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APPLICATION OF THE COOPERATIVE-GROUP TEACHING METHOD AT GEOGRAPHY IN ETHNIC UNIVERSITY FOUNDATION

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PREAMBLE

1. Reason for choosing topics

In the trend of international and regional integration, with strong growth of the knowledge economy, more than ever, education reformation became urgent problem posing to all majors and levels of general education system of our country at present to meet the requirements of the times, the requirements of the reformation, for the career of industrialization and modernization of the country.

The system of Ethnic University Foundation (EUF) is a type of special school implementing the ethnic policies of the Party and the State in fostering the ethnic-minority officer sources for mountainous and remote areas of the country.

Program targets as geography in particular and other subjects in general EUF schools are to strengthen the nation, systematize, develop and complete common knowledge foundation, fostering and improving about the quality, capacity, capable of self-learning to continue on to college, colleges for students from ethnic minorities. Thus the renewal of teaching method of disciplines contributing towards capacity development for learners is currently a leading matter of concern.

Cooperative-group teaching method (group cooperation) is one of the teaching method to use collective wisdom of the students to perform learning tasks. Through this method it will help students to form and train a lot of skills in communication and learning, help students to believe in themselves, to express and develop their capacities. This is particularly significant because the school students of Ethnic University Foundation come from the mountainous, deep-lying, remote and ethnic cultural traditions and different practices, as where difficult economic - social conditions. From the above reasons, the desire to improve the quality of the teaching process (teaching), the author has chosen to research topic: "***Application of the cooperative-group teaching method at Geography in Ethnic University Foundation".***

2. Objectives and tasks

2.1. Research purposes

The study on the application cooperative teaching methods in groups in Geography at the EUF is to promote student learning in the direction of capacity development. Besides, it contributes to renovate teaching methods and improve the quality of teaching and learning to meet the targets.

2.2. Research Tasks

- Research on the basis of the theory and practice of cooperative-group teaching method in geography in EUF.

- Define the requirements, principles of organization, the proposed procedures and organizational measures under group cooperation teaching in geography in EUF.

- Applying the measures into the design and organization of cooperation learning in groups in geography lessons in EUF.

- Pedagogical experiments to assess feasibility and effectiveness of cooperative-group teaching method in Geography. Make conclusions and recommendations.

3. Objects and scope of research

3.1. Study scope: cooperative-group teaching method at Geography for students in EUF.

3.2. Research scope

The thesis limits research scope of using cooperative-group teaching method to organize learning activities in at geography lessons in EUF.

4. Scientific hypothesis

If the cooperative teaching methods in groups are used in a flexible, reasonable way and ensure certain requirements and teaching principles, the learning activities in the direction of capacity development will be actively promoted. This contributes to improvehigh-quality geography teaching and learning at the EUF.

5. Overview on Research Issues

5.1. Situation of researching cooperative-group teaching method around the world

There are a lot of researchers and educators worldwide who have focused research on teaching method as group cooperation in many different scientific perspectives:

- Firstly, as the study of the role and purpose of teaching in group, dividing in groups in the learning process of learners.

- Secondly, the study of processes, principles of learning method and cooperative groups.

- Thirdly, the study of the role of the teachers who organize and guide the implementation process of teaching method of group cooperation.

- Fourthly, as the study of specific factors determining the effectiveness of group activities.

- Fifthly, the research, cooperative-group teaching method is applied in teaching geography in the world are more interested in research educators.

5.2. Situation of researching domestic cooperative-group teaching method

Research and summing up the group cooperation in teaching in our country can be seen featured on two groups:

The first group, which specializes in research on theoretical aspects: The group is in favor of the introduction of the concept of cooperative learning in teaching, analyzing the role and significance of the use of cooperative-group teaching method in improving the quality of teaching, making organizational processes ...

The second group, the study is of cooperative-group teaching method in terms of practice, through projects, experiments, training courses, ... to provide group cooperation on practical teaching at each subject.

6. Views and research method

6.1. Opinion of research

The thesis has applied the following opinion of research: dialectical materialism opinion, system opinion, teaching technology opinion, opinion of student-centered and opinion of teaching oriented to capacity development.

6.2. Research Method

The author has used the method of research: Group of theoretical research method, group of practical research method, supplementary method.

7. Expected contributions of the thesis

7.1. Theoretically

- The results of the thesis have contributed to clarify the rationale on the organization of geographic teaching by group collaboration method in general and teach Geography at EUF in particular. Thesis has important part in enriching the teaching theory of the subject on the problem of manipulating teaching methods of group collaboration in geography teaching.

- The thesis has proposed how to apply teaching methods Group co-ordination in the Geography curriculum at EUF.

7.2. Practically

- The thesis has provided the survey data, survey on the status of the organization applying cooperative-group teaching method in teaching Geography in EUF. Properly assess the real state of the organization of cooperative-group teaching method in teaching geography in EUF today. Specify the causes and factors affecting research problem as a basis for proposing practical measures.

- Design and experimental organization proposed measures. The experimental results have confirmed the effectiveness and feasibility of the measure.

- The results of the thesis are useful references for teachers and students from EUF, for graduate students, MA students, high school teachers, students of pedagogical colleges and universities.

