

THE EFFECTS OF COOPERATIVE LEARNING METHODS ON STUDENTS' ACADEMIC ACHIEVEMENTS IN SOCIAL PSYCHOLOGY LESSONS

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ABSTRACT

The purpose of this study was to investigate the effects of Group Investigation (GI) and the Reading-Writing-Presenting (RWP) method in cooperative learning on students' comprehension of social psychology lesson. This research included 107 first-grade students from two classes. For this research, each class was selected to test one teaching method. The first class was selected as the Group Investigation Group ($n=52$), the second was selected as the Reading-Writing-Presenting Group ($n=55$). The data was collected through the Academic Achievement Test. The results obtained from the data show that the Reading-Writing-Presenting method has a more positive effect on increasing students' academic knowledge and achievements in social psychology lesson than the Group Investigation method.

Key Words: Group investigation, Reading-writing-presenting, Social psychology.