



ORIGINAL RESEARCH PAPER

Reflections on Abandoning Cooperative Learning: Impacts on Academic Performance, Communication Skills, and Motivation among University Students during the COVID-19 Pandemic

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This study aimed to examine the repercussions of discontinuing the use of cooperative learning strategies among university students during the COVID-19 pandemic. The research focused on its effects on three key areas: academic performance, communication skills, and student motivation. A descriptive-analytical methodology was employed. To this end, a questionnaire with three main sections was designed and distributed to a sample of 95 psychology students at the University of Skikda, Algeria. The results revealed a significant decline in students' academic performance, primarily due to inadequate knowledge acquisition. Additionally, there was a notable deficit in communication skills, hindering effective information exchange among students, and a near-total absence of motivation was observed. Despite the implementation of online learning as an alternative to cooperative learning, student performance was found to be weak, as indicated by the current study's findings.

Keywords: Cooperative Learning Strategy, Academic Performance, Communication Skills, Motivation, E-Learning.

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Introduction**Problem Statement**

In recent years, educational practices in the Arab world have seen a substantial expansion, particularly regarding the implementation of various teaching and learning strategies in educational institutions. The application of these strategies has coincided with numerous unexpected changes that have had a direct impact on the process of knowledge acquisition.

Teaching strategies are crucial components of the educational process, forming the core of instructional activities and being vital for the success of learning outcomes. These strategies enable the effective use of educational materials, facilitating the achievement of specific study objectives. Furthermore, they help to spark learners' interests and engage them, encouraging active participation in lessons and problem-solving activities. Educators must consider the individual circumstances of their students and provide targeted guidance (Ayat Ali 2021, 58). The method of delivering information plays a crucial role, as it involves engaging all learners under the teacher's supervision, alongside selecting appropriate methods to achieve educational goals. Attaining these goals serves as an indicator of the quality of students' academic performance. According to Al-Khatib (1999), academic performance reflects the extent to which students comprehend and apply the knowledge gained from their university curriculum, particularly in unforeseen or emergent educational scenarios (Al-Sabab 2020, 346).

One of the prominent strategies used in teaching is cooperative learning, which is considered a modern approach. It involves dividing the class into small groups, typically comprising 2-6 students. Each group is assigned a specific task, with each student fulfilling a designated role, and the results of their work are shared with the entire class. Some view this as an innovative method for enhancing student performance within the classroom. Cooperative learning allows small groups of students to learn together effectively, assisting each other in raising individual achievement levels and accomplishing shared educational goals (Belirdouh & Ben Saghir 2021, 74). Hence, cooperative learning is an instructional strategy that includes a sequence of steps and activities where diverse groups of students interact within a guided learning environment under the teacher's supervision, aimed at achieving planned educational objectives (Daoudi 2017, 3). Numerous studies, including a 30-year longitudinal study by Johnson and Johnson (1998) on cooperative learning groups, have demonstrated the positive impacts of this strategy compared to traditional classroom settings. The study's findings highlighted that cooperative learning positively influences several aspects, such as student interaction, engagement, mutual support, and clarity of goals (Ben Nouioua 2020, 130-131).

Although cooperative learning has proven effective and has a direct impact on various facets of the teaching-learning process, recent developments and changes in educational systems have necessitated alternative solutions. To help students adapt to these changes, a shift towards other forms of learning, such as distance education, has been observed. According to researcher Zafari (2020), distance learning involves delivering educational content through various methods using technological tools, reaching learners at home or in remote locations (Mustafa 2021, 7). This form of learning became essential after the World Health Organization declared COVID-19 a global contemporary threat, compelling educational systems to resort to online platforms for knowledge delivery due to the enforced social distancing measures, aimed at safeguarding the health of all stakeholders in the educational process.

While distance learning emerged as one of the most viable options in response to the new circumstances, it is not without significant shortcomings. A study by Louie and Shaw (2020) highlighted several disadvantages associated with the shift from face-to-face education to distance learning, including weakened communication and reduced efficiency in information exchange (Mustafa 2021, 19). These issues can be attributed to the lack of communication skills, which are defined as the set of abilities, techniques, and practical skills that enable individuals to communicate effectively and eloquently, thereby enhancing the overall impact of the message (Dahdouh 2020, 38-39). Additionally, a lack of motivation was observed among students, characterized by a reduced inclination to engage in meaningful educational activities and exert effort to benefit from them. Motivation is defined as the efforts and desires exhibited by students to achieve a certain level of success and meet educational goals (Al-Ruwaithi 2016, 5).

