

Article Review Report



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INTERACTION EFFECT OF CO-OPERATIVE LEARNING MODEL AND STUDENTS' IMPLICIT THEORY OF INTELLIGENCE ON STUDENTS' CONCEPTIONS OF MATHEMATICS



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Correspondence to,



Dr. Shefali Pandya

Professor, Department of Education, University of Mumbai.



REVIEW OF THE ARTICLE

Interaction Effect Of Co-operative Learning Model And Students' Implicit Theory Of Intelligence On Students' Conceptions Of Mathematics

Dr. Shefali Pandya

ABSTRACT:

The TITLE matches with the contents of the paper. The study seeks to ascertain whether co-operative learning model is equally effective in enhancing students' conceptions of mathematics among students with high and low levels of Implicit Self Theory. The experiment was conducted on 159 students of standard IX studying in schools affiliated to the SSC Board and with English as the medium of instruction. It has used two tools, namely, Conceptions of Mathematics Scale and Implicit Theory of Intelligence Scale.

INTRODUCTION:

The introduction provides a good, generalized background of the topic that quickly gives the reader an appreciation. Commencing in the late 1970s, research by Webb (1980) on group processes in classrooms and their effects initiated to offer substantiation of their worth. Webb (1991) revealed, for example, that students inclined to help one another when they worked together on small group activities; intellectually able students deepened their learning by explaining concepts to peers in need of support, redefining what is meant by self-regulated learning.

METHODOLOGY:

The present study was exclusively realized on secondary data sources. It was purely descriptive type of research since it describes the facts relating to the problem. The present study is aimed at enhancing conceptions of mathematics of secondary students through the use of Co-operative Learning Model. The researcher attempts to provide answer to the question, "Is there an interaction effect of Co-operative Learning Model and the Implicit Theory of Intelligence on students' conceptions of mathematics?"

PRESENTATION OF RESULTS:

The amount of data presented was sufficient and appropriate. The co-operative learning model is effective in enhancing Conceptions of Mathematics of students. The effect size of the co-operative learning model on Conceptions of Mathematics of students is high. The implicit theory of intelligence has a significant effect on Conceptions of Mathematics of students. The effect size of the implicit theory of intelligence on Conceptions of Mathematics of students is moderate.

REFERENCES:

Prior publication by the author(s) of substantial portions of the data or study was appropriately acknowledged.

RELEVANCE:

The study was relevant to the mission of the journal or its audience. The study addresses important problems or issues; the study was worth doing.

FUTURE RESEARCH SCOPE:

1. INDIAN SUSTAINABILITY CONGRESS BANGALORE, India (<http://isustainability.in/>)
2. International Education Conference New Delhi, India (<http://sassconference.gnbo.com.ng/>)
3. A Training program on "Incorporation of Pedagogy in Engineering Education"(<http://cce.iisc.ernet.in/Pedagogy1.pdf>)
4. Internet Course on Environmental Management (http://cce.iisc.ernet.in/EM_2013.pdf)\
5. 8 major education projects announced by India, US (<http://www.indiaeducationreview.com/news/8-major-education-projects-announced-india-us>)

SUMMARY OF ARTICLE

		Very High	High	Average	Low	Very Low
1.	Interest of the topic to the readers			✓		
2.	Originally & Novelty of the ideas		✓			
3.	Importance of the proposed ideas	✓				
4.	Timelines			✓		
5.	Sufficient information to support the assertions made & conclusion drawn		✓			
6.	Quality of writing(Organization, Clarity, Accuracy Grammer)	✓				
7.	References & Citation(Up-to-date, Appropriate Sufficient)		✓			

Future Research Suggestions

This Article can expand further research for MINOR/MAJOR Research Project at UGC



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