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Cooperative learning approach in secondary school physics lessons

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The aim of this study was to identify the effects of the cooperative learning approach in higher secondary physics classes on the topic of thermodynamics. Students followed two different methods: one group followed frontal work (FW) and the other followed cooperative learning (CL). Data were collected using a knowledge test and a questionnaire. 49 secondary school students participated in the study and a pre-post design was used. The group that followed CL increased their knowledge more than the group that followed FW. Based on the results, it is recommended that teachers should be encouraged to use cooperative strategies in the classroom to teach selected physics concepts.

Primary author: SHALA, Naser

Co-author: Dr PAVLIN, Jerneja

Presenter: SHALA, Naser

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