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Student participation in cooperative learning

Research topic/aim

The aim of this planned study is to explore expressions and perceptions of student participation in teaching characterized by cooperative learning. Based on the aim of the study, this paper will focus on what typifies teaching that is characterized by cooperative learning in terms of student participation.

Theoretical framework

In this planned study the Social Interdependence Theory (Forslund Frykedal & Hammar Chiriac, 2018; Johnson & Johnson, 2005) will be used as theoretical perspective, combined with The Framework of Participation (Black-Hawkins, 2014) and the socio-cultural concepts dialogue and scaffolding as linked to ZPD (Dysthe, 1995; Gibbons, 2006; Vygotsky, 1978). The ideas that learning is affected by interaction, collaboration, communication and activity are shared by all of the above and together they can provide this study with the necessary concepts for collecting, analyzing and presenting the results.

Methodological design

The study has a qualitative approach and observations, video recordings in the classroom as well as focus groups interviews with students will form the basis for the outcome. The methodological design with video-recordings and stimulated recall will be presented and ethical issues will be discussed. The study requires to be ethically tested.

Expected conclusions/findings

The expected outcome of this study is to find out what characterizes cooperative learning, in terms of student participation, according to current and previous research. The study may contribute to a more nuanced discussion of issues relating to student participation in the classroom. At NERA 2019 I would like to discuss and get other researchers' opinions on the theoretical framework and the methodological design of this study.

Relevance to Nordic educational research

The ideas of cooperative learning as a teaching method are widely spread, not only in Sweden, but also in the Nordic countries as well as globally. Since most studies in this field has been conducted outside the Nordic countries, this study may contribute with knowledge on how cooperative learning in relation to student participation can be understood in this context.

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