

The Process and Solutions of Implementing Cooperative Learning Approach in Elementary Schools: A Meta-Synthesis Study

Fahimeh Ansarizadeh*
Mohammad Reza Keramati**
Sifollah Fazllolahi***
Robyn M Gillies****

Introduction

One of the active and effective approaches that has attracted the attention of researchers today is cooperative learning. In the process of implementing cooperative learning, students have the opportunity to work together in an environment in the form of small heterogeneous groups to achieve a common goal. In the process of implementing this approach, motivation, critical thinking, and problem solving are developed. These advantages are achieved when teachers can successfully implement this approach in the classroom. The successful implementation of cooperative learning requires that the challenges of the implementation process be minimized by using appropriate solutions. The basic question is, what is the process and solutions for implementing cooperative learning approach in elementary school?

Method

The current research was conducted with a qualitative approach and meta-synthesis method. This method examines the findings extracted from other related and similar studies. Sandelovski and Barso (2007) method was used to conduct the research. This method includes seven stages of setting questions, regular review of texts, search and selection of appropriate documents, information extraction, analysis and combination of findings.

* PhD Student, Department of Educational Management, Qom Branch, Islamic Azad University, Qom, Iran.

** Associate Professor, Department of Educational Management and Planning, University of Tehran, Tehran, Iran. *Corresponding Author:* Mkeramaty@ut.ac.ir

*** Associate Professor, Department of Curriculum Planning, Qom Branch, Islamic Azad University, Qom, Iran

**** Professor, Faculty of Education, The University of Queensland, St. Lucia, QLD 4072, Australia.

Results

The synthesis of existing knowledge in the field of cooperative learning process and implementation solutions shows that teachers' familiarity with the concept, methods and techniques of cooperative learning approach can provide suitable conditions for the implementation of this approach. In the process section, the teacher's actions and students' actions are emphasized, and in the solutions section, the roles of teachers and students are emphasized as two important elements of the curriculum.

Discussion

It can be concluded that five groups of stakeholders can play a significant role in the quality implementation of the cooperative learning approach: policymakers, managers, teachers, parents, and students. The findings indicate the central role of teachers and students. The role of these two groups in the cooperative learning process and its implementation solutions has been repeated with a very high frequency. In the cooperative learning process, the actions of the teacher, and the actions of the students play a key role. Teachers can effectively implement this approach through familiarity with cooperative learning, classroom planning, classroom management, and measuring student performance, and preparation and familiarity with student teamwork can facilitate the implementation of this approach, also in the solutions section, the role of teachers and students as two important elements of the curriculum has been emphasized

Keyword: cooperative learning, meta-synthesis, primary schools, process, strategies

Author Contributions: Author 1 was responsible for conducting the overall research process. Author 2 was responsible for designing the research plan and supervising data collection and how to analyze them in all stages of the research. The third author, while participating in the design of the research plan, reviewed the overall result of the research and reviewed the final version of the article, and the fourth author helped in enriching the research literature and making available new English sources, as well as the initial idea of the research, and the dimensions they strengthened the innovative research. All authors reviewed and approved the final results.

Acknowledgments: The present research would not have been possible without the cooperation of the participants.

Conflicts of interest: The authors declare that there is no conflict of interest in this article.

Funding: This research is not sponsored by any institution and all expenses are borne by the authors.
