

## Teachers and students perspectives on group work in learning Geography

### ABSTRACT

**Aims:** To explore the perception on the effectiveness of group work learning in Geography.

**Study design:** The study adopted a qualitative approach, Focus group discussion, Face to face individual interview and classroom observation were carried out for data collection.

**Place and Duration of Study:** Study was carried out in the eastern part of Bhutan, Trashigang dzongkhag in four Middle secondary schools for the duration of three weeks. From June 27 to July 17, 2022.

**Methodology:** For this study, four groups of FGDs were conducted to enrich information about GW practice in learning. FGD members were selected equally in terms of gender four boys and four girls, learning abilities, and level of Classes from IX and X. Further, the structured interview (face to face interview) was conducted for seven Geography teachers from four different schools which helped to explore and expand interviewees' deep understanding and experiences of group work implementation in learning Geography. The observation tools were used to triangulate the interview to see if the teachers' and students' responses aligned with their practice of Group work learning. The observation form was designed by the researcher based on the aims of the study.

**Results:** The finding of the study showed that the same common types of Group work activities were given to students in the classroom. The common tasks given to students in groups are presentation, discussion, question and answer, reading, and taking notes. The finding of this study proved that proper planning before assigning GW to students is important to make effective GW learning achievement. Teachers and students make proper planning before the actual start of the GW activities to make effective GW learning. The teacher has an effective

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role in selecting, adjusting, and creating tasks and then shaping these tasks in keeping with learner needs and interests. The teacher-led discussions indicate that group work can be an efficient instrument for teaching students their specific needs in the classroom. Thus the finding of the study shows that effective GW for teachers means that GW is connected to the lesson objectives, well-organized, cooperative small group and promotes learning. Additionally, students also agreed that effective group work occurs when all participants share equal responsibility and collaborate to support one another. Therefore, it is evident that there are benefits of GW for both the teachers and students in teaching and learning. The majority of the teachers agreed that GW reduced their workload, likewise, a student also shared GW helps them to understand the topics better and get more ideas. However, assigning the group members is essential to the group's success. Small group sizes and students' choice of group members can make GW learning more interactive and effective.

**Conclusion:** This paper suggests the best practices to maximize the approach to create more effective group work learning. Moreover, Group work is considered one of the techniques that are centrally practiced in the communicative method as well as students- centered approach. Further. The study revealed that group work can be a powerful pedagogical choice when coupled with appropriate planning and reflection. Furthermore, Groups can support each student in developing the social skill of building cooperation in a team along with academic learning. Both the teachers and students are positive about group work learning.

## 1. INTRODUCTION

Teaching and learning in school education are changing. Active learning has become an important focus in the current time of pedagogical change and innovation. In Bhutan group work learning methods are aimed to replace or complement traditional lectures in teaching from pre-primary to tertiary education. Recognizing the benefits of group work, Bhutanese teachers have been using group work in their practice widely for decades. According to Beebe and Masterson

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(2003), there are advantages and disadvantages to working in a group. Globally, research suggests that students learn best when they are actively involved in the process (Davis, 1993). A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy et al., 2005) On the other hand, Freeman and Greenacre (2011) stated that some members may rely too heavily on others to do the work. This is one of the most salient problems that is faced by groups. In twenty-first pedagogy Kagan structure group learning is one structure for students' centered learning, so group work may not be an effective activity for the learner to foster their learning process. Some members do not pitch in and help and do not adequately contribute to the group. Few pedagogy study has done in Bhutanese education in cooperating group work. An exploratory study was carried out to ascertain the implication of transformative pedagogy in Bhutanese classroom teaching; twenty teachers took part in face-to-face interviews. Bengtsson (2016) mentioned that Practice of transformative pedagogy is limited by curricular design classroom structure and the notion of the teacher being the source of all knowledge. However, in the context of Bhutanese schools, there is no study done so far on group work learning, and little is known about the teachers' and students' understanding of group work, its effectiveness in teaching-learning, and benefits for learners as well as challenges teachers and students face while implementing group work. This study aims to explore the perception of Key Stage IV teachers and students on the effectiveness of group work teaching learning Geography and important factors that can make group working learning more effective.

