

More Than Chalkboards: Classroom Spaces, Collaborative Learning And Behavioral Engagement Of 7th Graders

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Abstract

In order to create flexible spaces that enable learner-centered instruction, educational institutions are gradually building or remodelling classrooms. The real effect of these places on student outcomes, however, is not well understood. This study investigated the effects of collaborative learning in flexible learning spaces on behavioral engagement of seventh graders by using a True-Experimental method. Students claimed that the adaptable space improved their learning since it encouraged active participation in the classroom. This research underlines the need of taking into account students' perspectives when designing learning environments and points to the need for additional research on the intricate connections between space, collaborative learning, and behavioral engagement.

Keywords collaborative learning · classroom spaces · behavioral engagement.

Introduction

The importance of active learning as a part of the educational process for pupils has lately increased (Kuh, Kinzie, Schuh, Whitt & Assoc., 2010). In light of modifications in student expectations and attitude in addition to investigations, organisations have been forced to reconsider the layout of pedagogical places, showing a link between student engagement and learning (Prince; 2004). We are unsure of how students learn, and they do not anticipate learning in the lecture-style "traditional" classroom environment (Oblinger). Many schools, colleges, and institutions around the country are investing in the remodelling of classroom settings to enable active, participatory, experiential learning (Harvey & Kenyon, 2013).

Students are often idle observers in a learning environment, and professors just impart information to those numb crania. Educators could optimism that pupils of theirs can remember such knowledge and retrieve it later, but this is inaccurate. Students are unable to store data the way a machine can. The educators working in normal school was unable to consider range with requirements & sensations that they pupils may have been live through. As a result, contemporary study of cognition refutes the notion that learning happens when fresh knowledge is merely incorporated to a current intellectual organisation. The hazards of inactive notions, a term he characterised as notions those only get absorbed onto the nervous system before being put into practise, examined, or incorporated in novel manners, were raised by Alfered North

Whitehead (1929, quoted in Barkley, Cross, and Major, 2005).

So, teachers' requisite encourages a lively learning atmosphere in which students can contribute. Cross states in 1999, who is mentioned by Barkley et al. (2005), learners could proactively establish associations in their respective imaginations and thoughts throughout collaborative learning (CL). Due to CL's many perspectives and ability to solve problems, students develop a deeper understanding of ideas. According to Barkley et al. (2005), The zone of proximal development (ZPD) is the area between a person's current state of advancement and the phase of maturation that is anticipated based on their ability to solve obstacles cooperatively, meeting individuals who have higher levels of development.

The idea of man being a social animal is prevalent. As a result, it is considered that he cannot survive on his own. Because of our requirements and issues, we must live together. Individual collaboration and co-relation are growing as a result of the recent increase in social connection in man's surroundings. Others struggle in their social and academic lives, whereas some people are educated and self-aware enough to handle their own problems. Therefore, particular teaching techniques are employed in educational institutions to be able to reach excellence during the educational process and to produce superior results. Students are taught how to collaborate in small groups to master new subjects.

Students who take part in CL are encouraged to learn more proactively and enthusiastically. Universities and colleges today aim to provide a greater spectrum of students with more opportunities that they become perpetual students. Audiences are typically portrayed like only one, apathetic, gathered creature in lecture format. Through encouraging participants via

every socioeconomic class to contribute their insights and opinions to the curriculum they have previously obtained through their everyday lives in addition to their educational and career encounters, CL diligently and uniquely connects participants via diverse contexts (Barkley et al., 2005).

Exploring the link among students' behavioral engagement through collaborative learning techniques in classroom settings is one of the goal of the present investigation.

Teachers put a lot of effort into raising the bar for their students' participation. Children that are more involved are more likely to succeed academically, according to studies (Lei et al., 2018). However, student participation is a challenging topic. The three types of student engagement are behavioural, cognitive, and emotional in light of this.

Looking at the results and being able to deal with regions where involvement rates are low because of learning techniques and classroom structure was that I, the researcher, desired to carry out this investigation. The investigator will serve as the teacher for the study, which will take place in a seventh-grade classroom. The exercises, which can be completed alone or in small groups, will be repeated during the two sessions. In contrast to independent tasks, the intent of this probe was to establish if small-group collaboration activities boosted levels of student engagement.

