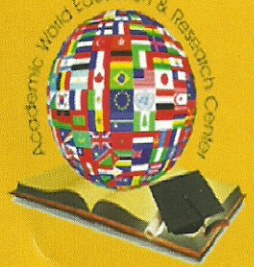# 5th World Conference

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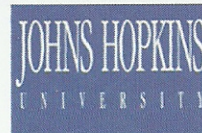NEAR EAST UNIVERSITY

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Lifelong Learning with The Problem-Based Team Learning on Social Network to Effectiveness to Teamwork Skill and Learning Achievement for Mainstreaming of Special Need Students

Titiya Netwon[a]*

[a] Suan Dusit Rajabhat University 295 Ratchasima Rd., Dusit, Bangkok 10300 Thailand

Abstract

The objectives of this research were: 1) to develop teamwork skills and learning achievement and 2) to compare students' teamwork skills before and after undertaking teaching on the use of problem-based team learning through online social network for mainstreaming of special need students. The sample consisted of 67 undergraduate students of Home Economics who registered in the Information Technology, course of the 2012 academic year. There were 53 normal students and 14 students with special need. The research instruments were the questionnaire for teamwork skill and a learning achievement test on the use of problem-based team learning through online social network for mainstreaming of special need students. Data were analyzed by using frequency, percentage, mean, standard deviation, t-test dependent. The results of the study were as follows : 1) teamwork skills could be used through the use of problem-based team learning on online social network for mainstreaming of special need learners, development of teamwork skills increased 15.80 % and development of learning achievement increased 21.29 % 2) comparing teamwork skills of experimental samples before undertaking learning was at a moderate level (x = 3.33, S.D. = 0.85) and after undertaking learning was at a high level (x = 4.12, S.D. = 0.45)

Keywords: Teamwork Skills, Problem-Based Team Learning, Social Network, Mainstreaming**,** Special Need;

1. Introduction

To develop as a learning organization, it is essential that organizations need to be coupled with an individual's learning and the learning organization. Team base learning is a process where one can practice the concept and purpose of the team is moving in the same direction and the ability to get the results you want members of the team have truly Also, team learning to create balance between work and learning at work occurs naturally. Team base learning can develop an innovative knowledge to work and practice of team members and the other team.

Team base learning is a great way to solve a problem with together for successful work. Teaching with the problem is to make the students' problem-solving skills, critical thinking skills and collaboration in learning than the traditional classroom. In order to develop the team learning will need to focus on the students, issues and work

together. So the problem base learning is a form of learning that takes place according to constructivism and theory of learning creativity to the new knowledge of the situation as a problem to motivate the learners to pursue knowledge for solve problems.

Social networking is a technology that can be applied to teaching and learning on many levels, especially in higher education. As a tool to access the information that allows the interaction between students and teachers within the group is encouraged to learn new skills. The content is the modern response to the current instant. The teaching on the network can learn the every time and every place. The team base learning through social networking is a form of learning activities, group members can exchange ideas and share the knowledge. The activities on social networks will increase the efficiency and effectiveness of learning together even more. The learning have the opportunity to study in more detail in the course of their interests, dialogue discussions, planning and to perform the projects together.

Education with media and the facilities and access to services for children with special need, reflected equality of educational opportunity and fairness. Students are entitled to develop capabilities in the use of educational technology at the earliest opportunity possible. In order to have sufficient knowledge and skills to use educational technology in the pursuit of knowledge for life long learning. Increase channel of mainstreaming between students in regular classes and students with special needs can be live in society with other people not be a burden in society. Therefore, the problem-based team learning on social network to effectiveness to teamwork skill and learning achievement for mainstreaming of special need students, thus transforming the way of education for children with special needs. The use of information technology in education to promote lifelong learning. This will affect the skills needed for learning in the 21st century skills that students need to have a media and information technology, including the ability to work cooperatively. The need for work and citizenship in the new millennium in the future.