The main aim of the study is to explore the perception on the effectiveness of group work learning in Geography.

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## **1. METHODS**

### **1.1 Research approach**

A research design is described as a plan or strategy of how a researcher intends to research to address the research questions. According to Creswell and Creswell (2018) qualitative studies general characteristics are more specific approaches like inquiry, design or procedures. The study adopted a qualitative approach, A qualitative approach is ideally suited as the research design to obtain answers to the research questions. In addition, the qualitative approach has a long tradition and has been successfully applied in education and social science (Denzin & Lincoln, 2005). Williams (2007) noted that one distinctive feature of the qualitative research is the social phenomenon investigated from participants' perspective.

The intend of the research was to explore different reflective teaching practices of group work teaching and learning in Geography. So, the research problem required inductive method to collect, interpret the data and determine the group work effectiveness in teaching and learning Geography. The conclusion can be generated only after collecting data first. Therefore after careful review and accurate interpretation of the data obtained from the participants, the researcher can only extract the actual response to the research problems towards the end.

### **1.2 Research design**

Qualitative research is a means for exploring and understanding the meaning of individuals or groups credited to social or human problem. Since this research intends to explore teachers and students perspectives on the effectiveness of group work in teaching and learning Geography. Where it involves describing lived experiences of the phenomenon and collecting experiences from different individuals, phenomenological as a research design is felt apt for the study. Creswell and Creswell (2018) describe phenomenological research as an approach that comes from philosophy and psychology in which the researcher explains individuals' lived

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experiences of a phenomenon as defined by participants. They further added that for many individuals who have all experienced the phenomena, this explanation culminates in the nature of the experiences. Qualitative researchers believe in phenomenology and symbolic interaction. They study a phenomenon through face-to-face interaction with the research participants to construct meaning out of their interaction. Therefore, phenomenologist attempt to understand human behavior in particular situations through investigating participants' lived experiences.

Thus to understand the phenomenon we need to closely study and examine the subjective reality of the actors. According to Fuster (2019), Hermeneutical phenomenology as a method is directed to the description and interpretation of the fundamental structures of the lived experiences and recognises the understanding of the pedagogical value of this experience. She added that the phenomenology of education adapts to and recognizes the purpose and meaning of the interactions of educational group agents. Relevant procedures and techniques are supported in this approach for the collection of knowledge and its treatment and interpretation.

Since this study intends to explore understanding and experience of group work teaching and learning Geography. This study is aligned with Hermeneutical phenomenology. Hermeneutical researcher is equally concerned with the description of the phenomenon, as well as interpretation of experiences, however the researcher must interpret various meaning arising from life-world experiences of the participants (Hirsch, 2015).

### **1.3 Sampling strategy**

Sampling, as it related to research, refers to the selection of individuals, units, or settings to be studied. Purposive sampling was used for this research. Purposive sampling is defined as the "process of selecting participants for a qualitative project by recruiting individuals who can help inform the central phenomenon in a study" (Creswell., 2016. p.253). "The purposive

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sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses” (Tongco, 2007, p.147). The study used purposive sampling technique for both the teacher and student participants since the researcher aims in finding the information from the participants who are outspoken about their thoughts and ideas. The purposive sampling was applied to select participants for this study to gain deep understanding and experiences of teachers and students implementation of group work learning in geography. The main intent of using this strategy is to ensure that those sampled are relevant to the research questions that are going to be posed. Participants were purposely handpicked as the cases to be included in the sample in a purposive sampling manner. Bernard (2018) noted, expertise and experience, the importance of the availability and willingness to participate, the capacity to convey experiences and views in a coherent, expressive and reflective way should be looked into. Geography teachers who were teaching the nine and ten grade were the target population for the semi structured interview. The focus was on this particular group of participants as they had experiences of aligning the professional practices of pedagogies in implementation of group work learning in geography. Furthermore, Creswell and Poth (2018) mentioned that such kind of sampling will intentionally sample a group of people that can best inform the researcher about the research problem under examination. A total of 7 teachers and three focused group took part in this study. The study included equal gender representation in focus group.

#### **2.4 Sample size**

Phenomenological-Researcher can collect the lived experiences information of individuals about a phenomenon as described by participation (Creswell, 2018) For this study, four focused group (each group consists of six students, three males and three females students from class IX and X, participant were from high, average and low achievers) was interviewed from four different schools in Trashigang and seven Geography teachers from different schools in Trashigang. According to Creswell (2018. p.304) in qualitative interviews,

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the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. In this study three focused groups Observation will be another tool of data collection. In face to face interview the idea of saturation was considered. Charmaz (2006) said that one stops collecting data when the categories (or themes) are saturated: when gathering fresh data no longer sparks new insights or reveals new properties. This is when you have an adequate sample.

### Demographic information

**Table 1.** *Teacher Interview Participants*

Male	Female	Total
5	2	7

**Table 2.** *FGD Participants*

FGD	Male	Female	Total
1	4	4	8
2	3	3	6
3	3	3	6
4	3	3	6
<b>Total</b>	<b>13</b>	<b>13</b>	<b>26</b>

## 2.5 Research Tools

### Interview

According to Kothari (2004), an interview is a data collection process that involves introducing oral-verbal stimuli and responding in terms of verbal oral responses. One of the currently used qualitative research data collection tools is the interview, and it is measured as

one of the most efficient techniques to collect data. Interview is a method of gathering information through oral question, using a set pre-planned core questions. (Cohen,2018 p.506.) Moreover, the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, heard, online interview. Personal interview method will use to collect the data. Interview can give accurate data if interviewer establishes rapport, put the questions in an acceptable manner (Cohen, 2018). Interview is useful when participants cannot be directly observed. (Creswell, 2018. p. 306)

The choice of a structured interview (face to face interview) was conducted for teachers and students which helped to explore and expand interviewees' deep understanding and experiences of group work implementation in learning Geography. Different sets of questions were framed for students' focus groups according to their level. The researcher followed interview protocol such as guidelines for the interview to be followed to ensure common protocols were used from one individual to another. The protocols were usually icebreaker questions at the beginning, probes for questions to follow up, and individuals were asked to describe their ideas in depth. There were seven Geography teacher participants from four different schools in Trashigang.

### **Focus Group Discussion**

Focus Group Discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions, and attitudes of the participants through moderated interaction (Morgan, 1996). A focus group consists of a small group of people who are brought together by research to explore attitudes and perceptions, feelings, and ideas about a topic (Denscomber, 2017)

For this study, four groups of FGDs were conducted to get enrich information about practice of GW in learning. FGD members were selected equally in terms of gender, learning abilities and level of Classes from IX and X. All members were given equal opportunity to share their view and ideas during interview.

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## **Lesson observation**

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to complete participant. According to Creswell (2018) Observation means that researcher takes field notes on the behaviors and activities of individuals at the research site and records observations. Sunders et al. (2009) recommended that if research questions and aims are connected with what people do, the obvious way to find this out is to watch them to do it. This includes systematic observation, documenting, explanations, examination and perception of the behavior of the people.

Halim et al. (2018) noted that classroom observation describes the process of sitting to observe, learn and reflect in another teacher's class. They further asserted that observation of the classroom is often defined as a method of assessing and documenting details about what happens in a classroom. Further, Creswell (2009) stated that the observational protocol was to keep record descriptive notes, later the notes were summarized and organized into an overall picture of the events, circumstances and context. Thus this study focused on observing group work carried out in classroom. The observation tools was used to triangulate the interview to see the teachers and students' response aligns with their practice of Group work learning. The observation form was designed by the researcher based on the aims of the study. An observational method has the advantage of direct evaluation of how teachers and students practice group work learning in Geography. The researcher, being the non- participant observer w kept the records of how group work is carried out in learning Geography. The researcher observed two section from Class IX and two sections from Class X. and maintained the necessary observation records.

## **2. Introduction**

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Group work is a common practice of strategies implemented in education from pre-primary to tertiary education in Bhutan. The main purpose of this research was to study the understanding of teachers and students about group work learning in Geography and implementation of GW in learning geography for key stage IV. The study also revealed the benefits and challenges of GW. This chapter presents a summary of the analysis of data gathered through the qualitative method. The results are discussed under each research question as discussed below.

### **3.1 Teachers' and students' understanding of group work**

The majority of the teachers explained that Group work is teamwork assigned to students on any given topic to work together and where students are made to work in a group by interacting and discussing among the members of their group. Similarly, FGD participants also shared their understanding of GW in their own words, they understand GW as teamwork given by the teacher to ideas on the same topic and working in a team, which enhances learning together. T3 defined, "GW is working in a group where there will be high achievers and low achievers, working together in learning to achieve the common goal".

Therefore, both teachers and students have a similar understanding of GW. Both teachers and students defined GW as teamwork, working collaboratively to achieve common goals. The understanding of both the teachers and students about GW learning is working together in a team providing help to each other that enhances learning.

This study demonstrates a strong relationship between the literature and how teachers and students understand GW learning. The findings indicated that while teachers and students have various ways of understanding GW, it pointed out that a common concept of GW means learning together as a team and supporting each other. It is collaborative work to achieve a common goal. The Findings aligned with Blatchford et al (2003) defined Group work as pupils working together as a team. Further, Zajac and Hartup, (1997) and Johnson and Johnson,

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(1989) mentioned that GW is learning together by helping each other in solving the problem as a team. Most of the participants voiced GW is working collaboratively to achieve the common goal. Working collaboratively in GW help the learner to work cooperatively even beyond classroom learning. The findings also aligned with Murphy et al (2005) pointed out that a collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively. Thus, GW is often associated with joining two or more pupil working together as a team to achieve a common goal.

### **3.2 Implementation of GW**

#### **3.2.1 Types of task:**

Teachers provide various tasks in groups within the classroom as well as outside the classroom. The participants expressed that numerous tasks are assigned to the students as GW learning. The most common task assigned by the teachers to students in a group is presentation, discussion, problem-solving, project work, map work, and fieldwork. It is understood from the interview, FGD discussion, and lesson observation analysis that the teachers assigned students with different tasks for GW. Common GW tasks are presentation, discussion, reading, taking notes, and question answers assigned in GW. There is no new innovative task given in group work. Almost all the teachers repeated the same type of task.

Numerous literature mentions that the types of tasks provided for GW should be critically important to make learning impactful. For instance, Brookfield et al., (2012) agreed that GW tasks should be a level of complexity or authenticity to questions and problems to stimulate students to engage in intellectual questioning and promote their learning and critical thinking. The activity must demand that students apply what they are learning to answer a meaningful or more complex question. All groups address the same problem so each group has a vested interest in the outcome. This study did not find innovative tasks designed for GW. One reason could be that teachers and students are guided by prescribed curricula and confined textbooks

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because teachers do not have the flexibility and opportunity to contribute innovative tasks for GW. The tasks assigned by the teachers, GW were either inappropriate or not very challenging. Students are not given any specific guidance or requirements on how to complete the task.

### **3.2.2 GW Planning**

This study proved that teachers and students make plans for GW. Before giving students a GW assignment, teachers create a plan with goals and expected outcomes. Making a plan for GW is important to guide teachers to properly implement group activities and help students to have the proper direction of the activities. The study revealed that both the teachers and students have unique methods for organizing their group work. Majority of the teachers in cooperate group activities planning with lesson plan. On the other hand, students have their own collective planning for GW among the team members. They assign each member with equal share of duties. Planning is considered important to guide GW activities.

The finding of this study proved that proper planning before assigning GW to students is important to make effective GW learning achievement. Teachers and students make proper planning before the actual start of the GW activities to make effective GW learning. This finding aligns with Winkelmes's (2013) show that sharing group-based learning objectives with students clarified student learning results better. To maximize learning and improve student performance when working in teams, teachers should prepare their lessons with a purpose in mind. Thus, the planning of the GW is critical to effective group work that gives direction and helps to coordinate group work in order to efficient task completion.

