

Article Review Report



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EFFECT OF COOPERATIVE LEARNING AND DIFFERENTIATED INSTRUCTION ON RETENTION OF LEARNING AMONG STUDENTS WITH LEARNING DISABILITY



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REVIEW OF THE ARTICLE

Effect Of Cooperative Learning And Differentiated Instruction On Retention Of Learning Among Students With Learning Disability

Inderdeep Kaur

ABSTRACT:

The problem statement was clear and well articulated This study aimed at studying the effects of Cooperative learning, Differentiated Instruction and Traditional Instruction on the retention of learning of students with learning disability. The students with learning disabilities studying in 5th standard formed the sample for the study. The retention of learning was measured as a difference between the post-test and the delayed post-test scores on achievement test in Science subject. The delayed post-test was administered 40 days after the completion of the experiment. The data collected was analysed using SPSS. t-test for paired samples and one-way ANOVA were the statistical techniques used.

INTRODUCTION:

The introduction provides a good, generalized background of the topic that quickly gives the reader an appreciation The children with learning disabilities have varied academic requirements which are generally not met in a regular classroom. Teachers must design the academic and social environment of the classrooms so that students develop the skills and attitudes required to interact across perceived differences and disabilities.

METHODOLOGY:

The amount of data presented was sufficient and appropriate. Tables, graphs, or figures were used judiciously and agree with the text This study was based on a post-test and delayed post-test experimental design. The two experimental groups were taught by Cooperative Learning and Differentiated Instruction and the third control group was taught using Traditional Instruction. All three groups were taught for a period of about 45 days.

PRESENTATION OF RESULTS:

The amount of data presented was sufficient and appropriate. Tables, graphs, or figures were used judiciously and agree with the text This paper aimed at measuring and comparing the retention of learning of students with learning disability taught with Cooperative learning based instruction, Differentiated Instruction and Traditional Instruction.

REFERENCES:

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

RELEVANCE:

The paper is properly organized and demands appreciation. I think the paper will satisfy the interest of the readers.

FUTURE RESEARCH SCOPE:

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

SUMMARY OF ARTICLE

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

Future Research Suggestions

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