The purpose of this research were develop teamwork skills and learning achievement and to compare students' teamwork skills before and after undertaking teaching on the use of problem-based team learning through online social network for mainstreaming of special need students.

2. Materials and Methods

Subject selection and criterions: The sample group to this study consisted of 67 undergraduate students enrolled in the Home Economics who registered in the Information Technology, course of the 2012 academic year. There were 53 normal students and 14 students with special need.

Instrument: The research instruments were as follows :
1) the questionnaire for teamwork skill with 5 level that perform highest, high, medium, few and least level
2) a learning achievement test for Information Technology.

Research design: One group pretest-posttest design was research design in this study

$$T_1 \ X \ T_2$$
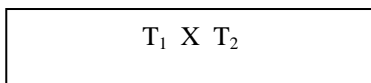
X : Experiment or Treatment
T_1 : Pretest
T_2 : Posttest

Statistic: The statistical package was uses for finding mean standard deviation and dependent t-test was used for the comparison of the teamwork skill of the experiment between the pretest and posttest at the significance level of 0.05.

Methods: The experimental group will learning by using teaching with the problem-based team learning on social network for 6 weeks, the steps as follows:

week 1: Providing learning and orientation
week 2: Set learners and breaking the ice
week 3: Offer knowledge and processing the learning activity

week 4: Review knowledge
week 5: Knowledge application
week 6: Evaluate

3. Results and Discussion

1) Development of teamwork skill and learning achievement could using by teaching with the problem-based team learning on social network. The students' teamwork skill before and after undertaking teaching shown in figure 1.
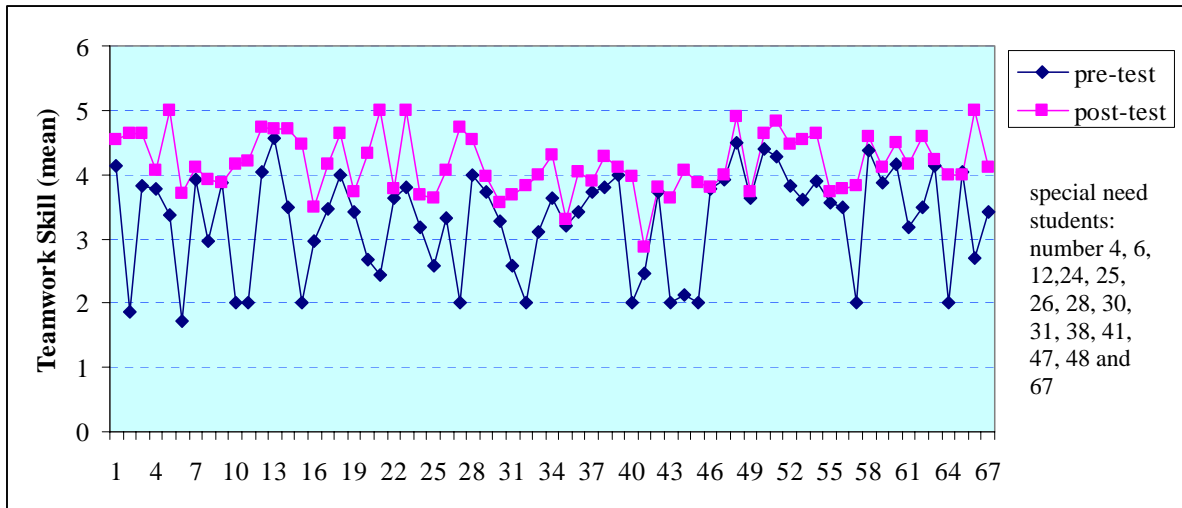

Figure 1. The teamwork skill before and after undertaking teaching

The comparison of the teamwork skill of the experiment between the pre-test and post-test at the significance level of 0.05. The teamwork skill before and after undertaking teaching were different, the development of teamwork skill were high level. The mean was 4.12, representing 15.80 percent of overall students are found to have higher team work skill. The learning achievement shown in figure 2. The learning achievement before and after undertaking teaching were different, the development of learning achievement were representing 21.29 percent of overall students are found to have higher learning achievement .The mean of 14.78.

