Abstract

This qualitative teacher-action research study investigated the observed and reported experiences of high school students when cooperative learning strategies were implemented. The participants were 28 freshman and sophomore students in an honors geometry class. In the study, students first worked with a partner and then separated into groups of four.

Through observations, surveys, interviews, and the analysis of student work, it was determined that although cooperative learning had an insignificant direct effect on students’ grades, it enhanced their engagement and motivation.