

HIGH SCHOOL ECONOMICS, COOPERATIVE LEARNING, AND THE END-OF-COURSE
TEST—A CASE STUDY

by

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ABSTRACT

The primary purpose of this twelve-week case study was to explore the use of a cooperative learning strategy with small groups of students in a 12th- grade economics class as diverse learners prepared for tests. The complete case study was based on observations of students, student surveys, focus group interviews, and interviews with educators at the school who had used cooperative learning strategies with their classes. The experiences of these students and educators informed the case study about individual and cooperative group learning, differentiated group roles, accountability, and test outcomes. Findings were consistent with the literature regarding secondary and higher education cooperative learning with positive outcomes for social and motivational factors.

INDEX WORDS: CL (Cooperative Learning), STAD (Student Teams Achievement Divisions), STAD-D (STAD augmented with differentiated group roles), GHSGT (Georgia High School Graduation Test), EOCT (End-of-Course Test), ESOL (English Speakers of Other Languages), ESS (Exceptional Student Services), IEP (Individual Education Program), LEP (Limited English Proficient)