8. Structure thesis

Besides the introduction, conclusion and recommendations, references and appendices, the content of the thesis includes 3 chapters:

Chapter 1: Rationale and practice of cooperative-group teaching method in teaching geography in Ethnic University Foundation

Chapter 2: Organization of cooperative-group teaching at Geography in Ethnic University Foundation

Chapter 3: Pedagogical Experiment

Chapter 1
RATIONALE AND PRACTICE OF COOPERATIVE-GROUP TEACHING METHOD IN TEACHING GEOGRAPHY IN EUF

1.1. Fundamental issues regarding the innovation of education and training at secondary level

1.1.1. A number of points of view about the innovation of education at secondary level

Opinion on the educational development of our Party has been confirmed: Educational development must be at the top national policy, as the career of the Party, State and people. It is required to strengthen the leadership of the Party and the State's management, enhancing the role of institutions, political organizations, economic and social development in education. Accordingly, Resolution 29-NQTW on 04/11/2013 of Central Conference 8 Course XI asserted: Continue the strong innovation and synchronize the basic elements of education and training towards development seriously develop qualities and capabilities of the learners. The education may develop the learners' capacity and qualities, for the intellectual, physical, aesthetic harmony; teaching, literacy and vocational training.

1.1.2. Innovation of curriculum content

The requirement is set to gradually move from program oriented to content into the educational program towards the capacity to meet fundamental requirements in innovation and comprehensive education, training and quality

of human resources high in-depth integration to the trend of the socio-economic development of the country.

1.1.3. Innovation of teaching method in order to focus on developing students' capacity

Along with innovative content, the program continued strong renewal of teaching and learning method with modern trends promote a positive, proactive and innovative features and capacity development and adoption of knowledge and skills of learners overcoming entrance impose a one-way communication, mechanical memory. Innovating teaching method in view of capacity development not only of positive attention for students of intellectual activity. Enhancing learning in group, renewing ties of teachers - students toward cooperation may have important implications for the development of social competence.

1.1.4. Innovation orientation in inspection and evaluation

Currently, the trend of innovation in assessment of learning outcomes of students to focus on the following products: Switch from mainly making assessment results of academic subjects and courses to use types of assessments on regular, periodic basis, evaluation for process, assessment of learning capacity, increasing the use of information technology in the inspection and evaluation.

1.2. Cooperative-group teaching method

1.2.1. The concept of cooperative-group teaching method

On the basis of inheriting definitions and views on teaching methods study group collaboration, combined with having a look at the nature and signs of the type in this teaching, we conceive: *"teaching methods cooperate with Group is the teacher method divides the students in the class (large group) into the small one so that all members of the class are allowed to work discuss and collaborate with each other to get your group's overall opinion on the issue".*

1.2.2. Scientific basis of cooperative-group teaching method

In the twentieth century and the early years of the twenty-first century, a lot of new learning theories were developed to meet the education innovation. There are many different theoretical models, including a number of learning theories as the basis for the use of group teaching method in teaching. It was the theory of social learning, conflict resolution theory, the theory of collective cooperation and mutual teaching.

1.2.3. Pros and cons of cooperative-group teaching method

* *Pros*: Cooperative group learning improved the learning outcomes, create academic success. Enhance critical thinking, because when students who have Cooperative learning groupss to capture, examine and evaluate information in a reasonable manner, apply them consistently and creatively. Cooperative learning groups will strengthen the positive attitude to the subject. Capacity building cooperative between the students together. Create a healthy psychology, loving one another and responsibility. Strengthen review and self-assessment in groups. Contribute to improving the quality of high-quality human resources in the period of integration and innovation.

* *Cons*: Requiring a lot of time, large enough classroom space. Effectiveness of group learning depends very much on the spiritual participation of the members of the group and the impact from the outside.

* *Solution*: teachers need to master method of implementing cooperative learning as groups, must have the capacity to plan and organize. Selecting appropriate discussion, flexibility in the organization of group and research division of learning content to take measures to use the appropriate technical discussions to promote the capabilities of each student.

1.2.4. The nature of the cooperative-group teaching method

Cooperative learning: Students have two responsibilities: (1) perform the tasks assigned to them; (2) Help the team members complete their assigned tasks. *The interaction "face to face" in the group*: Cooperative learning groups, requires the active cross talk between the team members. *Personal responsibility*: Each team member is assigned to perform a certain role and understand that they can not rely on other people's work. *Use communication skills and social skills*: Skills mean the mastering how to act and pay attention to the results of the action. *Evaluation of group activities*: Comment and evaluation for the group activities are an integral part of cooperative learning groups.

1.3. Objective and content of Geography in EUF system

1.3.1. Geography program targets EUF

- *General objectives*: The Geography in EUF continues to strengthen and systematize complete development and common knowledge to continue their studies to university and college.

- *The objective of knowledge*: Carving deeper knowledge of natural features, population and socio-economic development situation of Vietnam and world.

- *The goal of skills*: Consolidation and skills training for students geography such as observation skills, comment, analysis, evaluation, synthesis, comparison to Geography.

- *Attitude*: To raise the love of nature, fatherland, country of Vietnam as well as mankind.

- *Target of key competency formation*: Forming and developing the general capacity and the development of specialized capabilities of students on geography.

1.3.2. Geography curriculum content in EUF system

Geography curriculum content in EUF system shall comply with Circular No. 48/2012/TT-BGDĐT and Circular No. 26/2016/TT-BGDĐT from the Minister of Education and Training.

1.4. Status of the use of cooperative group teaching method at teaching Geography in EUF

1.4.1. Situation of cooperative group teaching and learning in EUF

1.4.1.1. The survey results on teachers with cooperative group teaching

The level of cooperative-group teaching method of the teachers: Through investigation, survey, we found that cooperative learning method were applied to group of actual teaching, but teaching method this same teaching techniques of cooperative-group, not the method used most often. Organizational and operational control of the group: the majority of teachers use a grouping under tables. Recognize the role of cooperative learning groups: teachers positive perception of the role and advantages of cooperative learning groups.

