

COLLABORATIVE LEARNING IN THE 21st CENTURY TEACHING AND LEARNING LANDSCAPE: EFFECTS TO STUDENT'S COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DIMENSIONS

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Introduction

Students' achievement and productivity relies on their immediate environment and their relationship with the people around them especially their classmates. According to Thornburg (2000), the cusp of a completely "new era", and changes must be made in education to ensure that all students leave school prepared to face the challenges of a redefined world.

Learning plays a necessary part in improving oneself. It is one of the most important mental function of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences leading to higher productivity implications. Its goal is to increase individual and group experiences within a given environment. Learning functions can be performed by different brain learning processes, which depend on the mental capacities of learning subjects and achieving goals; the type of knowledge which has to be acquitted, as well as on socio-cognitive and environmental circumstances.

Learning is a process that is active which process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world.² Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections between new ideas and prior understandings it builds on prior knowledge and involves enriching, building on, and changing existing understanding, where "one's knowledge base is a scaffold that supports the construction of all future

learning". According to Alexander, 1996, p. 89;³ occurs in a complex social environment and thus should not be limited to being examined or perceived as something that happens on an individual level.

Instead, it is necessary to think of learning as a social activity involving people, the things they use, the words they speak, the cultural context they're in, and the actions they take.⁴ and that knowledge is built by members in the activity⁵, is situated in an authentic context provides learners with the opportunity to engage with specific ideas and concepts on a need-to-know or want-to-know basis.⁶ lastly, it requires learners' motivation and cognitive engagement to be sustained when learning complex ideas, because considerable mental effort and persistence are necessary.

The conditions for inputs to learning are clear, but the process is incomplete without making sense of what outputs constitute learning has taken place. At the core, learning is a process that results in a change in knowledge or behavior as a result of experience. Understanding what it takes to get that knowledge in and out (or promote behavioral change of a specific kind) can help optimize learning. Collaborative learning is a positive, inclusive and powerful learning strategy that engages students throughout their school life and has had a significant positive impact on classes' personal outcomes.

Collaborative Learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It also refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. And now we give emphasis on the impact of collaborative learning to the student's academic performance. This is about the patience and effort of the teacher to facilitate teaching-learning of the students through collaborative learning. Furthermore, this research undertaking will serve as an appraisal on the impact of collaborative learning to students' academic performance.

Teacher Education students are highly bombarded with expectations of achieving high and producing more. Thus, instructors utilized various methods to enable them to develop holistically. The productivity and achievement of the students strongly relies on their adaptive measures to drastic changes from Senior High School to College.

In the conduct of this research, the respondents were the 1st year and 2nd year teacher education students. The effects of collaborative learning to the cognitive, affective and psychomotor dimensions of the 1st year and 2nd year teacher education students is the main foci of this research undertaking. As one of the instructors in the College of Teacher Education, the researcher felt the need to know the effects of Collaborative learning to the students' cognitive, affective and psychomotor dimensions. It is premised on the assumption that Collaborative learning heightens these dimensions of the students.

Statement of the Problem

This research undertaking aims to determine the effects of collaborative learning on students' cognitive, affective and psychomotor dimensions of 1st year and 2nd year teacher education students. Specifically, it seeks to answers the following questions:

1. What is the profile of the respondents in terms of:
 - a. Age
 - b. Sex
2. What are the effects of Collaborative learning along:
 - a. Academic Learning (Cognitive)
 - b. Collaborative Skills (Affective)
 - c. Physical Development (Psychomotor)
3. What intervention guide/manual can be developed to achieve collaborative learning in the classroom?

Research Methodology

This research made use of the Descriptive-Evaluative Survey Method with a validated questionnaire as the main data gathering instrument. According to Fiscal (2010), Descriptive research designs are considered as more structured in comparison to the exploratory research design. This design also helps in finding the answers to the questions that are associated with the specific research study. Through this, the date collected is measurable to produce a description of the variables.

According to Naval, Carey and Prieto, descriptive research is used to gather information on current situations and conditions. It helps provide answer to the questions of who, what, when, where and the how of a particular research study. Descriptive research studies provide accurate data after subjecting them to a rigorous procedure and using a large amount of data from a large amount of samples. This design leads to logical conclusions and pertinent recommendations. Specifically, survey research design is used in securing opinions and trends through the use of questionnaires and interviews.

Findings

Based on the statistical treatment of the date with corresponding analysis and interpretation thereto, the following findings have surfaced:

1. Majority of the respondents were Female and majority belonged to teenage group.
2. Collaborative learning was found to have a very high effect on Students' Academic Learning (cognitive) and least likely on Skills development (psychomotor) but more on Collaborative Skills (affective).
3. A collaborative learning teaching guide can be developed based on the result of the study which presents different techniques of instructions delivery and assessment methods with the use of Collaborative learning.

Conclusions

In the light of the findings, the following conclusions were drawn.

1. Female outnumbered male students in terms of population enrolled in the programs and majority were teenagers.
2. Collaborative learning significantly effects on students cognitive dimension/ Academic learning indicating that it is a good teaching approach indicating that it caters the holistic learning of the students.
3. A collaborative learning teaching guide was developed which presents different techniques of instructions delivery and assessment methods with the use of Collaborative learning.

Recommendations

1. Male students should be engaged to group activities and learning activities should involve teenagers and should suffice their preference of activities.
2. To fully maximize Collaborative learning, activities which involve greater participation, drills and exercises and thinking activities should be provided to the students in order for them to develop their cognitive, affective and psychomotor dimensions for holistic learning.
3. The collaborative learning teaching guide developed which presents different techniques of instructions delivery and assessment methods with the use of Collaborative learning can be adopted by instructors in the college to provide well-rounded experiences for the students.

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