### **3.2.3 Group composition**

Group composition includes genders and different learning abilities of group members in a team and group size is the number of members in a team. The study demonstrates that four to five people make up an average team size is most appropriate for GW but the number of

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students in a class also determines the number of members in a team. Typically, most of the teachers and students prefer small sizes of four to five members of mixed genders in a team. Many teachers expressed that small group is easy to manage and assess their work. The participants acknowledged in the interview that their teams include individuals of both genders and learning styles to ensure an equitable learning environment. Teachers explained that high achievers and low achievers are blended in the group according to their performance for easier understanding/fruitful discussion of the group and typically mix students of all abilities to make sure each group has at least one high achiever. This is done to create balance within the squad.

Analysis of the classroom observation demonstrated that although there aren't usually the same numbers of each gender in a team, most classroom observation groups have a mix of genders as members. The finding shows the members in groups are mixed genders and have different learning abilities although there aren't usually the same numbers and the same distribution of gender in a team. Mixed genders and different learning abilities help the learners to gain more confidence with support from their peers.

Long and Porter (1985) mentioned that when students with the same needs are working in small groups on the same materials or tasks, teachers of mixed-ability classes would do well to opt for heterogeneous over homogeneous ability grouping is better. Further, other studies have suggested that cooperation among group members appears to decrease with increasing group size. The finding of this study showed that teachers and students both prefer to work in small groups, with mixed gender and different learners' abilities in learning. A small group is effective to monitor individual tasks by the teachers. Students who know and like each other benefit most from working together as they tend to accept more responsibility for their learning and are more motivated to achieve their goals.

#### **3.2.4 Teacher's role**

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The study revealed that both teachers and students agreed teacher's role is important in GW. Correspondingly, analysis of lesson observation also shows that teachers are actively involved during GW activities to make GW learning more effective. Teachers' guidance and monitoring are important to make group work effective. Teachers' role in GW is important to engage students in group activities and motivate them to work with friends. Teachers' monitoring motivates students' participation in group activities and helps them to cooperate in a team. The finding revealed that both the teachers and students shared the active role played by the teacher during GW to help students to complete their group tasks on time and make the complicated task easier. Similarly, Gyamtso and Maxwell (2012) revealed that the group activity is interesting with good discussion, presentation, and monitoring during the activity guided by the teacher. The analysis of lesson observation demonstrated that teachers were found to be monitoring GW from the beginning till the end of the group activities. Teachers' monitoring and guidance motivate students to participate in GW and keep students active and engaged in activities.

Thus, the teacher has an effective role in selecting, adjusting, and creating tasks and then shaping these tasks in keeping with learner needs and interests. The teacher-led discussions indicate that group work can be an efficient instrument for teaching students their specific needs in the classroom.

### **3.3 The benefit of group work**

Many students discussed the advantages of GW learning, stating that GW learning helped them understand learning easily and, complete their work on time with the help of friends. Other than academic learning Participants also shared they improve their communication skills, better comprehend their peers' abilities, and grow more self-assured, and fostered friendships. Students mentioned that they learn more effectively at GW. By presenting various viewpoints, students gain deeper insights. FGD1 said, "In group work, we can learn many things, we get

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help from friends for example if the question is hard to understand friends explain in simple. We can also share our ideas and views in the group from where we get many new ideas for learning”.

Therefore, it is evident that there are benefit of GW for both the teachers and students in teaching and learning. The majority of the teachers agreed that GW reduced their workload, likewise, a student also shared GW helps them to understand the topics better and get more ideas. The finding of this study revealed that GW benefits both teachers and students in learning progress

### **3.4 Challenges of GW**

Despite the advantages, GW has a number of disadvantages. Interview participants highlighted several difficulties that arise during GW learning for both teachers and students. They include time constraints, a lack of resources, group size, and free-rider are some challenges expressed by the teachers and students during the interview. If the group size is large, it is challenging to manage the group activities and assess their work and low participation rates are challenges that many teachers had to deal with. The study reported that group size, limited time, limited resources, and free-rider, are some challenges faced by the teachers as well as students conducting GW. The finding of the study also shows that lack of cooperation among the members and not everyone actively participating in GW is some major problems expressed by the participants. Most pupils were either extremely engaged or too idle during group work. Roskosa and Rupinee (2016, p.248) stated that group work is a decrease in the responsibility of group members because not always the contribution, activity and performance of every group mate are equal.