Efficacy in cooperative learning groups and techniques in organization of learning group: 15% of the teachers rated very effective, 60% of teachers said that cooperative learning group is effective. Assess organizational skills cooperative learning group activities: with 50% of proficient teachers and 30% teachers that need additional training.

1.4.1.2. Results of the survey of students about cooperative learning groups

Through the survey, the author found that most of the students in EUF are interested in activities of cooperative learning groups, an average of 85.5% of students answered that they do not have the right academic skills work in teams. Regarding cooperative learning needs of students in group in EUF, the survey results to the 87.5% average of regular students want to study in cooperative groups. Regarding the frequency of student learning in group in high schools: When asked at the high schools if they study in groups or not, there is 77.5% answer yes and 22.5% answer not yet to be learned. Efficacy in cooperative learning groups of students at high schools: only 18.75% of students said to be effective in group studying.

1.4.2. The reasons affecting the application of teaching method (TM) with cooperation in groups in teaching Geography in Pre-university for ethnic minority students (PUEMS)

About the teachers: habit to be afraid to change and routines of teaching. Capacity limitations on pedagogy, teachers do not have a fair assessment. To the students: cooperative groups skills, cooperation and the ability to express the ethnic students is limited. Differences in cultural traditions of ethnic minority students. Other causes: the content of the subjects rather long, crowded classrooms, facilities are not synchronized.

1.5. Characteristics physiology and level of awareness of ethnic minority students in EUF

1.5.1. Physiological characteristics of students in EUF

With students from EUF, the students had an average age of 18 - 19 years, even more students 20-21 years old, they start to be at the youth age. However, students in EUF are students of ethnic minorities, therefore, most students are very honest and always psychologically afraid to express themselves ahead of the crowd, not confident, even more pronounced Vietnamese students as well as yet so limited expressive capacity. That is also the difficulties, restrictions on teachers when organizing cooperative learning groups for students during teaching. But if teachers has detailed instructions and always motivate, encourage the students to participate enthusiastically, responsible for the capital carrying the truthfulness and honesty.

1.5.2. Level of awareness of ethnic minority students

Trend of awareness of the students about natural disasters often, visually vivid. Learning process, activities and their thinking is influenced greatly by the characterized tradition and culture of the nation. Abstract thinking ability, critical thinking, logic and spirit of cooperation, sharing, communication in the learning process of ethnic minority students may be limited.

Chapter 2
ORGANIZATION OF COOPERATIVE-GROUP TEACHING AT GEOGRAPHY IN ETHNIC UNIVERSITY FOUNDATION

2. The requirements and the principles of applying TM with cooperation in groups for Geography in PUEMS

2.1.1. The requirements for applying TM with cooperation in groups for Geography in PUEMS

2.1.1.1. Requirements for teachers

Firstly, the teachers must understand the nature of the cooperative-group teaching method. Secondly, the teachers must be aware of and implement the

role of teachers in the process of organizing activities of cooperative group teaching.

2.1.1.2. Requirements for students

Awareness in correct and complete way for assigned tasks, with a high sense of responsibility, positiveness, self-consciousness and not rely on the other members of the group. Respect for the opinions of other members, not confrontation but rather debate and dialogue. Do not talk or work separately in the discussion group.

2.1.1.3. Requirements for facilities

About the facilities: Facilities for process serving organizations cooperative groups group learning activities such as classrooms, classroom space must also be sure. *About the teaching aspect*: Being prepared the necessary facilities as well as the characteristics of the subject such as Geography: Maps, tables, charts, pictures, computers, projectors, video ... for the task in the process of cooperation and discussion.

2.1.2. The principles for applying TM with cooperation in groups for Geography in PUEMS

2.1.2.1. Ensure dialectical and organic relationship, between the key role in the organization, control and guidance of teachers with positive, initiative features and creativity of the students: teachers acting as organizer, instructor, control activities and the students discuss the subject active, proactive and innovative.

2.1.2.2. Ensure harmony between individuals in learning style, learn and study group: Basing on the nature of personal relationships in the learning process, it is divided into three forms of teaching activities as essentially individual activities, group activities. Each individual who will contribute to the group's activities is best when they take on the task of matching ability and knack of self.

2.1.2.3. Ensure the systematic feature

Process in organization and operation as a cooperative learning group must be systematic, structured. It includes many factors and many processes which have close relationships with each other. Cooperative learning process in group is a whole process of unification between the teaching and learning process. Construction of process of learning activities organized in group to cooperate to ensure that the system structure is to divide the process into stage that, including the opening stage and ending stage.

2.1.2.4. Ensure practical feature: Process in organization of cooperative learning activities must be organized in group with matching content,

physiological characteristics of the student, matching facilities, teaching equipment or is consistent with reality.

2.1.2.5. Ensure inclusiveness: This principle requires the affect to all elements of the process of teaching, which makes components and well-developed to achieve high efficiency in the organization and implementation on many aspect. Educational effectiveness, economic efficiency.

2.1.2.6. Ensure the division cooperative learning groups: Division in the design of learning tasks; Division in organizing study groups; Division in organizing and controlling group; Division in evaluating the results of operations between groups.

2.2. Process of teaching cooperative learning groups at geography in EUF

This process is a combination of organic of 5 steps:

Step 1. Identifying the goals and contents of using cooperative teaching methods

Step 2. Dividing the group and assigning tasks to groups

Step3. Organizing and conducting student's discussion

Step4. Organizing the groups to report the results of the collaborative discussion.

