APPENDICES

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Appendix A

Task Sample of Cooperative Group Learning

Week One

Objectives 1.1 & 1.2

Task Description

1. Each member of the group must select one of the following sociological theories and provide an in-depth description and analysis of the theory.
   a. Functionalism
   b. Structural Functionalism
   c. Marxism
   d. Symbolic Interactionism
   e. Social Action Theory
   f. Ethnomethodology

2. Each member must distinguish whether the theory is a consensus structural theory or conflict structural theory or Interpretative Sociology.

3. Each member of the same group should choose a different theory.

4. Each group must provide a 10 minutes presentation of their work in tutorial class after an hour discussing.

5. Only one group report summarising all the members’ work should be handed up.

6. Members of each group must select:
   - a leader or motivator to control discussion and timing
   - a recorder to type the final group report
   - a presenter for class presentation
   - an elaborator
   - a motivator

Each role can be rotated weekly. Please state the roles played by each member in the report.
Appendix B

Modules for Cooperative Group Learning

Term One

Week Intended Learning outcomes

1.1 To define and recall the different theories of knowledge.

1.2 Able to distinguish between Consensus Structuralism, Conflict Structuralism and Interpretive Sociology.

2. Able to describe and list down the strengths and weaknesses of Functionalism and Structural Functionalism.

3. Able to describe and list down the strengths and weaknesses of Conflict Structuralism (Marxism and Neo-marxism)

4. Able to compare and contrast between Consensus and Conflict Structuralism.

5. Able to describe and distinguish between Social Action Theory, Symbolic Interactionism, Ethnomethodology, and Ethnography.

6.1 Able to compare and contrast between Structural and Interpretive Sociology.

6.2 Able to provide arguments for and against a science of society.

7.1 Able to list and describe the key sociological methods: social survey(questionnaires and interviews), experiments, observation studies, and secondary data analysis.

7.2 Able to identify the strengths and weaknesses of each sociological methods especially in terms of their reliability and validity.

8.1 Able to relate theoretical orientation to methods.

8.2 Able to compare and contrast the main sociological theories and methods.

8.3 Able to provide analysis and evaluation of each theory and method.
**Term Two**

Week  Intended Learning Outcomes

1.1 Able to name and differentiate between the major theories of social change: Marx's, Weber, Durkheim's, Modernisation, Convergence, Development and Underdevelopment theory and the World System theory.

1.2 Able to describe and provide the assumptions of Modernisation and Convergence theory.

2.1 Able to describe and evaluate Marx's theory of social change.

2.2 Able to describe and evaluate Weber's theory of social change.

3. Able to compare and contrast Marx's and Weber's theory of social change.

4. Able to describe and provide the assumptions of World System theory and the Development and Underdevelopment theory.

5. Able to compare and contrast World System theory, Development and Underdevelopment theory.

6.1 Able to identify that major theories of social change were explaining and/or describing different social change.

6.2 Able to relate sociological theories to social change.

6.3 Able to relate and apply the major theories of social change.

7.1 Able to define education and relate education to development or social change.

7.2 Able to identify the various form of education: formal, non-formal and informal education.

8.1 Able to explain the role of education in society using sociological theories: Structural Functionalism, Marxism, Human capital theory, and Modernisation theories.

8.2 Able to identify factors that affect educational provisions.
Term Three

Week 1. Intended Learning Outcomes

1.1 Able to define social stratification and relate to social inequality.

1.2 Able to identify the bases of stratification

1.3 Able to discuss Marx's theory of social stratification

2. Able to discuss the strengths and weakness of Weber's theory of social stratification.

3. Able to compare and contrast Marx's and Weber's theory of social stratification.

4.1 Able to describe Structural Functionalism theory of stratification.

4.2 Able to compare and contrast the major theories of social stratification.

5.1 Able to define gender inequality.

5.2 Able to differentiate between gender and sex.

5.3 Able to apply various theories of gender inequality.

6. Able to evaluate why women are in low pay and low status jobs relative to men.

7. Provide arguments for and against Bureaucracy as one form of organisation.

8. Able to evaluate the pros and cons of Democracy versus Bureaucracy.

9. Able to write short answers on theories and methods. (Section A)

10. Able to write essays on any theories of Social Change. (Section B)

11. Able to write essays on education and development. (Section B)

12. Able to write essays on any theories of Social Inequality (Section C)

13. Able to write essays on gender inequality. (Section C)

14. Able to write essays on any theories of Power. (Section D)

15. Able to write essays on Bureaucracy. (Section D)
Appendix C

Observation Checklist for Cooperative Group Learning

Sources of Data for Observation
1) program setting/physical environment
2) human, social environment
3) planned program implementation
4) activities and structured interactions
5) informal interactions and unplanned activities
6) participants' special program language
7) nonverbal communications
8) unobtrusive indicators
9) documents, files and records
10) notable non-occurrences (what does not happen)

