



PSIWORLD 2013

## Constructivist teaching and valorization of the independent activity based on collaboration and cooperation

Florentin-Remus Mogonea<sup>a\*</sup>, Florentina Mogonea<sup>a</sup>

<sup>a</sup>University of Craiova, 13 A.I. Cuza, Craiova 200585, Romania

### Abstract

The study analyses the conditions of use and efficiency of the independent activity based on cooperation/collaboration, in the context of promoting the principles and models of constructivist and socioconstructivist. The goals of this ameliorative research have aimed at identifying the efficiency of constructivist teaching models based on the intertwining of the independent activity with the activity based on collaboration and cooperation in a small learning group, their role in perceiving more rapidly the misunderstandings and confusions in academic-type learning. Method of research - the experiment, within which we have used models, methods and instruments of constructivist teaching. The findings have confirmed the hypotheses and objectives set.

© 2014 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and peer-review under responsibility of Romanian Society of Applied Experimental Psychology.

*Keywords:* independent activity, collaboration, cooperation, socioconstructivism, organizational alternatives, interaction

### 1. Introduction

The forms of the organization of learning activity have seen, over time, numerous attempts of change and innovation, in close connection with the faster and more pronounced changes of the teaching methodology. From one period to another, depending on the evolution of theories in psychology and education sciences as well as the changes of paradigms, one or the other forms of organizing learning activity has been preferred: frontal learning, individual learning, group learning, binomial learning or dyadic learning (Ionescu, 2011). Thus, the classical,

\* Corresponding author. Tel.: +4-025-142-2567; fax: +4-025-142-2567.  
E-mail address: [fmogonea@yahoo.com](mailto:fmogonea@yahoo.com)

traditional educational system based on the behaviorist and associationist theories has promoted the frontal organization, while the cognitive-constructivist theories have put an emphasis on the independent activity, for the “construction” of own knowledge, but also and on the group activity based on cooperation, starting from Vygotski’s socioconstructivism (Doolittle, 1995; Hall, 2007; Shafer, 2009; Slavin, 2011).

Beyond the preferences for one form or another, circumstantially and contextually determined, the educational practice has imposed an important condition of efficiency: the necessity for alternation throughout and activity of these forms, to ensure an appropriate work pace and an optimal motivation for those learning. Choosing one or the other forms of organizing learning activity depends on the other variables of the teaching context.

The constructivist paradigm, which has distinguished itself lately in the educational practice, promotes the necessity for methodological and actional alternatives, the intertwining and combination of instructive-educational strategies as well as their components. Whereas the essence of constructivism, that is, the creation of the possibility for the pupil to “build” his knowledge by himself, thanks to an independent, individual activity, but also the necessity of relating own, subjective knowledge to that of the group and class, constructivism promotes both the independent and group activity based on cooperation, collaboration and co-building of knowledge (DeVries, 2003; Danforth & Smith, 2005; DeVries & Zan, 2005; Garrison, 2005). The succession of these forms of organizing the activity of building knowledge is questionable. Hence, some authors (Joița, 2006) consider that the act of knowledge must be initially individual and subsequently corrected and socially completed within the group. Other authors consider that initial activities should be projected in the social environment but later on the activities should be conceived as independent learning activities.

In order to name group activity, the field literature uses different syntagmas (Dooly, 2008): cooperative learning, collaborative learning, collective learning, learning communities, mutual teaching and team learning. Although apparently synonyms, collaborative learning and cooperative learning are not superposable. Some authors consider that cooperative learning is a form of collaboration (Joița, 2006). Collaboration is seen by other authors (Schrage, 2005) as a group creation process, within which two or more persons with complementary skills interact in order to co-build knowledge. The essential traits of the two ways of work, surveyed by numerous authors (Johnson & Johnson, 1999; Schrage, 2005; Joița, 2006; Dooly, 2008; Watkins, 2009), in the field literature, allow us to make a comparative analysis:

Table 1. Cooperative Learning vs. Collaborative Learning

	Cooperative learning	Collaborative
Characteristics	- it represents a strategy for developing skills in solving real situations; - it is an applicative form of collaboration; - in order to be efficient it must comply with five basic elements: individual responsibility, positive interdependence, small-group collaboration skills, face-to-face interaction and data processing.	-the collaborative learning has a principle value in the constructivist teaching; - is a group creation process, within which two or more persons with complementary skills interact to co-build knowledge; - takes place between the teacher and his pupils, pupils and the environment
Common aspects	-the collaboration influences the quality of the cooperative construction; - it involves also the valorization of the individual activity as an initial phase in the “construction” of knowledge	
Distinct aspects	- it is more efficient within heterogeneous groups, small groups and even pairs; - the teacher controls to a great extent the learning activity of pupils/students; - actions are adjusted in a way that each person can attain one’s individual goals	- it is carried out for the whole class; -makes pupils more responsible, determines them to take tasks and coordination roles of their actions

The roles of a teacher in a constructivist, collaborative classroom are as follows: (Joița, 2010; Taylor, 2012): form basic groups; set goals; teach and determine pupils to acquire social skills; ensure the basic five elements of cooperation (Johnson & Johnson, 1999); facilitate; promote, stir; stimulate, engage, train, animate; guide, direct; communicate, apply leadership, assess, regulate. But what are the pupils’/students’ roles? Here is a possible inventory of such roles (Joița, 2006): participate actively; collaborate; pursue progress; assess answers; complete, criticize, reformulate, reinterpret, propose solutions and examples; self-assess etc.

Download English Version:

<https://daneshyari.com/en/article/1116022>

Download Persian Version:

<https://daneshyari.com/article/1116022>

[Daneshyari.com](https://daneshyari.com)