



Marina Ž. Ilić¹

Teacher-Training Faculty of Užice, University of Kragujevac

Original paper

doi: 10.5937/inovacije1602025I

Paper received: September 4th 2015

Paper accepted: May 14th 2016

Article Published: July 15th 2016

Frequency and Possibilities of Application of Cooperative Teaching in Lower Grades of the Primary School

Extended summary

The concept of teaching in the light of critical-constructivist and critical-communicative didactic and numerous studies about the efficiency of cooperative learning suggest that there is the need of more frequent use of cooperative learning in lower primary school teaching and possibilities of application within different teaching subjects. Theoretical level is almost undoubtedly pointing at wide possibilities of application of cooperative learning in teaching from the point of teaching subjects, so current foreign research point at the unequal presence of cooperative learning within different teaching subjects. In the context of actual class teaching in Serbia, there is no reliable cognition in which extent and how much cooperative learning is applied. Based on these starting points and statements, the research has been done with the aim of studying attitudes of primary school teachers about the frequency and possibilities of application of cooperative learning. In the research, we have used survey research method and questionnaire as a Research instrument. The research included 305 primary school teachers from the six counties of Serbia (Zlatibor, Morava, Macva, Kolubara, Nis and Raska counties). Interpretation of the research results led to the following conclusions, adequate starting hypotheses of the research: a) Most of the primary school teachers sometimes apply cooperative learning when working with students of lower school age; b) From the point of view of different teaching subjects, cooperative learning is used in almost all teaching subjects, and most frequently in the frame of learning Serbian language, Mathematics, Social and Environmental Education and The World Around Us; and c) According to opinions of most teachers, cooperative learning can be used in class teaching within all teaching subjects. Nevertheless, it has been determined that the degree of professional education significantly

¹ marinailic@hotmail.rs

influences the thoughts of teachers about the possibilities of applying cooperative learning within teaching subjects. Teachers with higher educational degree estimate more positively the possibilities of application of cooperative learning in all teaching subjects. In this way, additional research issues are opened (for example, which methods of cooperative learning are used by teachers in work with students, what are the contents in which cooperative learning is used, what are the contents applicable for cooperative learning, etc.), and particularly we can notice necessity of developing long-term programme of professional development of teachers which aims at answering the questions which come from actual praxis and application of cooperative learning.

Key words: cooperative learning, class teaching, application, teaching subjects.

References

- Antić, S. (2010). *Kooperativno učenje: modeli, potencijali, ograničenja*. Beograd: Institut za psihologiju Filozofskog fakulteta Univerziteta u Beogradu.
- Antil, L. R., Jenkins, J. R., Wayne, S. & Vadasy, P. F. (1998). Cooperative learning: Prevalence, conceptualizations, and the relation between research and practice. *American Educational Research Journal*. Vol. 35, No. 3, 419–454.
- Baucal, A., Pavlović Babić, D. (2010). *Pisa 2009 u Srbiji: prvi rezultati. Nauči me da mislim, nauči me da učim*. Beograd: Institut za psihologiju Filozofskog fakulteta u Beogradu i Centar za primenjenu psihologiju.
- Bölükbaş, F., Keskin, F. & Polat, M. (2011). The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language. *The Turkish Online Journal of Educational Technology*. Vol. 10, No. 4, 330–335.
- Ćatić, R., Sarvan, A. (2008). Kooperativno učenje u nastavi prirode i društva. U: Arnaut, M. (ur.). *Zbornik Pedagoškog fakulteta u Zenici* (11–46). Zenica: Pedagoški fakultet.
- Durucan, E. (2011). Effects of cooperative Integrated Reading and Composition (CIRC) Technique on Reading Writing Skills. *Educational Research and Reviews*. Vol. 6, No. 1, 107–109.
- Dyson, B. (2001). Cooperative learning in an Elementary Physical Education. *Journal of Teaching in Physical Education*. 20, 264–281.
- Džaferagić-Franca, A., Tomić, R. (2012). Kooperativno učenje u nastavi mlađih razreda osnovne škole. *Metodički obzori*. 7 (2), 107–117.
- Gupta, M. & Ahuja, J. (2014). Cooperative Integrated Reading Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders. *International Journal of Research in Humanities, Arts and Literature*. Vol. 2, No. 5, 37–46.
- Ivić, I., Pešikan, A., Janković, S., Kijevčanin, S. (2001). *Aktivno učenje, priručnik za primenu metoda aktivnog učenja/nastave*. Beograd: Institut za psihologiju.
- Jocić, Z. (2006). Ka jezičkom stvaralaštvu učenika kroz kooperativno učenje gramatike. *Pedagoška stvarnost*. 52 (3–4), 273–282.

