



## A Comparative Assessment of Collaborative vs. Individual Learning

### Recorder Notes *(submitted by Chaya Jain)*

As introduction, the facilitator from VSU shared that the idea for this research evolved from another 'flipped classroom' presentation at the 2014 AoPE conference. The research concept was further solidified as a longitudinal research study through networking with another AoPE member from Georgia Tech. The point being that the presentation represents confirmation of AoPE fulfillment of several of its core mission values, including: (1) promotion of scholarship related to the process education model of education; (2) partnering in the design and modeling of best practices in Process Education, and (3) mentoring and coaching professional development in educational practice.

The facilitators used a brief PowerPoint presentation to explain the purpose, design, approach, method, analysis, and findings of the comparative group participants' academic achievements. Also, that being the first year of a longitudinal study, the presentation was being shared as a pilot study to ensure appropriate research design and approach.

The facilitators' emphasis of two factors: (1) failure of the finding to support the conventional research theory of collaborative learning to positively influence student academic performance, and (2) the researchers' awareness of the need to improve the research design, helped set the stage for an interactive 45-minute participant activity.

Next, the participants were asked to form groups of three with role assignments of captain, note-taker and spokesperson. Replicating an actual classroom group activity, the participant groups were asked to research whether medicinal use of marijuana should be allowed in Virginia by researching the process of "how a bill becomes law." The participants were also asked to discuss which intervention technique; collaboration or cooperation, best optimized student learning and why (15 minutes). As a third segment of the group activity, the participants were asked suggestions toward the assessment methodology (15 minutes), and finally, to share their ideas with others (5 minutes) followed by a question-answer session.

Most of the six groups were having difficulty in following instructions and none finished within the given timeline. Still, virtually each group agreed that a cooperative (rather than collaborative) learning approach would help improve student academic achievement because of the emphasis on individual student responsibility.

Facilitators' observations and insights for improvement:

- The importance of participant comprehension of the assignment and in following directions
- The importance of group activity as a learning tool
- Relevance and importance of cooperative research technique for the given research project
- Criticality of peer assessment and feedback