2) The compare students' teamwork skill before and after undertaking teaching shown in table 1. The teamwork skill of experimental sample after undertaking teaching was 4 level. The compare students' learning achievement before and after undertaking teaching shown in table 2, their post-test scores on learning achievement were significantly higher than pre-test scores at .05 significant level.
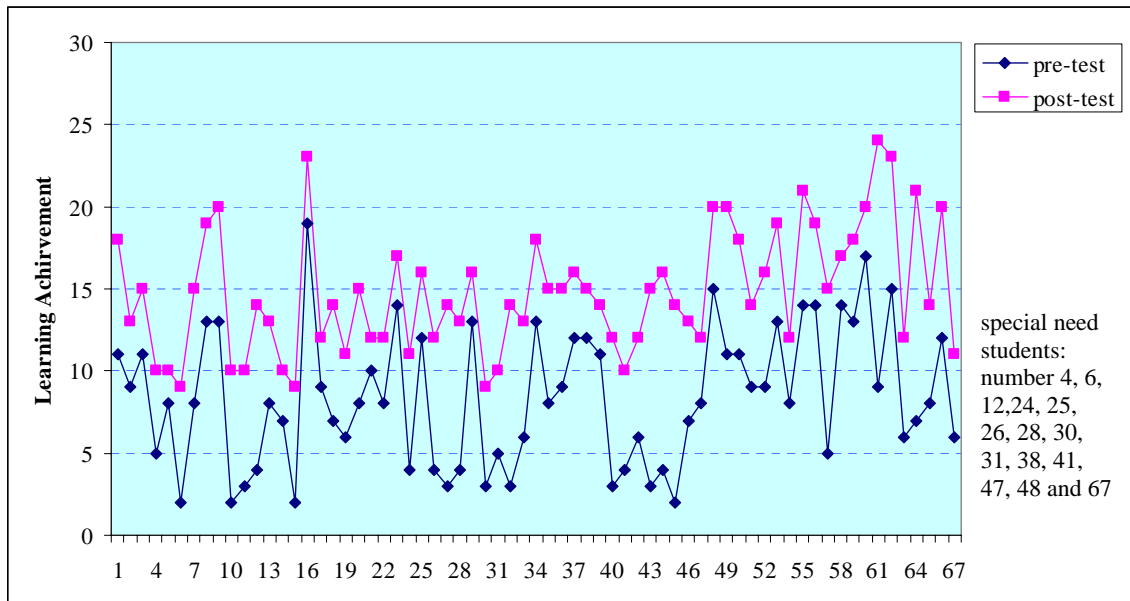
Figure2. The learning achievement before and after undertaking teaching

Table 1. Teamwork skill pre-test and post-test

Item	Pre-test			Post-test			t-test
	Mean	S.D.	teamwork level	Mean	S.D.	teamwork level	
1.Group style and team process	3.25	0.96	3	4.02	0.53	4	0.00
2.Performance and Interaction	3.35	0.88	3	4.20	0.45	4	0.00
3.Team development	3.39	0.88	3	4.09	0.46	4	0.00
4.Leadership and member	3.31	0.89	3	4.09	0.56	4	0.00
5.Team competency and achievements	3.27	0.90	3	4.20	0.59	4	0.00
Over view	**3.33**	**0.85**	**3**	**4.42**	**0.45**	**4**	**0.000**

*p< 0.05

Table 2. Learning Achievement pre-test and post-test score

Testing	Mean	S.D.	t	df	Sig.
Pre-test	8.38	4.16	18.48	66	0.00
Post-test	14.87	3.77			

*p< 0.05

4. Conclusion

The development of teamwork skill could using by teaching with the problem-based team learning on social network. The teamwork skill of experimental sample after undertaking teaching was 4 level. The compare

students' learning achievement post-test scores on learning achievement were significantly higher than pre-test scores at .05 significant level.

Acknowledgements

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