Group Grade Grubbing versus Cooperative LEARNING
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In the recent past, the interest in cooperative learning (CL) has been growing among educators and researchers alike. The concept of CL refers to a teaching method that involves students working in small groups to complete a task or solve a problem. This method is based on the idea that students learn more effectively when they work collaboratively with their peers. However, despite its growing popularity, there are still some controversies surrounding CL. One of the most significant debates is whether CL is driven by extrinsic rewards or intrinsic motivation.

Some educators believe that CL is a powerful tool for enhancing student motivation and engagement. They argue that collaboration and social interaction can foster a sense of community and belonging, which in turn can increase students' interest in learning. Others, however, believe that CL is often driven by extrinsic rewards, such as grades or recognition, rather than intrinsic motivation.

In a recent study published in the journal *Educational Leadership*, researchers examined the effects of extrinsic and intrinsic motivation on student performance. The study found that students who were motivated by extrinsic rewards tended to perform worse than those who were motivated by intrinsic motivation. The researchers suggested that extrinsic rewards can undermine students' intrinsic motivation and lead to a decrease in performance. Therefore, it is essential to encourage intrinsic motivation in students to promote their long-term learning and development.

To conclude, CL can be an effective teaching method when implemented correctly. However, it is crucial to avoid relying too heavily on extrinsic rewards, as this can have detrimental effects on student motivation and performance. Educators should focus on fostering intrinsic motivation and creating a supportive and engaging learning environment that encourages students to take an active role in their education.