

”The Effect of Group Work on Learning Engagement and Autonomy Among College Students”

Sunday, 28 July 2024 09:00 (30 minutes)

This study investigates the effect of group work on learning engagement and autonomy among college students, focusing on 80 participants divided equally into two classes. One class engaged exclusively in group work, while the other followed traditional individualistic teaching methods. The research employed a combination of survey and interview methods to gather both quantitative and qualitative data regarding students' engagement and autonomy. Quantitative data were collected through a series of standardized surveys administered at the beginning and end of the semester, measuring levels of engagement and autonomous learning behaviors. Qualitative data were obtained from semi-structured interviews, providing deeper insights into students' perceptions and experiences of learning in their respective environments. Results indicate that students in the group work class reported significantly higher levels of engagement and autonomy. They displayed greater involvement in learning activities and more proactive in managing their educational tasks. Interviews highlighted that group work fostered a sense of shared responsibility and motivation among students, which contributed to their increased autonomy. The findings suggest that incorporating group work into college courses can enhance students' engagement and autonomy, offering valuable implications for educational strategies aimed at improving student outcomes and satisfaction in higher education settings.

Keywords: group work, learning engagement, learner autonomy, higher education, collaborative learnin

Primary author: BUI, Ngoc (teacher)

Presenter: BUI, Ngoc (teacher)

Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics