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Collaborative and Cooperative Teaching Approach- Case Study of BVIMR

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ABSTRACT: Gone are the days when the teacher would command the class. The empathetic teacher scores over his counterparts in understanding the feelings of students, and then teaching them from the perspective of what the learners want to learn rather than the other way round. Another important aspect being the difference between Andragogy and Pedagogy. Pedagogy refers to the method of teaching for minors while Andragogy refers to the Adult form of teaching and learning. Moreover in the Management institute in which the authors taught French the average age group of learners has been from 17-23 years. The model of CLL, Cooperative and Collaborative form of teaching and learning was introduced that lead to remarkable results.

I. INTRODUCTION

This propositional paper devlves upon Cooperative learning as “the need of the hour” for teaching management students’ MBA in the discipline of French Language. Since the learners in the context are in the average age group of 22-24 years, it will be important to term their teaching methodology as “Andragogy” and not Pedagogy. Andragogy refers to adult based teaching and learning process(es). Since French language is incorporated in overall management education programmes as value addition/add on course, it becomes important that management students are taught in small groups, and learning is task oriented. As in the case of management subjects, “case study method is followed , according to which students comprehend, understand, analyse and suggest a solution from real life perspective, Andragogy asks for application of teacher and learners involvement as a group, that learns from each other. This paper then brings out the difference between andragogy and pedagogy, and, build upon the basic design of cooperative learning that goes hand in hand with Pedagogy. The whole paper lays emphasis upon making management students well equipped for a fruitful professional career, that asks for team spirit.

Research Problem(s) :

- (i) To enhance employability factors of management (MBA) students learning French language.
- (ii) To equip management (MBA) students with relevant soft skills in French language classroom so that they can eventually utilize the same in successful management career.

Data collection method:

Since research is secondary in nature, data has been collected through sources like; books and websites. Personal observations have also been included, which have been substantiated well with the sources from where data has been taken.

II. DISCUSSION

Andragogy: Pedagogy

Acc. To Malcolm S. Knowles, there is a clear distinction between Andragogy and Pedagogy. Subsequent to these terms, there are a set of methodologies to be adopted, whether it be a management subject or foreign language: French. In andragogy, the learners are self-directed, and in pedagogical method, they are more dependent upon teacher. Since students in the context of this research study are studying management and are in 2nd year of MBA, they are of age group 20-24 years, they are adults. They are looking forward to having an interactive learning experience. Moreover, the teaching methodology in this context is cooperative teaching and learning, that is also termed as collaborative teaching. The collaborative teaching and learning is more based upon collaboration, cooperation and getting along with each other. This is what we are looking forward to incorporating among students, so that they develop a resonance kind of personality and develop themselves in proper unison, integrity and overall holistic approach. This is what we call an integral human being who is looking forward to leading a life that has a purpose, a value, a higher dimension, and the



one that is looking for 360 degree level perspective. Moreover, it is development of intra personal and interpersonal skills as well that is an integral part of this research study as well.

So, ANDRAGOGY and COOPERATIVE learning goes hand in hand due to the nature of the tasks, and, the problem solving techniques that are introduced by the teacher in the foreign language classroom. The teacher need to understand that they are teaching to adults and may call their approach as Andragogy rather than Pedagogy. The minors who are dependent won't be able to develop this collaborative spirit, although some exceptions are there, but the adults who are more keen to independently take the project would learn better through cooperative learning.

What is Cooperative Learning?