Thus, reducing the number of in-person instruction hours led to the discontinuation of cooperative learning strategies, which had repercussions on several aspects of the learners' educational experience.

On this basis, this study was conducted to shed light on the repercussions resulting from abandoning the use of the cooperative learning strategy during the COVID-19 pandemic. The study seeks to answer the following questions:

Main Question

What are the repercussions of abandoning the use of the cooperative learning strategy on university students during the COVID-19 pandemic?

Subsidiary Questions

- What are the repercussions of abandoning the use of the cooperative learning strategy on the academic performance of university students during the COVID-19 pandemic?

- What are the repercussions of abandoning the use of the cooperative learning strategy on communication skills among university students during the COVID-19 pandemic?
- What are the repercussions of abandoning the use of the cooperative learning strategy on learning motivation among university students during the COVID-19 pandemic?

Study Objectives

This study aims to:

- Identify the repercussions of abandoning the cooperative learning strategy among university students during the COVID-19 pandemic.
- Examine the impact of abandoning the cooperative learning strategy on the academic performance of university students during the COVID-19 pandemic.
- Investigate the repercussions of abandoning the cooperative learning strategy on communication skills among university students during the COVID-19 pandemic.
- Explore the consequences of abandoning the cooperative learning strategy on learning motivation among university students during the COVID-19 pandemic.

Significance of the Study

The significance of this study lies in:

- Spotlighting and seeking to uncover the realities regarding the absence of cooperative learning strategy during the COVID-19 pandemic from the students' perspective.
- Attempting to find alternatives to strategies applied in the absence of cooperative learning strategy.
- Understanding the role of cooperative learning strategy in developing communication skills among university students and the consequences of its absence during the COVID-19 pandemic.
- Contributing scientifically to university institutions given the novelty of the topic.

Literature review

As reported by Dabash and Haddad, a 1993 study by Madiha Hussein Mohamed Abdel Rahman specialized in examining the effectiveness of using cooperative learning strategies on the academic achievement of elementary school students in mathematics, this was by splitting the students into groups of (4 - 5) students each, tasks have been assigned to each group and all the students participated in solving the attributed job. The study demonstrated the effectiveness of employing this strategy in enhancing the academic achievement of students in mathematics. It

proved to be most beneficial for academically weak students, followed by average students, and finally, high-achieving students, highlighting its efficacy and Another study by Amziane and Khatib (2015) aimed to explore the effectiveness of cooperative learning strategies in increasing motivation towards learning. The study found significant differences in motivation levels towards learning in favor of the dimensional assessment (Dabash & Haddad 2021, 78-79).

A study by Berthel and others (2020) aimed to analyze the social weaknesses faced by students in distant education during the COVID-19 pandemic. This theoretical reflective study delved into the issues of social weakness encountered by students in remote learning. The results emphasized the need to shed light, especially on those facing social weaknesses and lacking resources to access the content taught in remote learning (Mustafa 2021, 26).

Another study by Oyaba and Saleh (2020) aimed to evaluate students' experiences with E-Learning during the university closure due to the COVID-19 pandemic. the study used a descriptive-analytical approach, employing various statistical tools, it specifically examined the emergency plan outlined by the Ministry of Higher Education. The practical study involved students from the Faculty of Economics at the University of Ghardaia in Algeria, with the results indicating adaptability to the crisis and an acceptable readiness for E-Learning. Students preferred asynchronous interaction, and the study identified material and human obstacles hindering students' interaction with activities on various platforms (Kadem 2021, 24).

Several relevant Arab and foreign studies were reviewed, contributing scientific insights that enriched the theoretical aspect of the current research. Although there are variations and similarities among the studies, key observations include:

- The study aligned with the methodology of Oyaba and Saleh (2020) in choosing a descriptive-analytical approach for their respective topics, differing from other studies.
- The current study shared the same tool, the questionnaire, with Oyaba and Saleh (2020), while differing from other studies in this aspect.
- The study involved university students, consistent with Berthel and others (2020) and Oyaba and Saleh (2020), who focused on university students. However, it differed from Madiha Hussein Mohamed Abdel Rahman's study (1993), which included elementary school students.
- The previous studies have contributed new scientific insights, reinforcing the importance of cooperative learning strategies in enhancing the academic achievement of students. The current study draws on these insights, emphasizing the necessity of relying on remote learning as an

alternative to other strategies, considering all factors contributing to its success and aiding students in adapting to it.

