

The University of the West Indies

School of Education

Postgraduate Diploma in Visual and Performing Arts Education

2005/2006

CURRICULUM STUDY

TOPIC: An Investigation into the Effects of the Cooperative Learning Student Teams-Achievement Division (STAD) Model on Student Performance and Social Skills in a Year-Two 'Special' Music Class.

Lecturer: Mr. Satanand Sharma

Student: Stacy G. Alcantara

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Abstract

An Investigation in the effects of the cooperative learning Student Teams-Achievement (STAD) model on student performance and social skills in a year-two 'special' music class

Stacy G. Alcantatra

The Secondary Education Modernization Programme curriculum (SEMP) of Trinidad and Tobago in recognition of the deficiencies in the education system, proposed a constructivist approach to teaching. Approaches such as the cooperative learning Student Teams-Achievement Divisions (STAD) model have been shown to reap benefits in the social, emotional and academic development of children with and without special needs. This study investigates the impact of the cooperative learning STAD model on the academic achievement and social skills of 12 year-two pupils in a 'special' school in Port-of -Spain Trinidad. With the application of qualitative and quantitative methods to a music curriculum, the findings revealed greater improvements in the social skills than the academic skills of the participants after the application of the STAD model. However, levels of confidence in academic ability motivated pupils towards greater efficacy. The literature reviewed indicated that greater future benefits in academic skills could be derived with a well-sustained and collaborative approach to the application of this programme to the school's curriculum.