

Cooperative Learning and Computer Assisted Instruction: Do They Work?
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Abstract

A review of previous studies found that there are no studies involving cooperative learning and computer assisted instruction (CAI) in a developmental mathematics classroom. The few recent studies that did focus on cooperative learning and CAI did not include mathematics and more specifically developmental mathematics. The studies that have been reported in the literature used a post-test only design making a determination of whether or not the students were academically equal in the beginning of the study impossible to determine. Furthermore, the use of an attitudes survey that measured the attitudes of mathematics and cooperative learning was not mentioned in any of the previous studies. Finally, none of the studies mention the type of cooperative learning that was used or the use of journaling at the end of the class sessions. As a result, this study was designed to examine whether mathematics achievement scores in a college-level developmental mathematics class will increase when cooperative learning and computer-assisted instruction (CAI) are utilized. The study also attempted to determine if the cooperative use of computers can change students' attitude towards mathematics, as well as their attitude towards working in cooperative learning groups. The participants in this study had limited arithmetic skills, therefore, all participants were enrolled in a basic mathematics class.

Power point slides of the presentation given at the NADE, 2009 conference in Greensboro, NC are available by emailing Dr. Kathy Griffin at: krgriffin@aii.edu.