Observation Checklist for a Cooperative Lesson

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration</th>
<th>Frequency per class</th>
<th>Comments on Event</th>
</tr>
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<tbody>
<tr>
<td>On-task behaviour</td>
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<tr>
<td>Giving ideas</td>
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<tr>
<td>Asking Questions</td>
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<tr>
<td>Expressing feelings</td>
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<tr>
<td>Actively Listening</td>
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<tr>
<td>Expressing support</td>
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<td></td>
<td></td>
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<tr>
<td>Expressing liking</td>
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<td></td>
<td></td>
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<tr>
<td>Encouraging Participation</td>
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<td></td>
<td></td>
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<tr>
<td>Summarising</td>
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<tr>
<td>Relieving tension by joking</td>
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<td></td>
<td></td>
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<tr>
<td>Giving direction</td>
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<td></td>
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<tr>
<td>Taking notes</td>
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<td></td>
<td></td>
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<tr>
<td>Destructive Behaviour</td>
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<td></td>
<td></td>
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<tr>
<td>Sensitivity to others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quality of Answers</td>
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<td></td>
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<td>---------------------------</td>
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<tr>
<td>Behaviour outside the class</td>
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<tr>
<td>Helpful Behaviour</td>
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<tr>
<td>Dominant/ Submissive Behaviour</td>
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<tr>
<td>Effort/Elaboration</td>
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<tr>
<td>Group in class presentation</td>
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<td></td>
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<tr>
<td>Others</td>
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</tbody>
</table>

These are some of the areas of observation. Other possible areas may be included.
Appendix D

Structured Group Interview Questionnaires on Cooperative Group Learning

Group background

1. How did you and members in the group prepare to form the group?
2. What are your expectations about the group?
3. How did you see your role in the group?
4. What is the composition of the group and what do you think about it?

Cohesion of group communication pattern

5. How much of the talking is done by each member?
6. To whom are questions or comments usually addressed—the group as a whole, the leader, or particular members?
7. Do the members who don’t talk much seem to be interested and listening alertly (non-verbal participation), or are they bored and apathetic?
8. Are members expressing their ideas clearly?
9. Do members frequently pick up contributions previously made and build their own ideas onto them?
10. Do members feel free to ask for clarification when they don’t understand a statement?
11. Are responses to statements frequently irrelevant?
12. How well is the group working together as a unit?
13. What sub-groups or ‘lone wolves’ are there and how do they affect the group?
14. What evidence is there of interest or lack of interest on the part of members or groups of members in what the group is doing?
15. Do members refer to the group as ‘my group’, ‘our group’, ‘your group’, ‘their group’, or his group’?
16. Which members seem repeatedly at odds?
17. Do some members act as ‘triggers’ to others, causing them to respond immediately after the first members’ comments, either pro or con?

**Atmosphere and organisation structure**

18. Would you describe this group as warm or cool, friendly or hostile, relaxed or tense, informal or formal, permissive or controlled, free of inhibited?

19. Can opposing views or negative feelings be expressed without fear of punishment?

20. What kind of structure does the group create consciously-leadership positions, services position, committees, teams?

21. What is the invisible structure—who really controls, influences, volunteers, gets things done, who defers to others, follows?

22. Is the structure understood and accepted by the members?

23. Is it appropriate to the group’s purpose and tasks?

**Standards**

24. What evidence is there that the group has a code of ethics regarding such matters as self-discipline, sense of responsibility, courtesy, tolerance of differences, freedom of expressing, and the like?

