

## RESEARCHARTICLE

# Effect of Collaborative Pedagogies on the Academic Achievement.

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### Abstract

*The present study is based on secondary sources and try to understand the impact of collaborative and non-collaborative teaching practices on academic performance among students. In the teaching learning process the collaborative pedagogies are becoming significant in schools due to more innovative and advancement of technology. Over the last decades, the study has observed that collaborative learning can promote academic and social educational outcomes. Collaborative learning is generally use as an umbrella term to describe an activity where by students work together to achieve and shared learning goal. In the study it was observed that the collaborative learning is more effective among students and some are reported that they are not getting much benefits through collaborative learning process.*

**Key Words:** Collaborative, Education, Teaching Learning Process, and Achievement

### Introduction

The concept of "collaborative teaching" has been found to have the potential to motivate students to strive for greater aspirations, cultivate positive attitudes, and cultivate an inventive mindset. Over the course of the majority of the research, it has been established that when respondents take part in cooperative learning groups, their levels of accomplishment significantly increase. Achieving success in one's academic endeavors is a process that involves multiple facets and layers. Learning outcomes are among the most important responsibilities

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that all institutions have in order to assist the pedagogical growth of children.

Collaborative pedagogy entails students engaging in small groups, generally consisting of two to five individuals, to share ideas and enhance comprehension. The groupings may be either heterogeneous or homogeneous, determined by gender or academic proficiency. This method commences with the educator meticulously elucidating the idea prior to grouping the pupils (Dillenbourg, 1999). In groups, students engage in discussion, share insights, and enhance their comprehension, developing problem-solving abilities, critical thinking, and diverse perspectives. Research indicates that collaborative learning cultivates a nurturing educational atmosphere in which students assist one another in academic and personal development, enhancing self-esteem and fostering cooperative relationships (Akinoso, 2017).

According to Nelson (1994), the act of teaching has evolved into a multidisciplinary business with the goal of cultivating critical thinking, interaction, and collaboration among educational participants. In light of the transdisciplinary shifts that have taken place in the curriculum and the relative

learning goals that it entails, the necessity of working together in order to develop learning environments has gained steam over the course of the last decade or so. The emphasis has changed away from approaches that are concentrated on the teacher and toward strategies that are oriented on the student and learning processes. Learners are no longer the empty vessels that need to be filled in any longer; rather, they need to be the co creators of knowledge in the present educational landscape. Learners should be willing to take ownership of their own learning and contribute to the production of knowledge.

A situation in which two or more people learn or attempt to learn something together," as defined by Dillenbourg (1999), is what is generally understood to be the definition of collaborative learning. During the past few decades, there has been a rise in the significance of utilizing collaborative techniques in educational practices. "Students working together without immediate teacher supervision in groups small enough that all students can participate collectively in a task," as stated by Wilczenski, Bontrager, Ventrone, and Correia (2001), is what is meant by the term "collaborative learning." Moreover, Roschelle and Teasley define collaboration as the "mutual engagement of participants in

a coordinated effort to solve a problem together" (as reported in Dillenbourg 1996). This definition is stated in the context of the concept of collaboration.

According to Akinoso (2017), collaborative learning takes place when groups of students work together to search for meaning, understanding, and answers in order to create an artifact of learning. Students get the opportunity to acquire mathematical knowledge by collaborating with other students.

Researchers such as Johnson, Johnson, and Smith (2007) came to the conclusion that collaborative learning has the potential to improve educational results in both the academic and social disciplines. In this day and age, collaborative abilities are absolutely necessary in order to tackle the obstacles that come with learning. The abilities necessary for collaboration include the ability to listen, the expression of thoughts and opinions, the ability to follow directions, the ability to ask for assistance, the ability to give and receive compliments and constructive criticism, and the ability to negotiate.

The ability to participate, to work with other people, to listen to what other people have to say, to encourage other people to speak up,

and to speak up yourself when you have an idea are all essential components of successful collaboration, according to Firestone (2006). Working together with other students will not only help students develop their ability to work together, but it will also lead to more in-depth learning and an increase in the students' capacity to approach and solve problems.

This shift away from rote memorization is reflected in the National Education Policy 2020 (NEP), which places an emphasis on creative thinking, critical thinking, and experiential learning. An interdisciplinary approach is encouraged, and students are given the opportunity to investigate a wide range of topics. Additionally, the strategy promotes freedom in subject selection, which results in a more individualized educational experience.