Keeping challenges of group work reasonable, limiting group size (three to five members), and dividing big projects into doable chunks can make GW better in learning. Group work takes thought and planning. However, even in large groups, if there is clear instruction,

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group work can be an extremely successful tool for engaging students in the classroom and helping them to remember key concepts.

### **3.4 Effective GW**

Effective group work is when students get an opportunity to engage in a learning process, develop skills, and solve problems in a team guided by teachers throughout the completion of the task. Group work is a powerful learning approach, which can be hugely beneficial to students when used effectively. Thus the finding of the study shows that effective GW for teachers means that GW is connected to the lesson objectives, well-organized, cooperative small group and promotes learning. Additionally, students also agreed that effective group work occurs when all participants share equal responsibility and collaborate to support one another.

As evident from the finding that effective GW means well-organized activities by the teacher, involving cooperation in small group sizes, and group members putting equal efforts in learning. A considerable amount of literature has been published on effective GW. The literature indicated that the effective implementation of GW includes: promoting each other's learning, accepting responsibility for contributing to the group's efforts or tasks, demonstrating the tasks in personal and small-group skills needed to resolve conflicts, and monitoring and reviewing the group's progress. Johnson and Johnson (2003) and Morris (2016) stated that effective group work is when students understand the purpose and goals of the group task and the criteria to work collaboratively to support each other for success. Further, Sajedi (2014) mentioned that teachers should also plan tasks with clear objectives that promote learning and are meaningful and reliable to do in a group. This was also evident in the findings of this study where participants believed that effective GW is well-organized activities, GW activities connected to lesson objectives, engaging students in collaborative learning taking equal Individual responsibilities in teamwork to achieve a common goal. Teacher must be aware of how best to facilitate effective GW learning environments.

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### **3.6 Factors that enhance or inhibit the effectiveness of group work**

#### **3.6.1 Teachers planning**

Teacher planning of GW is the design or structure of how GW activities are organized by the teachers. According to the finding of this study, planning, and organizing group work is one of the most important features of effective group work. Morris (2016) agreed that for group work to run smoothly, the teacher must have planned, first, teachers should structure an early lesson to help students understand the elements of group work. Further, Johnson and Johnson, (2002); Lou et al., (1996) and Slavin (1996) stated that well-structured and proper planning of GW makes the students understand how they can work together in a team to achieve their common goal, students benefit socially and academically from their group task experience. The result indicated that teachers' planning and monitoring can make GW learning more effective. The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note take or the group spokesman. The teacher can review each group's written plan of action or meet with each group individually and discuss their plan.

#### **3.6.2 Group size**

Group size is the number of students included in a team. Another factor that hinders GW learning is the large group size. In large group sizes, there arose more free-rider. The majority of teachers agreed that one element influencing group work is group size. It is easier to monitor and evaluate a small group's work.

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The results revealed that a small group of learners' choice is more effective and interactive. This view aligns with the various literature. According to Utha and Tshering (2021) ideal group size would be 4 to 6 for effective group work. Similarly, small groups (with different levels of knowledge), each group consisting of between 4 – 6 individuals make learning better with the members of the same group cooperate, interact and help each other in order to achieve a common goal. Moreover, Cooper (1990) and Johnson & Smith (1991) stated that small groups increase each member's opportunity to participate and often result in active interactive groups. In situations where there is a shorter amount of time available to complete a group task, such as an in-class collaborative learning exercise, it is suggested that smaller groups are more appropriate.

Thus, assigning the members of the group is essential to the success of the group. Small group sizes and students' choice of group members can make GW learning more interactive and effective.