This learning is based upon the seminal works of developmental psychologists Jean Piaget (e.g., 1965) and Lev Vygotsky (e.g., 1962), they lay stress upon social interaction in learning. This method of learning also include in its ambit, "The Question Matrix" developed by (Wiederhold 1995). This matrix helps to develop the critical thinking skills. (The matrix is based on the well-known Taxonomy of Educational Objectives devised by Bloom (1956), which assumes a hierarchy of learning objectives ranging from simple recall of information to forming conceptual judgments. Through this, the learners can develop analytical skills, which are required by corporate sector these days. Other proponents of CLL are Kagan. The most important element of cooperative learning is the spirit of cooperation while learning rather than competition like in other methods. CLL's main objective is to develop learning that is based upon interaction and group activity to foster team spirit against an individual based competitiveness. This leads to meeting the classroom's, then group's and then individual's objectives, instead of other way round. The teachers are looking forward to developing a sort of "win win situation" for everyone in the language classroom. This may lay the foundation of corporate citizens who follow this same approach when they would encounter real life and professional situations.

The readiness of minors to learn is "uniform by age-level and curriculum", in case of adults, it is through "life tasks and problems". This means that for cooperative and collaborative learning to take place, real life situations, case studies are always a potent media to derive the learning objectives. When the French language teacher cites the real life situations, problems and issues of national and international levels, like; famine, poverty, AIDS, blood donation, unemployment, dowry, corruption, recession, global warming et al, adult students can connect well and empathize with these issues on one hand and on the other learning also takes place, as, they have also passed through these events, experienced in real life, or can relate to them. This is not possible with minor students.

Another important dimension to adult learning is, it is "task or prob centered." lem If applied in practical aspect, it means that students learn through simulation activities by creating real life situations in classroom. The best example here is that of role playing. According to this method, students are given a situation like : " At the Airport", and, they are required to play the role of a passenger, a porter, airport representative, custom officer etc. They learn the dialogue through actual delivery and execution ,by going with the flow of the scene ,by imagining, visualizing the scenario and simultaneously evaluate them, correct them, as if it is happening in reality.

The teachers are required to be very clear that their audience (students) who are would be managers , are going to be motivated by arousing their inner curiosity and drive, i.e. motivation rather than giving them punishments and rewards. Unless they have interest to study French, come what may ,all sorts of stressful, anxious and pressurized tactics may not work. But when they are convinced that French is an asset that is going to be instrumental in their successful professional careers, they have better probability to take interest in learning it. Here, the teachers act as counselors, collaborators and facilitators. They act as guides and go beyond their subject, and, more towards being a catalyst towards shaping the overall personality of their management students. So, we sum up the following assumptions developed by the author, Dr.Sandra Ratcliff Daffron , 2003, of this paper on Andragogy posted on www.trainandeducate.com/docs/ipte_te2.pdf consulted on 19th July, 2012 at 15:20 at Delhi. :

(i) increasingly self-directed . (ii) A rich resource for learning by self and others. (iii) Develop from life tasks and problems. (iv) Task or problem centered. (v)By internal incentives, curiosity.

The second element towards Andragogy refers to the ambience, climate or environment of class. This is very important from French language perspective, as, it is not the main subject in the first year, and students are more keen to learn management. The learning happens in a relaxed, informal, and respectful manner. Everyone is supportive, as, through this spirit, the tasks are accomplished. This helps in development of spirit of camaraderie. As per prevailing corporate scenario, employees are required to work, perform and achieve in a team. The executives/managers are expected to work in a project by helping each other. Their individual performance is gauged on the basis of the overall



group's performance. The students plan among themselves, how to go about the learning and teaching with proper involvement of facilitator, i.e. teacher. This makes learning circular, rather than linear. The students evaluate the needs, set the objectives, the learning is more project based, practical. This is achieved by resorting to experimental teaching. The evaluation criteria is grades based and not marks based. Peers and facilitators evaluate the students.

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According to Abstract of this paper on Andragogy-Wikipedia, the free encyclopedia en.wikipedia.org/wiki/Andragogy, written by Report Jacques Delors, "education in the 21st century will be supported over four pillars. It is expected for the students: to learn how to acquire knowledge, to learn how to realize, to learn how to socialize and to learn how to be." These four aspects refer to soft skills only. Andragogy is derived from Andros Agein Logos which mean, man conduct science respectively, and is based on a principle that many problems originated in higher education result from not considering the age of the group of students, which is above the one to whom the pedagogy appropriated for children is applied (from the Greek paidos which means child, agein, to conduct logos, science).