Step5. Evaluating collaboration teaching

2.2.1. Defining the objectives and content of using cooperative teaching methods

2.2.1.1. Defining the goals of lesson

a. The importance of defining the goals of lesson

This is one of the crucial steps in the process of teaching which requires the teachers needs to have the skills and experience to select, design build content of fascinating discussion with students, problematic situations for students to debate, explain.

b. How to identify a target.

Step 1: Select the basic knowledge, skills, attitudes need to achieve the lesson. *Step 2*: Determine the need to achieve the level of knowledge, skills, and attitudes expressed in the "*verbalization*".

2.2.1.2. Identifying cooperative group discussion

To identify the right content for cooperative learning activities organized during use, teachers need to be basing on some of the following directions: Basing on the specific objectives of each lesson and to determine target of all that, because it is the goal to identify the active cooperative of all group. Basing on skill standards. Basing on word channel content in curricula, textbooks for

both primary and learning materials that are the basis of self-learning to help students expand knowledge.

2.2.2. Dividing and assigning tasks to groups

Step 1: Determine the size of the group: In the early stages of the formation of cooperative skills in a team, to start with small group of 3-6 students or exchanging. When students have had the experience, skills cooperative groups, the scale may be increase, however, should not exceed 8 members.

Step 2: Select the members to a group: Depending on the content and tasks that teachers choose task accordingly. In the process of teaching method applied by cooperative groups, teachers can choose several ways to assign the group such as the co-work group, intensive group, randomized, forte group, under local group, group by ethnic composition.

Step 3: Assigning tasks to team members: Who have clear tasks and role. After each group activity, members have to exchange their role, avoid the situation that a member plays his too long. Each members tasks include: group control, secretary, cooperaytive result, observation, encouranging and time arranging.

2.2.3. Conducting the discussion

To discuss cooperative process in the group brings high efficiency in a limited time, both teachers and students need to pay attention: the group successfully completed the assigned tasks, each team should appoint a team leader and a message Register. Teachers need to closely monitor the group's activities to encourage and support their activities to ensure the effectiveness of the cooperative within the group.

2.2.4. Organization for the group to report discussion, cooperation

After a period of active work group, each group has created its products. Therefore, the organization of the group reporting the results is really necessary, help them publish their group product.

2.2.4.1. On the organizational plan for the representative group reports

2.2.4.2. In terms of product mix is expected to present the report of the group

Teachers can guide students to use the following forms to newspapers such as: Using the intuitive user; mind map; market method; Using IT.

2.2.5. The evaluation of the results of cooperation in groups

2.2.5.1. Principles, requirements, and foundations in evaluating the results of teamwork

Some principles to evaluate the results of students when organizing teamwork activities: Evaluating the achievement of each student is based on their teamwork contribution. Evaluation of the teamwork and individual work should be done regularly and continuously. Students must directly participate in evaluating their own learning levels (self –evaluation) and the levels of other team members to improve the effectiveness of evaluation. Requirements for testing and evaluating students' results in teamwork teaching process: Different competences of students must be evaluated. Evaluation needs to ensure objectivity, equality, comprehensiveness, publicity, educational and developmental characters.

2.2.5.2. Evaluating teamwork results

a. Peer-to-peer evaluation and self-evaluation by the students

- Peer-to-peer evaluation in TM with cooperation in groups: This evaluation method is applied as a measure of the results and also the support for the students during their studying in groups. Peer-to-peer evaluation allows the students to participate more in their studying and helps them in their cooperation, providing information regarding the results of the students after evaluation and reflecting the capacity of the person in charge of evaluation in terms of their honesty, flexibility, empathy and imagination.

- Self-evaluation in TM with cooperation in groups: Self-evaluation is the form of evaluation in which the students shall self-connect the tasks that they have done with their targets during their studying. The students shall learn to evaluate their personal efforts and advancement, looking back the process and finding out what to change to perfect themselves. During the application of TM with cooperation in groups, self-evaluation helps the student be aware of their studying process, the results they got after each hour of working, cooperating in groups, their strengths, their weaknesses as well as learn to get even better in the following lessons.

b. Evaluation subject to teaching technique 321

This is a technique of teaching organization that takes the feedback of the reporting groups or of each individual so as to enhance the active participation of the students after organizing group activities. It is a simple form of evaluation that teachers can implement easily without spending much time. Teachers can instruct the students to evaluate on a lot of different aspects such as content, knowledge, presentation and expression of the groups.

c. The evaluation of teachers on the cooperation activities of the students

The teachers shall follow and inspect the process as well as every result of the students/groups in performing their tasks along the teaching process and also pay attention to the progress of each task of the students for the application of specific method and immediate support for the students to overcome their difficulties. Such work can be done a long with or after the evaluation among the groups. Teachers should combine with the students to re-check the evaluation results of the groups and point out what is wrong and why it is wrong.

2.2.5.3. Evaluating the process of teamwork of individual students.

As well as evaluating the overall co-ordination performance of the groups, it's very necessary for teacher to evaluate the individual group work process. Because process evaluation is an assessment of the extent of cognitive development in learning by looking for a way to learn for your-self, this is a motivating assessment of the development of the learner.