Methodological Procedures of the Study

The study methodology encompasses the following:

Research Method

This study adopts the descriptive-analytical methodology, considering its suitability for the objectives and significance of the intended study.

Study Population

The study population consists of male and female students at the University of August 20, 1955, Skikda, specializing in Psychology during the second semester of the academic year 2021/2022.

Study Sample

The current study relies on a sample comprising (95) randomly selected students from the University of August 20, 1955, Skikda, majoring in Psychology.

Study Tools

A questionnaire was employed for the completion of the current study, comprising (30) items.

Reliability and validity of the Instruments

To verify the reliability of the tool, the internal consistency method was employed.

Table (01): The internal consistency reliability between the paragraphs and the total score.

Item	Correlation	Item	Correlation	Item	Correlation
01	0.901	11	0.965	21	0.912
02	0.623	12	0.948	22	0.968
03	0.949	13	0.969	23	0.895
04	0.817	14	0.858	24	0.874
05	0.969	15	0.793	25	0.863
06	0.800	16	0.841	26	0.967
07	0.916	17	0.891	27	0.922
08	0.966	18	0.902	28	0.786
09	0.830	19	0.822	29	0.817
10	0.970	20	0.950	30	0.739

Observing the table above, the Pearson correlation coefficient values ranged between (0.623 and 0.970). All statements were significant at the 0.05 significance level, indicating internal consistency between the statements of each variable and the total score.

Validity of the Two-Sided Comparison

Table (02): The results of the validity of the two-sided comparison for the students' attitudes scale:

Categories	Number (n)	Mean	Standard Deviation	T-Value	Sig	Significance Level
Upper	10	141.20	6.28	8.81	0.0	0.22
Lower	10	96.20	14.86			Not significant at 0.05

The mean of the upper group was 141.20 with a standard deviation of 6.28, while the mean of the lower group was 96.20 with a standard deviation of 14.86. The significance level of 0.0, which is less than 0.05, indicates statistically significant differences between the upper and lower categories, demonstrating that the scale has the ability to distinguish between individuals in the study and between high and low grades.

Stability of the Study Tool

Split-Half Method

Table (03): Shows the Guttman Split-Half Coefficient.

Items	Sample Size	Stability Coefficient	Correlation Between Halves	Guttman Split-Half Correction Coefficient
First Half	15	0.97	0.96	0.97
Second Half	15	0.97		

The table indicates that the Guttman correction coefficient is 0.97, which is considered good stability. Therefore, the scale possesses good stability and can be relied upon in the primary study.

Calculation of Stability using Cronbach's Alpha

The stability of the study tool was computed using the Cronbach's Alpha method, and the result is as follows:

Table (04): Presents the results of the stability coefficient of the study tool using Cronbach's Alpha.

Study Tool	Number of Items	Alpha (α)
	30	0.987

From the preceding table, the stability coefficient of the study instrument, as per the Cronbach's Alpha equation, was equal to ($\alpha = 0.98$), indicating a good level of stability for the scale.

Presentation and Interpretation of the Study Results

First Question: What are the repercussions of abandoning the use of cooperative learning strategy on the academic performance of university students amidst the COVID-19 pandemic?

Table (5): Means and standard deviations of the responses of the study sample on the items of the first axis

Item Number	Description	Mean	Standard Deviation	Rank	Grade
1	Difficulty in grasping course concepts	2.60	0.69	4	High
2	Decline in language skills	2.46	0.76	7	High
3	Difficulty in accessing educational content	2.64	0.65	3	High
4	Not benefiting from research projects	2.44	0.79	8	High
5	Difficulty in developing research skills	2.65	0.68	2	High
6	Decrease in academic achievement rates	2.22	0.85	10	Moderate
7	Difficulty in focusing	2.35	0.83	9	High
8	Teacher's lack of understanding of students' needs and responses	2.64	0.61	3	High
9	Lack of leadership skills	2.51	0.76	6	High
10	Difficulty in exchanging information	2.60	0.72	5	High
11	Difficulty in facing new educational problems	2.71	0.63	1	High
Overall grade for Axis 1		2.53	0.72	High	

(Source: Prepared by the researchers based on SPSS outputs.)

This table illustrates the mean scores and standard deviations of the study sample's responses, indicating the perceived difficulties and challenges associated with the abandonment of cooperative learning strategies. The grades and rankings help to prioritize and understand the impact of these challenges on academic performance.