Additionally, when active engagement of learners is desired, collaborative and cooperative learning strategies are important teaching-learning methods to encourage articulation, demonstrate new understandings of content, and apply it in problem-solving. Some examples of these strategies include group discussions, brainstorming, role plays, case studies, and self-learning methods of support for flipped classroom pedagogy. The

National Education Policy (NEP) intends to transform the current educational system by employing a multifaceted strategy, which will include the development of scholar fulfillment and attitudes. In addition, they observed that the age group of the participants, as well as the cultures of the individuals, can generate variations in the size of the effect.

There are a number of good impacts that can be attributed to collaborative learning since it increases student achievement and interest. Spending more time on tasks, cultivating positive attitudes toward members, employing sound reasoning techniques, processing information in greater detail, promoting the constructive handling of disagreements over ideas and conclusions, providing psychological support, and processing information in a more detailed manner are some of the things that fall under this category. Every single student in a collaborative learning environment is responsible for their own education as well as the education of other students. They make use of their own skills in order to promote the cooperative goal structure of learning.

Approaches to learning that involve collaboration are instructional methods that are structured and managed, and they are applicable to students of any grade level.

Every single group indicates a diminished representation of the class in terms of the level of education, gender, and ethnicity that they possess. It is the accomplishment of the entire group based on the development of a helpful objective that brings happiness to the individuals who are working in groups with a combination of abilities.

Conversely, non-collaborative pedagogy denotes conventional, teacher-centered approaches that emphasize individual learning with minimal peer engagement. This approach is based on the premise that direct education and competitive settings enhance individual academic achievement. Although it may benefit certain kids, it has constraints in cultivating the interactive and social skills that collaborative learning promotes (Ministry of Human Resource Development, 2020).

### **Relevance of Pedagogy in Commerce Education**

Commerce education necessitates a balance between theoretical understanding and practical application, rendering it an optimal

subject for examining the efficacy of collaborative versus non-collaborative pedagogical approaches. Disciplines like business, economics, and finance frequently encompass intricate concepts that are enhanced through collaborative learning methodologies, enabling students to engage in discussions about real-world applications, exchange varied perspectives, and cultivate critical thinking abilities (Johnson et al, 2007). Collaborative learning in commerce fosters academic achievement and cultivates vital soft skills, including teamwork, communication, and leadership, which are necessary in the contemporary interconnected business environment.

In contrast, conventional non-collaborative approaches may restrict students' capacity to examine diverse viewpoints, as education frequently emphasizes rote memorization and individual achievement over collective participation. This section will emphasize the unique requirements of commerce education and the opportunity for collaborative learning to address these demands efficiently (Roschelle, 1995).

### **Academic Achievement in Secondary Education**

At the secondary level, academic achievement is frequently assessed by pupils' capacity to comprehend and apply acquired concepts. Commerce students must exhibit competence in utilizing theoretical knowledge to address practical issues, including case studies, business scenarios, and financial analyses. In this perspective, academic performance includes factual knowledge, critical thinking, and problem-solving skills.

Collaborative learning settings can markedly improve academic performance by fostering deeper involvement with the subject matter. Students collaborating in groups are inclined to dedicate more time to activities, engage in more comprehensive information processing, and cultivate a more favorable disposition towards the learning experience (Nelson, 1994). This section will analyze the indicators of academic success in commerce education and their correlation with collaborative and non-collaborative teaching methodologies.

### **New Pedagogical Approaches in Indian Context**

The NEP (2020) promotes a transition to learner-centered methodologies; nevertheless, there is scant research

regarding the application of these strategies within the Indian educational framework, especially in commerce education for secondary and adult learners. The deficiency is particularly apparent in the scarcity of research examining the efficacy of PBL and FL in enhancing academic performance in Indian educational institutions. Furthermore, there has been a lack of significant analysis about the comparison of these methods with conventional, non-collaborative pedagogies within the Indian setting, where classrooms frequently include enormous student numbers and constrained resources.

### **Comparative Effectiveness of Collaborative vs. Non-Collaborative Pedagogies**

The existing literature is deficient in a comprehensive comparative examination of the efficacy of collaborative pedagogies vs non-collaborative pedagogies in commerce education, particularly for adult learners. Collaborative pedagogies, like Project-Based Learning (PBL) and Flipped Learning (FL), promote group collaboration, peer contact, and active participation, while non-collaborative approaches typically emphasize individual accomplishment and instructor-

directed teaching. There is a lack of definitive data comparing the short-term and long-term academic outcomes of different methodologies within the commerce curriculum, resulting in insufficient information for educators regarding the most effective strategies for their pupils. This study aims to address this gap by explicitly evaluating the effects of collaborative and non-collaborative pedagogies on the academic performance of commerce students.

