

Components of cooperative learning: Effects of collaborative skills and academic group contingencies on achievement and mainstreaming.

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Abstract

The effects of four conditions were investigated: (a) opportunity to interact with classmates, (b) positive goal interdependence, (c) positive goal interdependence with a collaborative-skills group contingency, and (d) positive goal interdependence with both collaborative-skills and academic group contingencies. The dependent variables were achievement, cross-handicap relationships, and voluntary use of collaborative skills. Two subject populations were studied: (a) 83 eighthgrade nonhandicapped students and (b) four socially isolated and withdrawn students (2 eighth grade and 2 eleventh grade). The results indicate that positive goal interdependence with both collaborative-skills and

academic group contingencies promoted the most positive relationships with nonhandicapped classmates, most frequent engagement in cooperative skills, and the highest achievement.



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