

## **Online Cooperation in Teacher Education: How do teacher-education students perceive cooperative learning in an online environment?**

*Sina Westa, Catholic University Eichstätt-Ingolstadt, Germany*

Cooperative learning is valuable for developing content knowledge, learning skills as well as social skills, all necessary for future teachers. It includes five key elements: positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing. These wide range of elements is already difficult to achieve in face-to face settings but even more difficult in an online environment. To explore how students experience collaborative work, how they structure their work, what media they use for their cooperation, and what additional challenges an online setting provides for them in comparison to face-to-face seminars an explorative survey was developed. The questionnaire includes questions on (1) the group composition like group seize, semester, gender; (2) reasons for choosing a certain group, e.g., topic, previous contacts to other students; (3) tools of communication used by students; (4) a Likert-scale referring to the five elements of cooperative learning including items on student's emotions, their satisfaction with the work-product, with the distribution of tasks, with the group communication, their perception of the own role within in the group, motivational aspects, and adopted problem- solving strategies. The questionnaire was distributed in four seminars in the summer semester 2020 and will be circulated in two seminars in the winter semester 2020/2021 among primary school teacher-education students at the Catholic University Eichstätt-Ingolstadt. As this study has an explorative character, it cannot be generalized due to the small sample seize and a pending validation of the questionnaire. Nevertheless, the results of this study can give an initial insight into how students experience cooperative learning environments in online settings and how cooperative learning can be supported by teacher-educators in times when face-to-face teaching and learning is impossible. The results can also be applied to online formats as part of internationalisation@home strategies by creating collaborative learning settings for students from different countries.

**Key words:** *Cooperative learning, online cooperation, student learning, teacher education*