### **Role of New Pedagogies in Enhancing Critical Thinking and Problem-Solving**

Commerce education necessitates the cultivation of critical thinking and problem-solving abilities, especially when addressing intricate ideas such as economics, finance, and corporate strategy. Although collaborative learning methodologies, such as Project-Based Learning (PBL) and Flipped Learning (FL), are frequently promoted as helpful methods for improving these abilities, there is less evidence on their specific impact on the academic success of commerce students. Moreover, no research has investigated how these pedagogies promote long-term knowledge retention and the application of skills in practical commercial

contexts, which are essential for success in this domain.

### **Level of Collaborative Learning**

Gokhale, 1995 reported that collaborative learning means learning in a group with common goal in which student are responsible for each other's learning. There is a difference between cooperative and collaborative learning. In cooperative learning task is divided in to sub task which are solved by the partners independently. On the other hand, collaborative learning means learning together in a interactive way (Verdejo, 1996). Gokhale 1995 further pointed out that in a group the exchange of ideas improves critical thinking and enhances student interests. It has been seen that in comparison to individual learning collaborative learning leads to higher level of thinking and information which can be remembered for a longer time.

Tuckman and Jensen 1997 highlighted that collaborative learning consists four stages such as formation stage (when group member /does not know each other), conflict stage (where group members adopt each other which leads to growth of the group, cohesion stage (where a balance is sought which leads to consensus and increase in the cohesion in

the group, execution stage (where the group members complete the task which leads to achievement of goal.

Aitken 1982 stated that in collaborative learning results are better in term of learning achievement than when students study alone. During collaborative learning students communicate with each other which is consider vary beneficial ( Bruffee, 1982).

### **Technology and Collaborative Learning**

Fu & Hwang, 2018 reported that the pandemic reduces the technology gap and increase the digital skills in students and teachers. Computer has eased the professional task and put the collaboration between students and teacher in a new frame work. It has been observed that in collaborative learning activities, the technology has affected learners' perceptions and outcomes.

Vignery 2022 pointed out that connections lead to successful learning by the use of technology. Research has proved that the links between students and academic performances has significantly increased with in the network.

Margaliot and et al., 2018 stated that online collaborative learning (OCL) is an important



way for learners to develop a common understanding, build new knowledge together, and develop a variety of skills through collaboration in synchronous and asynchronous activities. Interactive online learning is part of the collaborative learning. All students should be participating to share ideas, talk with colleagues, and participate in learning activities together.

Harasim 2012 pointed out that the computer-supported collaborative learning paradigm (CSCL) focuses on the idea that technology can support collaborative learning by improving interaction between participants.

Lei and Medwell 2021 suggested that the model of online collaborative learning has changed the way of instruction. It focuses on knowledge building and use of internet to shape both formal and informal education. The OCL experience changed the views of teachers and students during the COVID-19 pandemic, finding both disadvantages as well as benefits.

Lewin et al. (2019) stated that the impact on literature and language, mathematics, science and learning through practice and exploration, identifying integrated learning (in which technology is incorporated into

traditional instruction) and the use of technology as an additional practice.

Magen-Nagar and Shonfeld (2018) conducted research in which they started from the assumption that teachers' attitudes, perceptions and beliefs about technology affect their teaching in an ICT (Information and Communication Technology) environment. The results of the study showed that an online collaborative program that is meaningful for the students and increases intrinsic motivation, might promote positive attitudes towards technology. The research findings indicated that in a highly collaborative online environment, intrinsic motivation strongly affected the students' attitudes toward technology.

## Conclusion

Collaborative teaching" has been found to have the potential to motivate students to strive for greater aspirations, cultivate positive attitudes, and cultivate an inventive mindset. It is a important way for learners to develop a common understanding, build new knowledge together, and develop a variety of skills through collaboration in synchronous and asynchronous activities. Collaborative learning settings can markedly improve academic performance by fostering deeper



involvement with the subject matter. Hence we can conclude that the collaborative learning increases critical thinking among students and improves the way of learning between students which can be memorized for a longer period of time.

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