Table (05) displays the means, standard deviations, and students' response scores on the second axis: Reflections resulting from abandoning the use of cooperative learning strategy on communication skills of university students in the era of COVID- 19 for each problematic item.

In this table, it's evident that Item No. (11) ranked highest with a high mean of (2.71) and a standard deviation of (0.63), indicating significant difficulty in facing new educational situations for university students. Items (1, 10, 8, 3, 5) have closely

clustered mean scores (2.65, 2.64, 2.64, 2.60, 2.60) and high standard deviations (0.68, 0.65, 0.61, 0.69, 0.72), signifying challenges in developing research skills, accessing educational content, teachers understanding students' needs, grasping course concepts, and exchanging information.

Items (4, 2, 9) also have high mean scores (2.51, 2.46, 2.44) and standard deviations (0.76, 0.76, 0.79), indicating that students often lack leadership skills, experience a decline in language skills, and do not benefit from research skills. Item No. (7) has a mean score of (2.35) and a high standard deviation of (0.83), suggesting difficulties in concentration. Finally, Item No. (6) has a moderate mean score of (2.22) and a high standard deviation of (0.85), indicating no significant decrease in academic achievement rates among university students.

Second Question: What are the reflections resulting from abandoning the cooperative learning strategy on communication skills of university students in the era of COVID-19?

Table (6): Means and standard deviations of the responses of the study sample on the items of the second axis

Item Number	Description	Mean	Standard Deviation	Rank	Grade
12	Insufficient responsiveness with peers	2.46	0.80	3	High
13	Increased bias towards self	2.78	0.45	1	High
14	Lack of group belonging	2.26	0.88	5	Moderate
15	Decreased ability to accept others' opinions	1.94	0.87	7	Moderate
16	Increase in individualism	2.40	0.80	4	High
17	Inclination towards individual opinions	2.14	0.85	6	Moderate
18	Limited opportunities for positive competition	2.64	0.63	2	High
19	Unwillingness to accept criticism	2.46	0.75	3	High
20	Limited communication with teachers	2.64	0.69	2	High
Overall grade for Axis 2		2.41	0.75	High	

(Source: Prepared by the researchers based on SPSS outputs.)

Table (06) illustrates the mean scores and standard deviations of the study sample's responses to the items of the second axis. Item (13) obtained a high score with a mean of (2.78) and a standard deviation of (0.45), indicating an increased inclination of students towards self-bias.

Similarly, items (18, 20) also received high scores, with average values of (2.64, 2.64) and close standard deviations of (0.63, 0.69) respectively. These items suggest a lack of suitable opportunities for positive competition and limited interaction with professors.

Ranked third, items (12, 19) received high scores with equal mean values of (2.46, 2.46) and standard deviations of (0.80, 0.75) respectively. They indicate that students perceive insufficient interaction with their peers and a resistance to criticism.

Examining item (16), its high score is noteworthy, with a mean of (2.40) and a standard deviation of (0.80), expressing an increased sense of individuality among students.

As for items (14, 17, 15), they all received moderate scores, with mean values in descending order (2.26, 2.14, 1.94) and standard deviations of (0.88, 0.85, 0.87) respectively. These items reflect students' lack of a sense of belonging to the group, a tendency towards imposing opinions, and a diminished ability to accept the views of others, though not to a significant extent.

Third Question: What are the repercussions of abandoning the use of the cooperative learning strategy on learning motivation among university students during the COVID-19 pandemic?

Table (7): Means and standard deviations of the responses of the study sample on the items of the third axis

Item Number	Description	Mean	Standard Deviation	Rank	Degree
21	Decreased interest in exploration	2.49	0.81	5	High
22	Increased thinking about academic evasion	2.03	0.91	8	Moderate
23	Satisfaction decline in research achievements	2.51	0.81	3	High
24	Lack of feedback	2.49	0.72	5	High
25	Noticeable decline in asking questions	2.58	0.67	1	High

Item Number	Description	Mean	Standard Deviation	Rank	Degree
26	Decreased interest in seeking knowledge	2.53	0.78	2	High
27	Decline in mastery of research work	2.50	0.79	4	High
28	Decrease in self-support levels	2.36	0.78	6	High
29	Irregular attendance in classes	2.11	0.95	7	Moderate
30	Absence of challenge in collaborative research activity	2.53	0.78	2	High
Total Score for Axis 3		2.41	0.8	High	

(Source: Prepared by the researchers based on SPSS outputs.)

