



Cooperative Role in Developing Collaborative Learning

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Abstract

Cooperative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. Collaborative learning in an online classroom can take the form of discussion among the whole class or within smaller groups. Online learning emerged recently as new spaces for collaboration among learners and teachers that are separated by physical, social or economic boundaries. For the international conference on cooperative, the researcher study the potential use of e-learning technologies especially web2.0 for learning the English language in collaborative spaces. While traditional educational units and their interdependencies should not be neglected, we want to incorporate (1) novel interaction techniques for communication among and between students and teachers and (2) dynamic release of learning materials through collaborative evaluation by both teachers and learners. For an improved learning experience, we explicitly propose the introduction of web2. success patterns, such as reputation and trust systems for the automatic and semi-automatic assessment of certain qualities of learners, teachers and learning units, e.g. relevance, coverage, timeliness, accuracy, etc. of a learning unit. In particular, the paper focuses on specific instructional strategies that facilitate learner participation in group projects, which result in an enhanced sense of community, increased skill acquisition, and better learning outcomes. In summary, we would like to contribute the cooperative learning, specifically by collaborative learning.