Learning is an interpersonal activity which includes individuals communicating thoughts in both formal and informal settings as well as through involvement distributing, and collaboration in accordance with Kagan and S (1989). A society, a nation, because education is the only tool that may be used to build a nation. Its worth and importance are obvious. Education serves as the foundation for any society's or nation's overall structure. Education is given a lot

of attention by all religious traditions since they all believe it is essential for leading a fruitful, balanced life. The importance of education is increasing in modern rapid-fire, technologically advanced culture.

Training creates people who have abilities and expertise that complement information and understanding. Education makes one nicer and more civilised. People have the opportunity to live better, wealthier lives thanks to education (Lewis, 2002). The advancement and development of nations are greatly influenced by education. The advancement and transformation of the requisite nations in this circumstance cannot be ensured by conventional educational procedures Mohagheghian; et al., (2012). We need to give up conventional instruction if they want to upgrade and provide a solid basis for their schools of learning strategies. The way that teaching and learning are done in schools today has been considerably impacted by collaborative learning (Johnson & Johnson, 2009).

Current study

By investigating students' behavioral engagement we attempted to fill gaps in literature on students' experiences in active learning classrooms. To fill in these gaps, we posed the following hypothesis:

H01: Seventh graders who engaged in group activities and those who learned using conventional teaching methods did not significantly differ in terms of their mean behavioural engagement scores from one another.

H02: Seventh grade students in the experimental and control group's means behavioural engagement score did not substantially differ between pretest and posttest.

H03: Collaborative learning in classroom spaces does not have a substantial impact on the behavioural engagement of seventh graders.

Review of Literature

Participatory schools, which are intended to facilitate student-centered instruction, are increasingly taking the place of standard lecture educational settings, which are intended to facilitate instructor-centered guidance in higher-level educational entities (Adedokun et al. 2017); Lee et al. 2018; (Walker and Baepler 2017).

The building of interactive learning environments in classes is a component of a larger educational trend aimed at getting students enthusiastic and interested in their studies (Brooks, 2011). According to Beichner (2014), collaborative learning is important for promoting engaged instruction.

Although it is unknown how such environments link to how pupils engaged regarding collaborative education, it seems probable that an educational environment that is structurally set up to encourage collaboration will improve the mindset of pupils.

In contrast to typical lecture settings, participants considered collaborative learning to be more engaging and pleasurable in active learning environments. One explanation for this might be that the active-learning classroom's layout made collaborative learning easier to facilitate and more pleasant overall.

In fact, students frequently mentioned in their open-ended comments that interacting with their classmates was one of the most fun parts of collaborative learning. Learners may have also believed that collaborating to learn was more beneficial in an active-learning environment because the design of the classroom prioritised peer contact. Granito & Santana (2016); (Oblinger ;2005); (Savin-Baden et al. 2008) appreciated.

Methodology

Research Method

True-Experimental method was used in current investigation.

Population and Sample

Using a suitable selection technique, one public secondary school for girls in Lahore was selected for the experimental inquiry. The experiment needed the principal of the institution's prior consent in order to be completed. The test and comparison groups were made up of seventh graders from a single section. Based on the results of their Previous Examination Course (PEC) exams, Within this cohort, a total of forty (40) people participating in the study were randomly selected, and using the paired sample methodology, they were randomly assigned to either the control or the experimental groups. Each group consisted of twenty (20) students. The experimental group was instructed utilising tactics for collaborative learning, although the resistor group was instructed using old-style coaching techniques write(chalk) and conversation(talk).

Research Instrument

To determine the elements that effectively engaged the students, after conducting an existing literature analysis, the researcher used a questionnaire on students' classroom involvement (QSCRE). behavioural involvement, feelings of engagement, and intellectual involvement are three separate metrics. —are included in the aforementioned questionnaire. With the use of Cronbach's Alpha and mean response values, the validity of the questionnaire was confirmed. A scale (QSCRES) was used to obtain all summary scores for the 78 items. Aslam has already verified that ($M = 310.90$, $SD = 31.837$, $r = 0.919$), according to S (2020).

However, the behavioural engagement scale is the only scale used by researcher.

Gathering information

First of all, the researcher reviewed the pertinent research-related literature. Second, an instrument that had previously been utilised for gathering information to conduct the study was used by the researchers as the pre- and post-test. For the sake of to validate the questionnaire, administrator besides five tutoring authorities regularly contacted. This was composed in both Urdu and English. The gathered data was then examined using statistics and explained. Ultimately, ideas and suggestions were offered in light of the results obtained.

