

A Study of Pedagogical Knowledge and Practices of Primary Teachers for Promoting Cooperative Learning in Thingangyunn Township, Yangon Region

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Abstract

This study aims to investigate the pedagogical knowledge and practices of primary teachers for promoting cooperative learning. The level of primary teachers' pedagogical knowledge, the extent of primary teachers' practices and the variations of primary teachers' pedagogical and practices by personal and school factors for promoting cooperative learning were explored. By using simple random sampling method, 160 primary teachers from 11 schools in Thingangyunn participated in this study. Quantitative and qualitative research methods were used in this study. Item Percent Correct (IPC), descriptive statistics and Pearson correlation were used for the analysis of the collected data. It was found that the level of primary teachers' pedagogical knowledge for promoting cooperative learning was *high* and they *often* performed the functions of cooperative learning.

Key words: Cooperative Learning, Primary Teachers

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