

Experimental Learning Cooperative Learning, 3th Grade

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Abstract

Through experiments, pupils get to know and experience the world around them. By exploring and using their own senses, they acquire new knowledge. Such methods of work are included in most hours of learning about the environment. In this way, pupils, alone and in cooperation with each other, come to their own findings and to more lasting knowledge. The findings of individual experts in the field of pedagogy advocate for such a way of learning. At the end of the activity, the pupils present their findings on their own, and the rest of the class add to these findings their own experiences and their own knowledge gained through the research process. The teacher is only a support and moderator in the independent work of the students in the learning process. The article will show two school lessons based on one's own research, using the senses. Through years of teaching, I find that pupils gain more lasting and useful knowledge through their own experimentation. Pupils are active during the process of acquiring knowledge, research itself is a challenge and at the same time a pleasure. Pupils thus feel equal partners in acquiring knowledge. All pupils are aware of their values and responsibilities to achieve the ultimate goal, as the knowledge of each individual will benefit the success of the whole class. In this way, we enable students to optimally develop their abilities, while not neglecting the fact that students are also trained in such work in the development of social skills, which will also come handy for them later in life. Modern societies tend to work as a team.

Keywords: collaborative learning, experimental learning, logical thinking, active learners, experimentation