Educators like, Malcolm Knowles and Pierre Furter relate Andragogy with adult education.

According to Knowles (1980) andragogy takes four hypotheses for granted, (a) Change their self concept as they acquire experience and become independent and self guided; (b) acquire, through learning more knowledge and more resources for self learning (c) get more motivated through learning, as they try to perform their social roles; (d) become more pragmatic as to their use of knowledge, being more interested in its immediate practicality on problem solving. The main focus is on acquiring problem solving skills, decision making, looking for alternative solutions, and, finding a way out. Also to have a definite plan, with a contingency plan.

According to Gibb (1967) adults learning happens being based upon six principles: (1) learning should be centered on problems; (2) learning should developed through the learners' experience; (3) experience should be meaningful to the student; (4) the student should feel free to analyse the experience; (5) the aims and research should be set and carried out by the student; (6) the learners should receive a feedback on their progress as to the aims. Important aspect here is, to develop analytical skills, continuous improvisation and innovation, learning to be centered upon problems.

According to Cole (1981) learning in action leads to the interest in the development of professional identity through exploration of skills and the discovery of vocations while carrying out practical activities.

This means, that sometimes it happens that when the students are doing a task, and working on a problem, they discover some hidden talents and interests that are helpful in their professional career. This is because they are on self motivated mode, they are socializing, and are developing themselves in consonance to their environment.

In andragogical approach, the basic objective is to develop personal abilities and competencies and not only the syllabus and the content. The curriculum framework remains the basic framework, and, at the periphery remains the overall personality development of the learner. This means that although teachers follow a defined set of topics, but they teach the same with an objective to groom students on soft skills. Soft skills are professional skills that refer to cluster of personality traits, social graces, communication and personal habits that characterizes our relationship with other people.

The main objectives that cooperative learning method follows are:

- (i) To Know/To learn: Explore abilities and reveal vocations
- (ii) Their interests: To give learners the opportunity to know and try different work areas in order to uncover their interests and abilities.
- (iii) To be: To allow the learners to immediately learn the demands of some jobs and their possibilities of fulfilling them by carrying out practical activities.
- (iv) To socialize: To show the learners what is expected from them as to some kinds of activities, their daily duties, people with whom they have to socialize and the level of competition expected from them.

According to SEBRAE, aupud Matai, 2008: The role of educators is that of stimulators of a plural and multidimensional environment. Learners are the reference centres of educational action, they are the agents and authors of learning process. The learning environment refers to the learning concept. The contents involve an integrated process of a meaningful construction of knowledge, interdisciplinarity. The aim of learning is to develop knowledge, skills and appropriate attitudes to reach an aim. The students develop sophisticated forms of multidimensional and sensorial communication which help students learn. As a result of all these, students are able to know, learning to do, learning to be and to socialize.



According to Dewey, learning comes from a situation which learners are confused or in doubt or in a problem that makes them stop, think and **generate a flow : situation-problem-questioning-reflection-new situation**. It is the interest that learning is associated with. More than logic and reasoning, it is the interest that drives a learner to explore the hidden and latent talent that he possess. Unless and until one participates in activities, one cannot energize the consciousness one posses. It is here the concept of resonance takes an important aspect, that we refer here as interpersonal skills.

According to CAFCE –“ Canadian Association for Cooperative Education, Cooperative Education is a teaching model which develops systematic learning through lessons and learning based on work”.This model of education basically imbibes the professional requirements with that of classroom based knowledge.

Dr. Richard Botatzis says, “ There is a need to lay emphasis on resonant leadership in organizations to achieve superior performance.” How they achieve this is by blending , by integrating financial, human, intellectual, environment and societal resources and capital of the organization. They do not have any personal ambitions, but their purpose is much more than their individual goals, and they knit their team goals with the organization’s to create win-win situation among their team members.