Scrutiny of the Information

The quantitative data were examined using SPSS version (23) of the Statistical Package for the Social Sciences. The averages and standard deviations of students' opinions of collaborative learning in classroom spaces and their engagement were examined using descriptive statistics. Additionally, paired sample t-test employed to look into contrasting the tentative and resistor groups before/pre and after/post test results of seventh graders students' involvement levels and effect of collaborative learning in classroom spaces.

Research Findings

Findings of research hypothesis 01

H01: Seventh graders who engaged in group activities and those who learned using conventional teaching methods did not significantly differ in terms of their mean behavioural engagement scores from one another.

This null hypothesis is rejected because results shows a significant difference between students who engaged in group activities and those who learned using conventional teaching methods.

Findings of research hypothesis 02

H02: Seventh grade students in the experimental and control group's means behavioural engagement score did not substantially differ between pretest and posttest.

This null hypothesis is rejected because results shows a significant difference between pretest and post test results students who engaged in group activities more behaviorally more engaged the those who learned using conventional teaching methods.

Findings of research hypothesis 03

H03: Collaborative learning in classroom spaces does not have a substantial impact on the behavioural engagement of seventh graders.

This null hypothesis is rejected because results shows a significant difference between pretest and post test results students who engaged in group activities more behaviorally more engaged the those who learned using conventional teaching methods, so Collaborative learning in classroom spaces have a substantial impact on the behavioural engagement of seventh graders.

Debate

Researchers in the discipline of instruction has emphasised the significance of pupil involvement in the learning context. The instructor must know why, when, and how to design an assortment of learning opportunities if they want to involve the students in a successful and productive manner (zingier, 2011). This study set out to assess how collaborative learning affected the behavioural engagement of seventh-grade students. The results of the study would open up new vistas for human comprehension. The impact of collaborative learning on students' behavioural involvement is explained in more depth underneath.

The findings of this research, in the researcher's opinion, would significantly add to the body of evidence currently understood regarding the subject.

This study showed that students' behavioural engagement increased as a result of collaborative learning. Results are in line with earlier studies that have demonstrated that collaborative learning in classroom settings improves students' academic achievement. For instance, Virginia Clinton and Nicholas Wilson (2018) discovered that collaborative learning strategies improved students' academic performance more than other approaches. According to Moe Thuzar Kyaw (2020), collaborative learning has positive benefits on students' behavioural engagement. Jessica Youngren (2021) discovered in her research that collaborative learning enhanced classroom performance. Students who engaged in collaborative learning (CL) performed better in social studies, claims Jessica Youngren (2021). Collaborative learning, according to Bamberger's research from 2005, enhances academic achievement and motivation. Similarly, Nicholas Wilson and Virginia Clinton, 2018, Among others, Kimberly M. Sawers (2016) Theresa Scott Meijer, Meirink, and Verloop (2007), Moe Thuzar Kyaw (2020), Jessica Youngren (2021), Monahan, T. (2000), Monahan, T. (2002) and them (L. Cook & Friend, 1995) 2005 (Bamberger) 2004 (Rassekh) 1949's Deutsch (1991)John & Johnson.

Recommendations

The following suggestions are offered in light of the observations or discoveries, test results, and debate mentioned above:

1. All institutions must use collaborative learning strategy as a teaching tool. It can be used for children form all personality kinds like brainy, timorous, run-of-the-mill, and ridged—because there is no pressure, no interruptions, and no embarrassment.
2. The elementary level PTTB curriculum introduces a number of collaborative learning tools to be able to evaluate cause

and effect linkages and completely involve pupils.

Conclusion

Compared to those in typical learning environments, students in collaborative learning group were more committed to reaching their objectives. Students felt a sense of obligation when working on group projects, despite their lack of interest in traditional learning. Cooperative learning groups allowed the pupils to feel more comfortable than they might in a traditional classroom. Students actively participated and shown no hesitancy or apprehension around the teacher when cooperative learning was used instead of traditional learning methods. When using an unconventional approach, kids are more eager to study.

The researcher draws the conclusion that because those pupils are greater eager to cram, and keenly appoint in the route until therefore collaborative learning has a great effect on students' behavioural engagement.

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