DISSERTATION

"RIDING HIGH – RIDING LOW – NO EASY RIDE": A CASE STUDY ON STUDENTS EXPLOITING STUDENTS IN COOPERATIVE LEARNING

Submitted by

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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY SONDRA SAUNDERS ENTITLED "RIDING HIGH - RIDING LOW – NO EASY RIDE": A CASE STUDY ON STUDENTS EXPLOITING STUDENTS IN COOPERATIVE LEARNING BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

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ABSTRACT OF DISSERTATION

"RIDING HIGH – RIDING LOW – NO EASY RIDE": A CASE STUDY ON STUDENTS EXPLOITING STUDENTS IN COOPERATIVE LEARNING

This study analyzes the perspectives of post-secondary students' exploitation in cooperative learning structured classes. The theoretical framework guiding this study examines student talk in and provides insight into how peer groups function and take advantage of others in cooperative learning situations.

The purpose of this study addresses concerns about performance of group members' use of free riding, kite-tailing, or piggybacking in cooperative learning.

Effective strategies were introduced and presented from individual interviews that were tape recorded, transcribed, and content analyzed along with survey instruments, progress reports, student assessments and evaluations with 16 individuals beginning the study and 12 individuals completing the study.

The results suggest that there is an increase in student accomplishment and student learning at a faster pace when cooperative learning is an integral part of group goals and individual accountability. Positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing were evident in this case study. Dialoguing among members, learning the experiences and views of team members, developing friendships, respecting others'

ideas, sharing ideas, and implementing leadership skills were identified as essential elements in the success of a cooperative learning environment. Opportunities for allowing free riding, kite-tailing, or piggybacking were due to poor work management, poor monitoring, and poor evaluation of students' performance in group work.

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True teaching in cooperative learning is the art

of making a difference in a group member's life

while the team is making a difference in each other.

We are all team players, we are all team teachers

as we proceed each day exploring the world while working together.

May we all impact in a positive way

while sharing and paving a shady path for tomorrow's learners

and future cooperative learning leaders.

Sondra Saunders 11/25/09

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CHAPTER 1: INTRODUCTION

Deering and Meloth (1993) asserted that there has been minimal research on directly observing student interactions during activities that incorporate cooperative learning. There are limited studies at this time that have investigated the extent of free riding, kite-tailing, or piggybacking used in a cooperative learning environment. It is my intent to investigate the extent of free riding, kite-tailing, or piggybacking in procedurally structured forms of collaboration in which small mixed-ability groups work together toward a common goal when cooperative learning is utilized in the classroom (Cooper, 1990; Johnson and Johnson, 1993).

In my past thirty-five years of teaching at various high schools and colleges, numerous complaints reverberated in classrooms, hallways, department meetings, as well as student and faculty regarding the overall mixed attitudes of students and faculty members regarding unsatisfactory group-work experiences in group projects or group assignments. Similarly, Fiechtner and Davis (1985) assessed students' attitudes toward group projects and found numerous negative perceptions based on student past experiences with groups that did not function well together.

This chapter will show support to the students, professors, and educational administrators who are skeptical about the use of effective cooperative learning whilst assessing performances of individuals in group-works with students, such as inquiry when students exploit students. While this seemed insignificant, even trivial, at first

glance, this exploitation is and always has been a serious problem in the classroom when using cooperative learning and should not be dismissed too lightly. Michaelson, Watson, and Black (1989) indicated a well-defined linkage between competent, inspired, and instructed students working as a team being a stronger medium for problem solving than any one person could possibly provide. One study established that such team groups outperformed their most superlative single member 97 percent of the time. According to Gardner and Korth (1998), there is a monumental effort by business and industry leaders to merge teamwork into undergraduate programs of study. Employer surveys disclosed the fundamental need for working in teams as a measuring gauge for overall student success in the business world.

Background and Overview of Cooperative Learning

Cooperative learning has an age-old lineage. In the past, teachers, educators, and coaches have permitted, fostered, and promoted as well as supported students to work in laboratory groups, project teams, discussion groups, debate teams, and peer tutor scenarios. However, these methods were typically casual, unstructured, and only used sparingly.

Cooperative learning research initially was introduced on a social psychological level in the 1920's (Slavin, 1977a), but it was not until the early 1970's when research on specific application of Cooperative Learning came to the forefront in the educational teaching arena. Now, however, Slavin (1995) again noticed epoch-making ontogenesis began to emerge with this archaic learning process, and even more significantly, a growing need began to occur in the classroom. Research studies relating to cooperative learning have shown an increase in student accomplishment and hastening of student

learning at a faster pace when included as an integral part of group goals and individual accountability (Slavin 1989/90; Johnson, Johnson, and Smith 1991a, 1991b). While this teamwork concept has been at the vanguard of today's academic agenda, there has been a noticeable move from the traditional professor-centered environment to a student-centered learning environment.