Table (07) indicates that the mean scores ranged from 2.03 to 2.58, and the standard deviations varied from 0.67 to 0.95. Items (25, 26, 30, 23, 27) received high scores, with mean values ranging from 2.58, 2.53, 2.53, 2.53, to 2.50. The standard deviations for these items were also high, with values of 0.67, 0.78, 0.78, 0.81, and 0.79, respectively. These results suggest a significant decline in students' tendency to ask questions, a reduced interest in knowledge-seeking, and a lack of a challenging element in collective research activities. Additionally, students expressed dissatisfaction with achievements, and there was a decline in proficiency in research activities.

Items (21, 24) alone achieved high scores with equal mean values of 2.49, and their standard deviations were 0.81 and 0.72, respectively. These findings indicate a decrease in the desire for exploration and a lack of feedback among university students.

Item number (28) obtained a high score with a mean of 2.36 and a standard deviation of 0.78, reflecting a decrease in self-support levels due to the absence of cooperative learning strategies.

As for items (29, 22), they received average scores with mean values of 2.11 and 2.03, and their standard deviations were 0.95 and 0.91, respectively. These items suggest that students do not strongly lean towards irregular attendance, and they do not think much about academic leakage.

Main Question: What are the repercussions of abandoning the use of the cooperative learning strategy on university students during the COVID-19 pandemic?

Table No. (08): Means and standard deviations and total grades for each axis and the overall scale.

Axis Number	Mean	Standard Deviation	Rank	Grade
Axis One	2.53	0.72	1	High
Axis Two	2.41	0.75	3	High
Axis Three	2.41	0.80	2	High
Overall Scale	2.45	0.75	High	

(Source: Prepared by the researchers based on SPSS outputs.)

The table indicates that the overall mean for the entire scale was (2.45) with a standard deviation of (0.75), which is considered high. Axes (1), (2), and (3) had high mean values of (2.53, 2.41, 2.41), with standard deviations of (0.72, 0.75, 0.80), indicating significant negative reflections due to the absence of cooperative learning strategies during the COVID-19 pandemic. This had a considerable impact on the academic performance of university students, affecting their communication skills and learning motivation negatively.

Discussion of Subsidiary Questions

Results Related to the First Question

From Table (05), it is evident that there is a significant impact on the academic performance of university students due to the abandonment of cooperative learning strategies during the COVID-19 pandemic. The mean was (2.53), indicating a high degree of impact and negative outcomes for students. This is attributed to the fact that cooperative learning relies on organized collective information sharing, facilitating the comprehension of course concepts. Additionally, the absence of the teacher's indirect influence, guiding students and enabling them to understand their needs and training them to face and solve problems, especially educational ones, results in lower academic achievement rates. This aligns with a study by Abdel Rahman (1993), emphasizing the importance of implementing cooperative learning strategies for students, enhancing their academic performance.

Discussion of Results Related to the Second Question

Table (06) reveals negative reflections on communication skills among university students due to the abandonment of cooperative learning strategies in the learning process, replaced by remote learning. The mean was (2.41), indicating that students suffered significantly from the absence of cooperative learning. The reason is that remote learning does not achieve direct communication and sufficient interaction among students and between students and teachers. Cooperative learning,

with features like open discussion, experience exchange, feedback, and easy dialogue, facilitates effective communication. The absence of these aspects leads to a lack of students' ability to use various communication tools, such as dialogue, listening, and constructive criticism of erroneous ideas. Improvised solutions help them adapt to different information presented by the teacher and peers. Consequently, there is difficulty in interaction, and students struggle to objectively change their attitudes and behaviors.

Additionally, cooperative learning ensures the achievement of effective and productive collaborative skills among students, contributing to problem-solving in the most suitable way. Thus, remote learning, as an alternative to cooperative learning, does not achieve the results provided by the latter, as it lacks the features of cooperative learning.

Discussion of Results Related to the Third Question

From the results presented in Table (07), it is apparent that abandoning cooperative learning strategies during the COVID-19 pandemic had negative impacts on students' motivation, with a mean of (2.41). This is a high degree of impact, and the reason behind these results lies in the strong relationship between cooperative learning strategies and creating motivation among students. Cooperative learning is considered a fundamental condition in the educational process, creating a positive classroom atmosphere, fostering competition, vitality, and students' interest in studying. It instills a sense of enjoyment during the learning process, motivates students to search for information objectively, and directs their behaviors within a collective learning framework.

