

# Groupwork

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of groupwork on student learning.

**Barkley, E., Major, C., & Cross, K. (2014). *Collaborative learning techniques : a handbook for college faculty* (2nd ed.) (pp. 20-2). San Francisco, California: Jossey-Bass.**

Demonstrated that student collaborative activities increased learning outcomes compared to individual activities in online courses.

**Hattie, J. (2009). *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*(pp. 94-5, 212-4). London: Routledge.**

Learning is enhanced by group cooperative/group work, compared to individual work.

**Johnson, D., Johnson, R., & Smith, K. (2014). Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory. *Journal on Excellence in College Teaching, 25*, 85–4), p.85–118.**

Meta-analysis of collaborative learning studies.

**Mayer, R. E., & Alexander, P. A. (2016). *Handbook of research on learning and instruction* (2nd ed.). New York: Routledge.**

"The literature on peer relationships and interactions provides strong and convincing evidence that peer interactions within informal relationships and more structured learning activities are related positively to a wide range of motivational and academic competencies.” (see Chapter 17)

**Mayer, R. E., & Alexander, P. A. (2016). *Handbook of research on learning and instruction* (2nd ed.). New York: Routledge.**

“Cooperative learning can be a powerful strategy for increasing student achievement” when it incorporates “group goals and individual accountability.” (see Chapter 18)

**Pascarella, E., & Terenzini, P. (2005). *How college affects students : a third decade of research* (1st ed.) (pp. 102-6, 180-1). San Francisco: Jossey-Bass.**

Collaborative learning approaches can significantly enhance learning, compared to students working individually. Cognitive gains through collaborative/cooperative/group learning reviewed.

**Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education, 93*(3), 223–231.**

Reviews literature support for groupwork/collaboration, problem-based learning, and active learning (in contrast to lecture).

**Springer, L., Donovan, S., & Stanne, M. (1999). Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis. *Review of Educational Research, 69*(1), 21–51.**[**https://doi.org/10.3102/00346543069001021**](https://doi.org/10.3102/00346543069001021)

Demonstrated that student collaborative activities increased learning outcomes compared to individual activities in classroom settings.