Conceptualizing and measuring adaptive teaching during autonomous learning phases in a Cooperative Learning setting

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It's well known that teachers have a great impact on students achievements (Seidel & Shavelson, 2007). With regards to the teacher’s support during autonomous learning phases, e.g. in a lesson following the Cooperative Learning Model (Dyson & Casey, 2012), it is crucial to ask how teachers can best support how a student learns. Based on works on scaffolding (Van de Pol, Volman & Beishuizen, 2012) or ATI-Research (Corno & Snow, 1986), the concept of adaptivity is well established in educational research. The core idea of this construct is that the teacher needs to adapt his or her actions in a specific situation to specific needs of learners.

With this idea in mind, a study was conducted in which video data from a study on the effects of Cooperative Learning (Bähr & Wibowo, 2012) were reanalysed. Over a period of six weeks, a sample comprising of six 5th grade classes were taught handstands and dive-forward-roll using the jigsaw or group tournament method. In this study, adaptivity of the teacher is measured through a three step proceeding: coding the student’s action, coding the teacher’s action, and coding adaptivity as the relationship between student and teacher action. Cohen’s Kappa as a measurement for interrater reliability shows good to very good results for all scales (0.70-0.96). The findings indicate that, while teachers facilitate students learning, they tend to focus differently on problem solving activities than their students. Furthermore, the findings indicate that the teacher’s adaptivity defers strongly depending on the situation of the student.

Literaturverzeichnis