-
- Klafki, W. (1994). Didaktika kao teorija obrazovanja u okviru kritičko-konstruktivne znanosti o odgoju. U: Gudjons, H., Teske, R. & Winkel, R. (Eds.). *Didaktičke teorije* (13–32). Zagreb: Eduka.
 - Kocabaş, A. (2013). The Effects of Cooperative Learning on Continual and State Anxiety and Musical Performance in Teaching Music. *International Journal of New Trends in Arts, Sports & Science Education*. Vol. 2, No. 2, 27–35.
 - Krol, K. & Veenman, S. (2000). Implementing Cooperative Learning: A Dutch Staff Development Program. Paper presented of the *European Conference on Educational Research*. Edinburgh, Scotland, 20–23 September, 1–16.
 - Madhu, G. & Jyoti, A. (2014). Cooperative Integrated Reading Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders. *International Journal of Research in Humanities, Arts and Literature*. Vol. 2, No. 5, 37–46.
 - Pan, C-Y., & Wu, H-Y. (2013). The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen. *English Language Teaching*. Vol. 6, No. 5, 13–27.
 - Pavlović Babić, D., Baucal, A. (2010). Čitalačka pismenost kao mera kvaliteta obrazovanja: procena na osnovu PISA 2009 podataka. *Psihološka istraživanja*. 13 (2), 241–260.
 - Pavlovic Babic, D., Baucal, A. (2011). The big improvement in PISA 2009 reading achievements in Serbia: improvement of the quality of education or something else?. *CEPS Journal*. Vol. 1, No. 3, 53–74.
 - Pejić, A., Plut, D., Moskovljević-Popović, J., Nikolić, J. (2009). Teorijsko-metodološki okvir merenja kompetencija učenika 4. razreda u oblasti čitanje i razumevanje pročitano. U: Komlenović, Đ., Malinić, D. i Gašić-Pavišić, S. (ur.). *Kvalitet i efikasnost nastave* (73–88) Beograd: Institut za pedagoška istraživanja i Volgo gradski državni pedagoški univerzitet.
 - Puma, M. J., Jones, C. C., Rock, D. & Fernandez, R. (1993). *Prospects: The congressionally mandated study of educational growth and opportunity. Interim Report*. Bethesda, MD: Abt Associates.
 - Radulović, L., Mitrović, M. (2011). Zašto su nastavne metode u našim školama nedovoljno raznovrsne?. *Nastava i vaspitanje*. 60 (3), 367–377.
 - Radulović, L., Mitrović, M. (2014). Raznovrsnost nastavnih metoda u našim školama. *Nastava i vaspitanje*. 63 (3), 451–464.
 - Reić-Ercegovac, I., Jukić, T. (2008). Suradničko učenje u razrednoj nastavi. *Život i škola*. 56, (20), 69–80.
 - Shafqat, A. K. & Rana, N. A. (2014). Evaluation of the Effectiveness of Cooperative Learning Method versus Traditional Learning Method on the Reading Comprehension of the Students. *Journal of Research and Reflections in Education*. Vol. 8, No.1, 55–64.
 - Slavin, R. E. (2014). Cooperative Learning and Academic Achievement: Why Does Group-work Work? *Anales de Psicología*. Vol. 30, No. 3, 785–791.
 - Stanojević, D. (2005). Efekti kooperativnog učenja u parovima u razrednoj nastavi. *Inovacije u nastavi*. 18 (1), 71–81.
-

-
- Stevens, R. J. & Slavin, R. E. (1995a). Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Nonhandicapped Students. *The Elementary School Journal*. Vol. 95, No. 3, 241–262.
 - Stevens, R. J. & Slavin, R. E. (1995b). The Cooperative Elementary School: Effects on Students Achievement, Attitudes and Social Relations. *American Educational Research Journal*. Vol. 32, No. 2, 321–351.
 - Stevens, R. J. (2003). Student Team Reading and Writing: A Cooperative Learning Approach to Middle School Literacy Instruction. *Educational Research and Evaluation*. Vol. 9, No. 2, 137–160.
 - Ševkušić, S. (1996). Kooperativno učenje i autonomija učenika u nastavi. *Nastava i vaspitanje*. 45 (2), 309–318.
 - Vilotijević, N. (2007). Saradnička (kooperativna) nastava. *Obrazovna tehnologija*. 1–2, 44–62.
 - Winkel, R. (1994). Didaktika kao kritička teorija nastavne komunikacije. U: Gudjons, H., Teske, R. & Winkel, R. (Eds.). *Didaktičke teorije* (95–113). Zagreb: Eduka.