Impact of cooperative learning on teamwork competence Impacto del aprendizaje cooperativo en la competencia trabajo en equipo

Hebles, Melany
Yaniz-Álvarez-de-Eulate, Concepción
Jara, Mauricio

Purpose: The purpose of this paper is to analyze the impact of a classroom application of the cooperative learning (CL) methodology on nine dimensions of business students’ teamwork competence (TC). Design/methodology/approach: The authors used a quasi-experimental pre-post design with a previous cohort as control group (first-year students from the year prior to treatment application), applying treatment to a sample of 228 first-year students in a School of Economics and Business at a Chilean University (114 as treatment and 114 as control). Findings: The authors’ results show that CL had a positive, significant influence on five dimensions of TC: collective efficacy, planning, goal setting, problem solving and conflict management. Research limitations/implications: This paper upholds the importance and effectiveness of CL in developing TC. However, the evidence suggests that the effectiveness of the CL methodology was limited to development and improvement of less complex dimensions of TC. More complex dimensions require a longer period of time to be developed. Practical implications: This research is an important contribution to the design and implementation of appropriate methodologies for developing a widely needed area of competence in the workplace, considering its multidimensional nature, whether in academia or business. Originality/value: This is the first study to seek empirical evidence that would link the CL methodology with TC. In addition, it fills a gap in the literature on the development of TC in its multiple dimensions. It particularly addresses the training of business professionals.