (Johnson, D.W., 1971; Peterson, P.L. & Swing, S.R., 1985).

Students require a foundation of knowledge to practice and perfect their critical thinking abilities. This foundational knowledge is frequently acquired via a process of repetition and memorization. It might be time-consuming, monotonous, or daunting to do something by yourself. Even though learning is a repetitious process, students may make it engaging and enjoyable by working together (Panitz, T., 1999).

Having students evaluate their own performance, that of their group, and the efficacy of their Collaborative Learnings strategies is common (Meier, M., & Panitz, T., 1996). Because of the group's close knit nature, its members are able to go further into a topic than they would on their own (Entwistle, N., & Tait, H. (1993)). Because of its student-centric nature, Collaborative Learning places equal weight on instruction and knowledge acquisition; it encourages learners to assume a larger share of educational accountability (Lowman, J., 1987).

Maintaining pupils is easier in a Collaborative Learning environment since students are more invested in their education and the learning process (Astin, A.W., 1977). Students learn to take charge of their own learning when they work together (Resnick, L.B., 1987).

Each student in a group is prepared to do their part and has been instructed on how to work effectively with the others in their group and to master the material they will be discussing. They are also given time to reflect on the group dynamics that led to actions like double-checking with neighbors to make sure everyone understood the homework. Students gain skills in self-management via these encounters.

Teachers may witness their students' interactions, explanations of their thinking, inquiries, and discussions of ideas and concepts more often when they engage in collaborative learning (Cooper, et al., 1984). Collaborative Learning assessment strategies provide several advantages over traditional test techniques (Cross, K.P., & Angelo, T.A., 1993). According to Johnsons (1990), in a classroom setting, pupils are more likely to believe they will succeed in meeting their learning objectives if their peers are also successful.

As a result, they aim for solutions that improve the lives of everyone involved. Individuals are more inclined to quit up when they hit a roadblock, while teams are more likely to come up with creative solutions. Students may be evaluated in a variety of ways while engaging in Collaborative Learning (Panitz, T., & Panitz, P., 1996). Students are less likely to experience anxiety in the classroom when they work together to solve problems (Kessler, R., P., & W., 1985).

Students see that their instructor is capable of judging not just their knowledge but also the quality of their thought processes. Teachers may discover more about their students' individual learning styles and academic progress via the conversations that take place throughout each Collaborative Learning activity, opening up the possibility of providing individualized support for each student.

CONCLUSION

Learning by Doing in Teams Better mental health, social competence, relationship quality, success and output; increased levels of caring, helpful, and dedicated connections; and self-esteem are only some of the common outcomes of Collaborative Learning in comparison to competitive and individualistic approaches.

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