

Curriculum Study:

The use of co-operative learning Student Teams Achievement Divisions (STAD) strategy
and its impact on student interest and analytical and evaluative skills
at a Form Four Social Studies class at Balisier Secondary School.

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Abstract

This study determined the effect the Co-operative strategy of STAD has on interest and analytical and evaluative skills of Social Studies students at an urban secondary school in the capital of Trinidad and Tobago. The study adopted a pretest–posttest quasi-experimental action research design and focused on a Form Four Social Studies class at the school. The sample comprised of 12 students: 8 girls and 4 boys. Data was then analysed and the results were recorded. The results indicated that there was a significant increase in the level of interest of the students but there was no evidence of causality between the use of STAD and an increase in the analytical and evaluative ability of the students. It was suggested that STAD should be used in classrooms to improve student interest.

Keywords: Co-operative learning, STAD, student interest, analytical and evaluative skills, Social Studies