2.3. Measures to organize teaching by cooperative groups at Geography in EUF

2.3.1. Use a variety of teaching techniques in group discussions

2.3.1.1. Using teaching techniques "tablecloths"

Technique "*tablecloth*" is the technical organization of cooperative learning activities for students, combining individual learning forms and modes of study in group. This teaching techniques enabling students to develop self-learning capacity and ability to communicate and cooperate; problem solving ability, ... teachers will stimulate and promote the active participation of students while enhancing the independence, personal responsibility, the interaction between students - students. The steps of this technique are as follows: Step 1: Divide students into groups and assign tasks and topics to discuss, learn for each group. Step 2: The working group conducted. A0-size paper is divided into sections, including the middle section and the surrounding section. Each student sat on the position corresponding to the surrounding parts. Step 3: Each individual work independently written comments on its part on the A0-size paper. Step 4: On the basis of the opinions of individuals, students discuss common consensus group and write in the middle of an A0-size paper. Step 5: teachers uses a technique called "gallery" to organize exhibitions for summary by the teachers, making accurateness for the lesson content.

For example, in the article: *Characteristics of population and population distribution in our country*. The central issue to be discussed by all is: *The*

population of our country has what characteristics? Explain why our population has such traits? Step 1: Divide the group, teachers divide the class into smaller groups, appoint group leader, group secretary. *Step* 2: Assigning the task of discussion, teachers tasked with studying as well as regulation time, provide documentation. *Step* 3: The group of independent individuals answered questions and write in their paper in the journal section in A0-size paper. *Step* 4: Head of group may operate the group discussions, group secretary recorded the consent of the group in the center of A0-size paper. *Step* 5: Display and represent the group to report. Summary and evaluation.

2.3.1.2. Using teaching techniques "joined pieces"

Teaching technique "*joined pieces*" is the teaching technique with the cooperative activity combining individual and group activities. Thanks to their role as "*specialist*" of this teaching technique should stimulate, promote active participation, enhancing the independence and responsibility of the individual student, as well as to promote the advantages the organization's cooperative learning groups. These steps apply teaching techniques "*joined pieces*" in teaching cooperative-group, was conducted in two rounds: Round/Phase 1 called "*specialist*"; Round/Phase 2 called "*joined pieces group*":

2.3.1.3. Technique "support and opposition"

Debating the "*support and opposition*" is a technique used in the discussion, which refers to a subject containing conflict. Teaching techniques of **support and opposition** in cooperative learning groups is conducted in the following specific steps: Step 1: teachers split the class into two factions in two directions opposing opinions about a point to debate. Step 2: Members of the faction give personal opinions and exchange within the group and making his group's arguments. Step 3: teachers held for the group given the reviews argument his group, co-supplementation group.

2.3.2. The combination of TM with cooperation in groups with the method using visual aids

In teaching Geography, the cognitive objects are territorial, spatialm, movable and changeable over time, with the relation with other things and phenomena, therefore such featured - visual teaching facilities as maps, tables, charts, diagrams, pictures, videos, etc are usually used for presentation. Visual aids in teaching Geography are the tools for the students to exchange and perform thinking operations such as: analysis, comparison, synthesis, generalization, etc to deal with the assigned tasks.

2.3.3. The combination of TM with cooperation in groups with TM of placing and solving problems

The TM of placing and solving problems is construed as the organization of teaching process including the creating of situations, the evoking of problems during the lessons, stimulating the need of solving problems in students and attracting them into self-awareness activities so that they can master new knowledge, skills and tricks and develop the positivity of their intellect, forming the ability of self-understand and perceive new scientific information. Therefore, to creat a good environment for the students to exchange and cooperate to deal with their assignments, it is necessary to teach them to solve problems, especially to creat situations with problems.

2.3.4. The combination of TM with cooperation in groups with the application of information technology (IT) and communication in teaching Geography in PUEMS

The application of IT in teaching Geography is the fundamental enhancement of studying quality, creating educational environment which is highly interactive and cooperative. The students is encouraged and facilitated to positively seek for information and reasonably arrange their self-studying process, self-training and developing their abilities. The enhancement in using IT in TM with cooperation in groups will help the student form their capacity in using IT for their study and work.

2.3.5. Combining group teaching methods with the development of cognitive tasks in Geography teaching at the EUF

The development of cognitive tasks such as explanatory exercises, demonstration exercises or comparative exercises in the course of organizing collaborative activities for students will help bring high education effectiveness to help discuss cooperation. Become active, no longer easy problems and boring to students anymore.

2.4. Some examples of cooperative-group teaching method in Geography in PUEMS

2.4.1. Lesson plan 1: A number of global issues (1 period)

1. Learning objectives: After the lesson, students should achieve: ***Knowledge***: Presenting and explaining some of the global problems. Contact with the reality of Vietnam and local about global issues. ***Skills***: Reviews are the statistics, charts, ... on global issues. ***Attitude***: Awareness is to solve global problems require the cooperative and solidarity of all humanity. Raise

awareness of environmental protection, positive action for environmental protection with the slogan “Global thinking, personal action”. ***Estimated capacity possibly grow to students***: problem-solving capacity, self-learning capabilities, cooperative capabilities, communication capabilities, capacity information presented at Geography, the total power of thought territorial...

2**. Preparation of means**: For teachers: statistics, pictures, videoclips, .. on global issues. For students: textbooks, computers, A0-size paper, markers, ...

3. Teaching method and techniques: brainstorming method, Method suggestive conversation, method of use of visual aids, cooperative-group teaching method, method mentioned and solve problems, the self-learning method. Brainstorming technique, the graft technique, technique gallery.