Taking the cue from above, we are looking forward to having French language teachers who are emotionally intelligent, i.e. who are aware of self, their team members, society, environment at large, and co-create a vision with laid down objects with goals for their language learning system in classroom. This is the hallmark of co-operative learning system that can be achieved through collaboration and participation. This may be instrumental as well to prepare management students for an effective managerial role as a whole.

Another important aspect here is that knowledge and skill sets that students acquire in the management institutes are tested when they enter the real life professional arena, where there are challenges, changes, and deadlines. One needs to think beyond the theory, apply wisdom, the practical intricacies, learn from mistakes, accept failures, learn, learn and learn, in short one is required to be good at intrapersonal skills as well. All these ingredients can be incorporated in one’s personality in French language classroom when French language and culture are taught to management students in a co-operative and collaborative manner. As the saying goes “ practice makes man perfect”, similarly, it’s going through life’s trials and tribulations, that a professional person sharpens his edges, and French language classroom can be quiet an instrumental tool to contributing management students to be ready for this by creating, participating, executing the related activities to make students good at interpersonal and intrapersonal skills and develop their French language skills as well, so that they are better placed in the job market both remuneration wise and options wise. It is basically empowering them with life skills and giving them value addition to their management qualification. The whole exercise is focused upon enhancement of employability and overall soft skills of MBA students through French language by applying co-operative method of teaching and learning.

III. RESULTS

There are four major theoretical perspectives on cooperative learning and achievement.

- (i) Motivational
- (ii) Social cohesion
- (iii) Cognitive (interpersonal)
- (iv) Developmental

There was a path breaking research conducted in 1970s, at Center for Research on Education od Students Placed at Risk, John Hopkins University. It shows benefits on students of all levels in all subjects in theory and practical methods of learning.

(Robert E. Slavin, CRESPAR, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD21218-2498 CONTEMPORARY EDUCATIONAL PSYCHOLOGY 21, 43-69 (1996) article no.0004: **According to this paper , A Guide to Cooperative Learning authored by Bruce Joyce**, “We search on cooperative learning is overwhelming positive , and the cooperative approaches are appropriate for all curriculum areas. The more complex the outcomes (higher order processing of information, problem solving social skills and attitudes). The more complex the questions, the better are results, due to fusion.The model of cooperative learning is based upon adjustment, adaptability, caring and consideration approach. This can lay the foundation of resonance leadership in the overall personality of management students.

Empathy is the hub around which all the above traits revolve. The role of teacher is as like that of a corporate manager. He/she identifies the purpose, lays down the goals to reach to the purpose, and, establishing tasks to be performed to achieve the identified goals. Sometimes, students are also encouraged to do this. This is instrumental in equipping them to take decisions in their professional careers, when they will be required to work on a project as a team. Hence, the



teacher is more like a facilitator rather than an instructor. The ambience that the teacher creates in the classroom, is the key that facilitates the healthy exchange of communication. What does the teacher do ? He asks questions, clears doubts, encourage students to interact with each other, empathizes by supporting the discussion, elaborating the answers, helping students answer the questions and elaborating the same along with practical examples. The whole idea being to make them speak and speak without any reservations.

Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. (Harel 1992:169)

The creative part of this type of methodology is, students need not follow a structured or designed plan. They can restructure, redesign the path of cooperative learning, as long as the desired purpose is being solved, and the predetermined goals are achieved. The students who will be the corporate managers in near future can benefit from this methodology, as spontaneity and free wheeling is given priority, and, these are important life skills required to encounter a situation in a practical way. The teacher may also have the task of restructuring lessons so that students can work on them cooperatively. This involves the following steps, according to Johnson et al. (1994: 9) :

IV. CONCLUSION

Unlike, most language teaching proposals, CLL has been extensively researched and evaluated and research findings are generally supportive (Slavin 1995;Baloche 1998). The critics of CLL are of the view that this method is helpful for intermediate and advance learners. But, supporters of this method are of the view that it supports learning and interaction skills of learners.

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