

**CHRIST**(DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

Notice for the PhD Viva-Voce Examination

Ms Nisha C K (Registration Number: 1980803), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Tuesday, 30 July 2024 at 11.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis	:	Effect of Cooperative Learning Strategies on Self-Directed Learning and Reflective Thinking of Pre-Service Teachers
Discipline	:	Education
External Examiner (Outside Karnataka)	:	Dr Amruth G Kumar Professor School of Education Central University of Kerala Tejaswini Hills, Periyar Kasaragod, Kerala - 671316
External Examiner (Within Karnataka)	:	Dr Pushpa M Professor Department of Education University of Mysore Manasagangotri Mysore - 570006 Karnataka
Supervisor	:	Dr Prakasha G S Associate Professor School of Education CHRIST (Deemed to be University) Bengaluru 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Registrar

Place: Bengaluru
Date: 23 July 2024

ABSTRACT

Cooperative learning (CL) research demonstrates its robustness. While acknowledging the empirical benefits, there is room for improvement in implementing CL in teacher education classrooms. Teacher educators often resist adopting CL, favouring the frontal teaching method. The cultivation of self-directed learning and reflective thinking is crucial for pre-service teachers (PSTs) to evolve into lifelong learners, meeting the demands of 21st-century classrooms. Online cooperative learning (OCL) plays a vital role in enhancing essential skill sets such as collaboration, digital proficiency, communication, and interaction among pre-service teachers. This study unfolded in two phases. The initial pilot study, utilizing a concurrent triangulation mixed-method research design, delved into perceived challenges faced by teacher educators in India regarding cooperative learning implementation. The subsequent experimental stage employed a quasi-experimental non-equivalent control group design to investigate the impact of OCL strategies on self-directed learning (SDL) and reflective thinking (RT) among Indian pre-service teachers. Following the intervention with OCL modules, the researcher also assessed learner satisfaction and pre-service teachers' perceptions of OCL, utilizing a mixed-method research approach with concurrent triangulation. The sample for experimental stage encompassed 130 pre-service teachers from two teacher education colleges affiliated with Mangalore University, Karnataka, India.

The researcher constructed OCL intervention modules for the study and experts validated it. The researcher adopted standardized instrument for measuring SDL by Acar et al. (2016), and standardised instrument for measuring RT by Kember et al. (2000). The pilot study revealed that teacher educators perceived challenges at an average rate of 63% due to teacher challenges, learner challenges, curriculum syllabus, and administrative challenges. The experimental study demonstrated that OCL effectively fosters SDL and RT among pre-service teachers. The post-intervention studies using the learner satisfaction survey revealed overall satisfaction of pre-service teachers' exceeded 90%, and they enthusiastically participated in the OCL intervention. However, the thematic analysis of the semi-structured interview revealed pre-service teachers' perceptions towards OCL such as perceived benefits of OCL, challenges to OCL, technological proficiency, learning strategies and support, and building a supportive online learning community. These results motivate future researchers to conduct similar studies in diverse educational settings such as online education, distance education, and emergency education.

Keywords: active learning, collaborative learning, cooperative learning, online cooperative learning

Publications:

1. Chakyarkandiyil, N., & G. S. Prakasha (2023). Cooperative learning strategies: Implementation Challenges in Teacher Education. *Problems of Education in the 21st Century*, 81(3), 340-360. <https://doi.org/10.33225/pec/23.81.340>