4. Teaching Activities

4.1. Starting activities (3 minutes)

Step 1: Teachers use brainstorming techniques to organize the students to make their own opinions about global issues are set out in the world. **Step 2**: teachers summarize the comments and connect to lessons.

4.2. Awareness activities

Activity 1: Learn about some global issues (30 minutes)

Step 1: Teachers uses a technique called “*joined pieces*” to organize for students to learn about global issues are set out in the world. **Round 1** (*Group of Specialists*): teachers divide the class into 5 groups with specific tasks such as: Group 1: Basing on the curriculum and exploit the Internet to learn about the overpopulation problem in the world (the status quo, causes, consequences and solutions). Group 2: Basing on the curriculum and exploit the Internet to learn about the aging population problem (current status, causes, consequences and solutions). Group 3: Basing on the curriculum and exploit the Internet to learn about the problem of global climate change and ozone depletion (current status, causes, consequences and solutions). Group 4: Basing on the curriculum and exploit the Internet to learn about the problems of pollution and ocean freshwater resources (current status, causes, consequences and solutions). Group 5: Basing on the curriculum and exploit the Internet to learn about issues of biodiversity depletion (current status, causes, consequences and solutions). **Round 2** (*Group of joined pieces*): teachers may form new groups with members from five specialists in group to carry out the new tasks following: Task 1: The members of the specialist group to discuss sought out to the members of the

group pieces. Task 2: The new group members exchange opinions, discuss, agree and complete the table below to show some global issues.

Global issue	Actuality	Cause	Consequence	Solution
Overpopulation problem				
Aging population problem				
The problem of global climate change and ozone depletion				
The problem of pollution to fresh water and ocean				
The problem on biodiversity decline				

- When the teams complete the tasks, the teachers uses a technique called "**gallery**" to organize for students to present the report and summarize.

Activity 2: Contact to local practice (5 minutes)

Step 1: Teachers use brainstorming techniques to organize for students to contact local practices on global issues is set out in the place where they are living and solutions to overcome problems dirty. **Step 2**: The teachers comments, summarizing comments and suggest some posed problems for localities in Vietnam especially where they are living.

4.3. Operational consolidation (5 minutes): ***Option 1***: Teachers can organize a game to the groups to sing songs or the lyrics with the word "green". End of the game, the teachers can tell students to think of the meaning of the word "green" issues are laid out around the globe. ***Method 2***: teachers organize students to clarify the following comments: "*Protecting biodiversity, maintain the integrity of the ecosystem is to help people mitigate the impact of disasters and improve to adapt to climate change*".

4.4. Serial operation (2 minutes): Task 1: Draw a mind map showing the global problem. Task 2: Prepare the next lesson.

2.4. 2. Lesson plan 2: Nature tropical monsoon moisture (2 periods)

2.4.3. Lesson plan 3: Northern mountainous midland (2 periods)

Chapter 3: PEDAGOGICAL EXPERIMENT

3.1. Aim and mission of experiment

* *The aim is to*: Assess the effectiveness and feasibility of the application of cooperative learning method in group with active teaching techniques in teaching Geography in EUF.

* *Mission*: To achieve this purpose, the experimental process to solve the following tasks: Select objects to experimental and control. Conduct training on

the subject with the use of experimental forms, group discussion techniques, and teaching conducted by traditional method on the object reference. Construction of statistical form empirical findings, treatment results with mathematical statistical method. Through this test, compare, compare the results of the experimental class and the control class to demonstrate the feasibility of the forms and techniques of cooperative learning groups stated. Draw conclusions about the application of science teaching method with cooperative groups teaching techniques in teaching Geography in EUF.

3.2. Experimental Principles

Ensure the scientific, objective features of knowledge, to suit each ethnic students. All experiments must reflect the content of the proposed topic. Experiment must respect the timetable, the schedule of the group teaching of professional group, of the school, does not affect the teaching and learning activities of the class which were chosen as experiment.

3.3. Experimental object

Author selected 4 classes of students to conduct experiments in total 8 classes of C Division Course 40 Viet Tri Central Ethnic University Foundation in academic year 2014-2015.

3.4. Experimental Method

In the course of experiment, the author conducted in parallel form, which corresponds to the experimental plan with a layer of control and an experimental class. Experimental end of each article, the author examined, evaluated the ability to acquire the knowledge of lessons learned in both the control and experimental group. Along with that, to collect and evaluate the process of self-awareness and the development of the students after every hour of cooperative learning groups through personal rubric.

3.5. Experimental content

The author has selected and designed 3 lessons in the system of Geography program in EUF: Lesson 1: A number of global issues, Lesson 2: Nature tropical monsoonal moisture, Lesson 3: Northern mountainous midland

3.6. Experimental Organization

3.6.1. Conduct experiment

Experiment was conducted with the aim to demonstrate feasibility of the options which the author of the thesis given to the actual application to contribute to improving the efficiency of the application of cooperative teaching method group in teaching geography in Viet Tri Central Ethnic University Foundation.

Since then, to create a scientific basis for the deployment and disseminated to the whole system in the whole system of ethnic school in the country.

3.6.2. Experimental results analysis

3.6.2.1. Qualitative results

* About the teachers: To evaluate the effectiveness of cooperative learning groups with cooperative techniques in group, after carrying out experiments, the author found that 48.4% of teachers have taught Geography for that use cooperative groups is very effective, 30% of teachers rated effectively and only 21.6% said that cooperative group teaching less effective and there is no denying this teaching method as ineffective.