Moreover, cooperative learning makes the learner the focal point of the educational process, giving them a positive self-image, creating enthusiasm and passion for seeking information in an objective manner. The absence of cooperative learning leads to a lack of challenge and a decreased interest in searching for knowledge, resulting in reverse outcomes.

Discussion of Main Question Results

The results from Table (08), focusing on the repercussions of abandoning cooperative learning strategies during the COVID-19 pandemic, indicate high-level outcomes explaining three main aspects: academic performance, communication skills, and motivation. Most respondents from the study's sample emphasized the results of this change, noticing a sudden reduction in face-to-face teaching hours that affected various student aspects.

In the academic aspect, cooperative learning provides a platform for students to achieve behavioral or cognitive goals through direct interaction with peers, relying on the teacher's guidance. The absence of cooperative learning led to the emergence

of problems affecting academic performance, with remote learning lacking essential skills, particularly information exchange for effective response to this learning style.

Communication skills of university students were also impacted, evident in insufficient interaction among peers and a decrease in their ability to accept others' opinions. This is attributed to the absence of features available when using cooperative learning, which fosters dialogue, exchange of perspectives, and constructive examination, positively affecting students' personalities.

Motivation, a significant indicator of cooperative learning success, was affected negatively. Motivation is vital for students in achieving their academic goals, and its absence leads to a decline in interest in knowledge exploration. Cooperative learning contributes to awakening individual motivations, eliminating feelings of frustration by fostering motivation among students and creating a motivating factor between them and teachers.

Various problems, including a lack of interest in knowledge exploration and a decline in the desire for research, were evident due to the absence of cooperative learning. Cooperative learning helps create a positive atmosphere, stimulate competition, and enhance students' interest in learning. The absence of this strategy results in a lack of challenge and decreased interest in seeking knowledge.

Recommendations

- Activate remote learning as a viable alternative to abandoning cooperative learning strategies. This involves providing students with comprehensive training programs that guarantee effective and fruitful communication.
- Empower students by ensuring sustained direct contact during the learning process with peers and educators. Prioritize synchronous remote learning, fostering positive interaction and feedback, thereby keeping learners engaged with their academic community.
- Provide comprehensive training for teachers and students, equipping them with competencies to navigate unforeseen challenges. This includes fostering skills, adaptability, and resilience to effectively cope with changes impacting the educational learning process.

Conclusion

The decision to forsake cooperative learning strategies has shown detrimental effects across multiple dimensions, notably on students' academic performance, communication proficiencies, and overall motivation. This underscores the paramount importance of this strategy in learners' lives, both generally and within the educational framework, for addressing specific challenges. Cooperative learning stands out as a pivotal strategy employed by educators, placing students at the core of the educational process, relying on guidance, and correcting perspectives through collaborative efforts. Despite the prevalent shift to remote learning, replacing

cooperative learning strategies has unveiled several gaps impacting students' formation. Abandoning one teaching strategy in favor of another necessitates a series of procedures and novel alternatives that inevitably take longer to implement.

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این مطالعه با هدف بررسی پیامدهای توقف استفاده از راهبردهای یادگیری مشارکتی در میان دانشجویان دانشگاه در طول همه‌گیری کووید-۱۹ انجام شد. پژوهش حاضر بر تأثیرات این امر بر سه حوزه کلیدی متمرکز بود: عملکرد تحصیلی، مهارت‌های ارتباطی و انگیزه دانشجویان. روش تحقیق به کار گرفته شده، توصیفی-تحلیلی بود. به این منظور، پرسشنامه‌ای متشکل از سه بخش اصلی طراحی و بین نمونه‌ای متشکل از ۹۵ دانشجوی روان‌شناسی در دانشگاه اسکیکده الجزایر توزیع شد. نتایج، کاهش چشمگیر عملکرد تحصیلی دانشجویان را عمدتاً به دلیل کسب ناکافی دانش نشان داد. علاوه بر این، کاستی قابل توجهی در مهارت‌های ارتباطی مشاهده شد که مبادله مؤثر اطلاعات بین دانشجویان را با مانع مواجه کرده بود. همچنین فقدان تقریباً کامل انگیزه در میان نمونه مورد مطالعه مشهود بود. یافته‌های مطالعه حاضر حاکی از آن است که با وجود جایگزین شدن یادگیری آنلاین به جای یادگیری مشارکتی، عملکرد دانشجویان ضعیف ارزیابی می‌شود.

واژه‌های کلیدی: راهبرد یادگیری مشارکتی، عملکرد تحصیلی، مهارت‌های ارتباطی، انگیزش، آموزش الکترونیکی.

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