25. Are there any marked deviations from these standards by one or more members? With what effects?

26. Do these standards seem to be well understood by all members, or is there confusion about them?

27. Which of the group’s standards seem to help, and which to hinder the group’s progress?

**Procedures**

28. How does the group determine its tasks or agenda?

29. How does it make decisions-by vote, silent assent, consensus?

30. How does it discover and make use of the resources of its members?

31. How does it co-ordinate its various members, sub-groups, and activities?
32. How does it evaluate its work?

Goals

33. How does the group arrive at its goals?

34. Are all members clear about them?

35. Are all members committed to them?

36. Are they realistic and attainable for this group?

Adapted from Jaques (1984).
Appendix E

A Matrix of Qualitative Unstructured Individual Interviewing Question Options

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<thead>
<tr>
<th></th>
<th>past</th>
<th>present</th>
<th>future</th>
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</thead>
<tbody>
<tr>
<td>1) behavior/ experience questions</td>
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</tr>
<tr>
<td></td>
<td>(what a person does or has done)</td>
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<tr>
<td>2) opinion/ value questions</td>
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<tr>
<td></td>
<td>(what people think -cognitive &amp; interpretive processes of people)</td>
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<td>3) feeling questions</td>
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<tr>
<td></td>
<td>(understanding the emotional responses of people to their experiences &amp; thoughts)</td>
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<tr>
<td>4) knowledge questions</td>
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<tr>
<td></td>
<td>(factual info the respondent has)</td>
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<tr>
<td>5) sensory questions</td>
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<tr>
<td></td>
<td>(seen, heard, touched, tasted, smelled)</td>
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<tr>
<td>6) demographic/ background questions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(identifying characteristics of the person being interviewed)</td>
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Appendix F

Survey to Assess Students’ Attitude towards Cooperative Group Learning

Please select the best response for each of the following statements, leaving a response blank only if it is clearly not relevant. Thank-you.

Age:    Sex:    Tutorial group:    Name of coop. Group:

_The following statements best describe cooperative learning in tutorials._
(Select the best response for each of the following statements, leaving a response blank only if it is clearly not relevant)

**Response Key:** SD-strongly disagree, D-Disagree, U-uncertain, A-Agree, SA-Strongly Agree

**Response Scoring:** SD-1 point, D-2 points, U-3 points, A-4 points, SA-5 points

1. Sociology should be studied using cooperative group learning among students.
   1 2 3 4 5

2. Cooperative learning is not effective in my learning of Sociology.
   1 2 3 4 5

3. Cooperative learning is too complicated for the average student to understand and appreciate.
   1 2 3 4 5

4. There is much self-satisfaction to be received from cooperative work.
   1 2 3 4 5

5. I like learning in a group.
   1 2 3 4 5

6. I feel cooperative learning is ineffective.
   1 2 3 4 5

7. Cooperative learning is interesting.
   1 2 3 4 5

8. Cooperative learning is exciting.
   1 2 3 4 5

9. I would like cooperative learning to be implemented for other subjects.
   1 2 3 4 5

10. I would encourage my friends to form cooperative learning outside the classroom.
    1 2 3 4 5
11. I prefer a teacher who uses cooperative strategy in class.
1 2 3 4 5

12. Cooperative learning can improve students’ performance in Sociology.
1 2 3 4 5

13. The use of cooperative learning in college makes learning more interesting.
1 2 3 4 5

14. Cooperative learning is a means to make students participate actively.
1 2 3 4 5

15. Since Sociology is so difficult to understand, cooperative learning is helpful.
1 2 3 4 5

16. Cooperative learning has improved my grades in Sociology.
1 2 3 4 5

17. Cooperative learning is a waste of time.
1 2 3 4 5

18. Students are not motivated because their reading is slow and ineffective.
1 2 3 4 5

19. Cooperative learning provides encouragement and motivation.
1 2 3 4 5

1 2 3 4 5

21. Cooperative learning improves social skills among students.
1 2 3 4 5

22. Learning in a group reduces boredom.
1 2 3 4 5

23. Cooperative learning increases the quality of my work.
1 2 3 4 5

24. Learning in a group enables me to learn from others.
1 2 3 4 5

25. I am able to achieve my goal faster in a group.
1 2 3 4 5

26. Learning with others teaches me about sharing.
1 2 3 4 5
Appendix G

Summary of Data Collected from Appendix F

Reliability Analysis-scale (Cronbach alpha estimate)

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<th>Item</th>
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<th>Standard Deviation</th>
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<td>5. Item 5</td>
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<td>6. Item 6</td>
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<td>7. Item 7</td>
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<td>8. Item 8</td>
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<td>9. Item 9</td>
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<td>26. Item 26</td>
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<td>.56</td>
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Mean: 95.39
Variance: 88.54
Standard Deviation: 9.41
Number of Items: 26
Number of Cases: 54
Reliability Coefficients (Alpha): .8812