* To the students: student awareness about the necessity of cooperative learning groups, through the investigation process in the class after the experimental organization, up to 78.3% of students said that studying geography cooperative learning groups is essential and necessary, only 12.1% of students said to be normal, and 7.6% said that is not necessary. It is also aware of the positive results of the students about the role of cooperative learning groups where each own student may feel and learn every time in group activities.

3.6.2.2. Quantitative results

**** Results of experimental lesson 1***

Despite the same lesson, test, the results obtained in the two group with the control experimental classes to be differed: In the group of experiment 1 and control 1: Results of average exam in Experiment 1: 7:12 higher compared to results in the control 1: 6:34. In the group of experiment 2 and control 2: the difference and the big variation between the two groups as experiment 2 with the control 2 by the number of students scoring proficient in experiment 2 much higher compared to the control 2: 21:21% > 8.82%. The average number of students in experiment 2 rather lower by 18:18%, while in the control 2 higher by 38.23%. Thus, resulting in average test score in lesson 1 in experiment 2 by 7.03 higher than the average score in the control 2 by 6:34.

**** Experimental result in lesson 2***

In the group of experiment 1 and control 1: average results test scores in the lesson 2 in experiment 1 by 7:56 higher than the results of 6:41 in the control 1. In the group of experiment and control 2: Total general result of all 2 between experiment and control groups and found large differences in scores in all the scores. Specifically, scores <5 in all experimental group with 4% accounted for 6:06 remaining in the control group was 11 lessons accounted for 15.71%. In particular, the level of 8-8.5 scores are also big differences, all experimental group, accounting for 38.78% 25, while the control group was 20% with 14 lessons and 9-10 point score in the experimental group with 7

lessons accounted for 10.60% > 4:28% in the control group with 3 lessons. Since then, the average score of 2 lessons between the two group is quite different, the average score of the experimental group was 7.38 and a control group was 6:48.

**** Experimental Results in lesson 3***

In the group of experiment 1 and control 1: average scores between experiment group also tend to be higher than the control group, the experiment group with average score by 6.93 while the control layer below average 6:05. In the group of experiment 2 with control 2: average scores of experiment 2 by 7.03 higher than the average score in the control group 2 by 6.34. Thus, the average score in the group of experiment is in the difference compared with the average score in the control group, the experimental group with point average was 7:07 while the control group was 6:05.

Synthesis of experimental results, we found that in the experimental group: students, who achieved quite solid majority (69.17% of students), the average and weak student ratio, accounts for 1/3 of the students. Meanwhile, in the control group: the rate of the average and weak equivalent to the number of students scoring pretty good. The degree of difference in results between the two groups was clearly expressed. Specifically, the review from the point 2 to point 7.5, the control group had 158 lessons, only 104 lessons for the experimental group. But from the point of 8 or more, the dominant experimental group than: 94 lessons, while the control group only 52 lessons. Obviously, as in the high point, the difference between the experimental group with the control becomes clearer. Should the average score of the experimental group achieved a GPA higher 7:15 control group is 6:47.

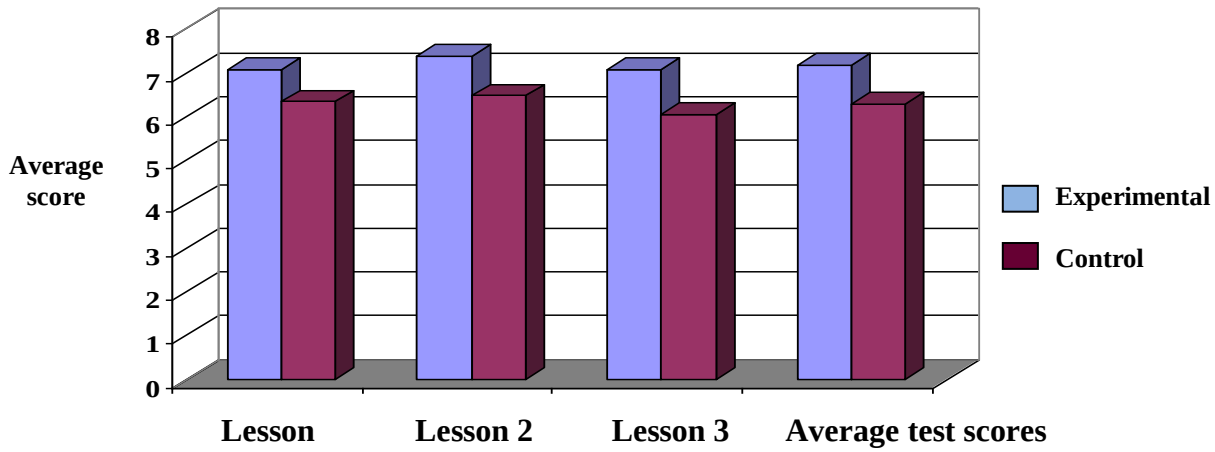

Chart 3:12. Chart generally comparing the average scores between experimental and control classes

Examination results after impact is shown in the tables below.

Table 3.1. Description of experimental data

No.	Quantity	Experiment	Control
1	Mode	8	7
2	Median	7.5	7.0
3	Average value	7.15	6.47
4	Standard deviation	1.69	1.62

Table 3.1. Comparing the average score value of the control class and experimental class

Experiment	Control	Difference
7.15	6.47	0.68

Table 3.2. Influence level of affecting measures

	Experiment	Control
Average value	7.15	6.47
Standard deviation	1.69	1.62
ES	0.68	

Influence level ES is evaluated according to the criteria table Cohen:

Table 3.3. Cohen Criteria Table

ES value	Influence
> 1.00	Very large
0.8 – 1.00	Large
0.50 – 0.79	Average
0.20 – 0.49	Small
< 0.20	Very small

ES level of influence in this study was 0.68 shows that effective impact on the average level. From the above analysis, the author found a clear organizing cooperative learning groups in teaching geography to have made their impact on active learning and achieve higher results in both scores and awareness.

