

## ABSTRACT

### COOPERATIVE VERSUS COMPETITIVE LESSONS: A COMPARISON WITH AN EMOTIONALLY DISTURBED CHILD SAMPLE

Teaching techniques change as educators and researchers strive to find better ways to convey information to students. Many educators use a combination of learning techniques. The current study compared the effects of a competitive to a cooperative learning lesson, in a sample of nine emotionally disturbed children, to determine if exposure to a cooperative learning lesson would result in more frequent positive peer interactions, greater knowledge of a topic, and higher subjective ratings of fun and enjoyment than exposure to a competitive learning lesson. Two classrooms of emotionally disturbed children participated in this study. Both classrooms were given a competitive and a cooperative lesson, followed by quizzes and surveys to measure the students' knowledge and enjoyment of the topics presented. Although the results did not support the research hypotheses, the students gave universally high subjective ratings of fun and enjoyment for both types of lesson, important for this student population.

Terri Lynne Barber  
May 2006