### **3.6.3 Nature of the topic**

The nature of the topic means a type of task given to the groups. Most of the teachers added that the topic's nature also had an impact on the learning that occurred in group work. It is more productive to assign group projects to students according to their preferences and skill levels. Teachers and students pointed out that prerequisite knowledge of a particular topic, student's choice of the topic make learning more interesting and students are motivated to explore more on that particular topic. The kind of task provided in a group can make a difference in student interaction of doing the task. This study revealed that the types of topics assigned make a difference in learning. Aggarwal and O'Brien (2008) stated that the learner's collaborative abilities, prior knowledge, and experiences on the topic should be taken into account when assessing learning progress. The success of the team is influenced by individual prior knowledge of the topic. Further, Hewitt and Scardamalia (1998) specified that ideas can be

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developed, collected, synthesized, and further refined in group projects from various points of view. Students' comprehension of the subject matter can be continuously restructured and rebuilt during this process in accordance with their interest in the particular topic. Similarly, the finding of this study shows the topic of learner choice and interest with prior knowledge make group work more interactive.

Thus, many difficulties can be overcome if attention is paid to the kind of tasks that are sometimes assessed by means of group work. The task should be authentic and closely related to the practice of teaching in schools. While providing any task in a group teachers should understand the student's level of knowledge on that particular topic.

### **3. CONCLUSION**

This paper suggests the best practices to maximize the approach to create more effective group work learning. The study was conducted to explore the perception and implementation of group work on learning Geography for key stage IV from four different schools in Trashigang. The study also included the implementation of GW, the GW's benefits, challenges of GW, and finally, the factors enhancing or inhibiting GW learning in geography. Group work is considered one of the techniques that are centrally practiced in the communicative method as well as students-centered approach.

The study revealed that group work can be a powerful pedagogical choice when coupled with appropriate planning and reflection. Group work is a popular method of teaching in Bhutanese education from pre-primary to tertiary education and students are encouraged to engage in group work both within and outside the classroom. Groups can support each student in developing the social skill of building cooperation in a team along with academic learning. Students and teachers both share the same idea of GW. GW was characterized by both teachers and students as teamwork or cooperating to accomplish shared objectives. Both

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teachers and students are aware that GW learning entails working as a team and supporting one another in a way that improves learning.

While coming to the implementation of group work both the teachers and students small size is preferred small group size is the best for group work. The mixture of different learning abilities and mixed gender are common compositions of a group. Presentations, discussions, reading assignments, taking notes, and GW questions and answers are common group task provided to students. Planning the GW is found essential for productive group work since it provides direction and aids in coordinating group activity for effective task completion. From the focused group discussion and teachers' interview, it was found that effective GW is, when GW is well-organized, involves teamwork in small group settings, and is tied to the instructional objectives to support learning. There are several benefits of group work. The majority of the teachers' workload can be reduced in correction and syllabus coverage. GW supports students' growth in both academic learning and social skills, such as fostering cooperation and communication. Despite the advantages, group work has a number of disadvantages. A number of these have been noted in the literature. Common difficulties that both teachers and students experienced are time constraints, a lack of resources, and a lack of teamwork.

Finally, the findings revealed the major factors that affect group work learning in geography. The majority of the teachers and students share the concern about large group size, teachers' planning, and the nature of the topic affecting the group work learning. Small group sizes and students' choice of group members can make GW learning more interactive and effective. Teachers' planning and monitoring can make GW learning more effective. Teachers' proper planning gives guidance to students to proceed with the task easily. The group task needs to be open and closely tied to how the school environment actually teaches. Teachers should be aware of their student's level of expertise before assigning any group projects. Both the teachers and students are positive about group work learning.

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## **Ethical approval**

This study followed all the ethical code and conduct reflected in the research policy of the Royal University of Bhutan. According to Creswell (2014), researcher ethics are the principles of right and wrong that guide researchers when conducting their research.

The research objectives were articulated in the application as so that participants clearly understand the research. (including a description of how data will be used)

- a. Verbatim transcriptions, written interpretations, and reports are made available to participants through mail and contact numbers.
- b. The participant's rights, interests, and wishes were considered first (choice of place, the participant can withdraw in between if they wish).

In line with the ethical consideration of the research, the respondents were abbreviated to remain anonymous to readers and maintain the confidentiality of the participants. The researcher secured prior voluntary consent and informed the participants about what the research is about and ask for their consent to take part. Therefore, it ensured that the participants felt secure toward the researcher and provide reliable answers. The participants ere not be deceived on the ground of informing about the aims of the research study.

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