3.6.2.3.The results of the self-evaluation process and evaluation each other after experimental students

1) Self- assessment of personal contribution in the process of learning, working in group. After the experiment 3, there were 75.75% of the students in the group were self-aware of its significant contribution to the group in the process of cooperative, 34.85% of the remaining individual students also seen

have made useful suggestions for accomplishing common tasks of the group.

2) Self-assessment process of exchanging, sharing and comments: The self-assessment of students communication skills, share ideas and contribute their own students after EUF hours training in the group also has a very positive change. After the evaluation, the experiment 3 by 100% of students were gathered to exchange, share in the process of learning to perform the tasks of the group. This demonstrates that, through cooperative learning process by student group has consciously increasingly higher learning, promote critical thinking, cooperative capabilities, sharing and sense of responsibility have been improved high.

3) Self-assessment reporting capabilities in the cooperative process under the cooperative group: The results of self-evaluation time after 15.15% in experiment 1 find themselves being reported and confidence to the report, presented the to the front of the class and 36.36% of students self-evaluate themselves not confident enough to report. After the experiment 3, with 90.91% of students participates in cooperative groups activities are reported and only 9.09% remaining self-assessment of students not confident enough, prepare to report.

4) Self-evaluation of consciousness working in study group: Through the process of organizing cooperative learning group activities has contributed to raising awareness of learning, as well as promoting the responsibility in EUF students for academic mission itself as well as the responsibility for overall mission, which also is one of the objectives in teaching-oriented capacity development.

5) Evaluate, recognize their own strengths while working in teams: After experiment 2, experiments 2 and experiment 3, showing very positive results on the self-assessment process, be aware of the own ability of individual students in cooperative learning group activitiess. The ability to manage and report exchange group has increased 37.88% students evaluate this possibility in times of experiment 2 and continued to rise to reach 50.03% in the experiment 3. Through self-assessment criteria, showing that in the process of organizing for student with guidance of cooperation, cooperative groups has gradually help students to recognize the possibility to do best.

6) Review the results obtained themselves after EUF cooperative-group: The results after three self-assessment is 100% students firstly see the receptive results, formed in when learning to work in teams cooperative is knowledge of geography.

7) Review, self-perceived to the difficulties in the process of cooperative groups: The organizational measures and timely adjustments during organized team activities next cooperative, should in time experiment 2 and experiment 3 of the difficulties of the students has been resolved in a positive way. In the second experiment only 19.70% of students said that lack of cooperative groups skills, exchange and share concerns as their own obstacles, 15.15% think that the direction is not clear that the teachers make it difficult for themselves in the process of cooperative and after experiment 3, the students only 9.09% found it difficult to work on skills and shared concerns of the group.

8) Review, awareness support necessary for individuals to cooperative learning groups

The results after the 3 times of experiment, 100% of students in individual groups claim that themselves during cooperative groups may need the support and assistance from teachers and from the members of the group to complete the task of both individuals and group.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Group teaching methodology is a teacher-led method that divides the students in the class (large groups) into small groups so that all members of the class can work, discuss and work together to produce your group's general opinion about that. Under the guidance and guidance of teachers when organizing collaborative learning activities in groups with positive teaching techniques, students are divided into small groups, linked together in a common activity to complete the assigned study tasks.

1.2. Applaying of cooperative-group teaching method in teaching Geography at the EUF has enaled cognitive activity of students, stimulated skills of subject, continued to form and develop the basic competences for ethenic students such as communicative competence, ability to use information technology, teamwork skill, presentation and report capacity. Therefore, applying teamwork methods is a very practical and effective solution.

1.3. The use of group teaching methods in Geography in particular and in teaching in general today at the EUF is limited. The process of organizing group teaching has not been used much and the effect is not high, especially teaching techniques in the process of organizing and applying. Most teachers are confused in the way they organize their teamwork techniques.

1.4. When applying this teaching method, it is necessary to ensure that the principles such as the dialectical relationship between the dominant role in the organization, the control and instruction of the teacher are positive, active and creative. Of the students, the harmony of individual learning styles, group and group learning, systematization, practicality, comprehensiveness, division, and nature of collaborative teaching method. Follow the process of 5 steps consistency.

1.5. With the aim of improving the effectiveness of the use of group teaching methods in the teaching of Geography at EUF, attention should be paid to the following issues: principles of application, organizational procedures and measures to organize collaborative learning activities in groups.

1.6. Based on the pedagogical experience analysis, we found that the use of cooperative group teaching methods in Geography at EUF is feasible, extreme, self-conscious, creative ability in the cognitive activity of students, facilitate students to participate, share experiences, learn from each other.

2. Recommendations

- For teachers: In order to effectively use group teaching methods, each teacher should be well trained to master the process, teaching techniques and the ability to combine the method. Teach group collaboration with other active teaching methods.

- For EUF: It is necessary to encourage and facilitate teachers to organize group teaching activities in all subjects including Geography on a regular basis and science.

- For the Ministry of Education and Training: For the Ministry of Education and Training and directly the Ethnic Education Department also need to plan regular training and fostering for teachers in the system of EUF minorities on innovation teaching methods in general, including teaching methods of cooperation in groups.

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