Need for Cooperative Learning Study

After informally surveying fellow colleagues at DeVry University, a well-known for-profit post-secondary institution, regarding their professorial roles as faculty members, the majority of those interviewed identified themselves as information disseminators, skill builders, co-investigators, and coaches as well as facilitators of learning and graders. Although traditional lecture-discussion methods were still being used in the classroom, the majority of faculty members in this postsecondary, private-for-profit institution preferred to use cooperative learning approaches to enhance critical thinking skills, motivate student involvement, and intensify student learning.

Overall, there appeared a theoretical consensus in the academic arena and career services that post-secondary students are better prepared to contribute to teams or group in problem-solving projects after participating in cooperative learning experiences. Therefore, meaningful term-by-term group projects and group assignments have become an integral part of teaching and learning strategies prior to seeking employment before entering into the world of work. Consequently, many faculty and administrators have become staunch supporters and advocates for cooperative learning although there has been no thorough study of the impact of this classroom strategy to students exploiting

students in cooperative learning situations for students and faculty, as well as prospective employers that participate and promote work group activities in the workplace.

The familiar phrase "if it ain't broke - don't fix it" keeps reverberating about cooperative learning as an integral part of our teaching process. Employers demanded that students must develop team building mechanism as a valuable skill when working as a team member. By conducting this case study, the research findings provided valuable insight into some unexplored details of free riding, kite-tailing, or piggybacking that seemed to radiate a threatening and imposing appearance in many cooperative learning environments. Free riding, kite-tailing, or piggybacking are terms used when an individual does not bear a proportional amount of the work and yet shares the benefits of the group (Albanese and Van Fleet, 1985).

DeVry University's Career Services department received numerous requests from prospective employers that our students must be able to collaborate in a team effort as a high priority item. K. B. Molee, DeVry Career Services Director, claimed "our students learn to work together in order to reach instructional and work related goals" (Personal Communication, January 12, 2004). The ability to work in groups will ultimately determine a student's success in the work place along with communications skills, technical skills, and interpersonal skills. K. B. Molee, (Personal Communication, January 12, 2004) summarized her DeVry University In-House Career Services Annual Survey findings by noting, "Today's current employers expect current college graduates to have experience working in team projects because many jobs involve working in one or more workgroups. Consequently, it is a necessity that marketable graduating students

must have already developed the ability to work with others in a professional manner while attempting to achieve a common goal."

According to Andrews and Wooten (2005), job market surveys were distributed to employers regarding the top ten personal characteristics that prospective employers seek in job candidates. Inquiring, among other questions were the following: What skills and abilities would a new graduate need to be prepared for an entry-level job? How could a new graduate make a good first impression? According to the results of prospective employers' listings, teamwork skills were listed as number four (after communication skills, work experience, motivation/initiative) followed by leadership abilities, high grade point average/academic credentials, technical skills, interpersonal skills, analytical skills, and ethics. Furthermore, NACE's survey results (2005) identified the top skills that employers were looking for in job candidates. From this survey, teamwork skills took second place after interpersonal skills were followed by verbal communication skills, analytical skills, computer skills, written communication skills, and leadership skills.

Many businesses and organizations rely heavily on teams of staff to conduct business on a daily basis. Some implications were mentioned by Andrews and Wooten's (2005) NACE survey which focused on the importance of students ability to demonstrate to a potential employer that they learned to be a contributing member of a team during their educational development and academic training. Teambuilding needs to be implemented into educational curricula in order for future graduates to meet new and growing marketplace demands. Therefore, it is evident that cooperative learning is a necessary and much needed component in today's teaching curriculum.

Coke (2005) ascertained that as instructors, it is our obligation to boost students' development into their scholarly journey of "intellectual life" which surrounds our learners daily. To bring this about, instructors must posture the value of imitation in learning while teaching. Essentially, Coke (2005) asserted that instructors must "practice what we preach" or in other words walk the talk when utilizing cooperative learning opportunities in the classroom. As educators, if we want our learners to take an energetic effort in participating in cooperative learning, then we must analyze and probe how we implement cooperative learning in our teaching strategies as well as methodologies used in our classroom domain. Educators can effectively demonstrate cooperative learning for their students by participating as a team while engaging various grade levels to resolve problematic situations, carry out assignments, and achieve mutual or joint attainments.

Statement of the Research Problem

This study investigated the relationship between cooperative learning and the exploitation of students exploiting students while implementing and utilizing group work. Student voices were examined in great detail in order to provide insight into how peer groups functioned properly and improperly in cooperative learning situations. More specifically, this investigation was developed in response to students and faculty concerns about individual performance of group members who utilized free riding, kite-tailing, or piggybacking as well as the fair and accurate assessment of all group members in a cooperative learning situation.

Purpose of the Research

The purpose of this research was to describe and analyze the perspectives of post-secondary students regarding the exploitation of students exploiting students while

implementing and utilizing cooperative learning in group work. The theoretical framework guiding this study was to examine student talk in greater detail in order to provide insight into how peer groups functioned properly and improperly in cooperative learning situations. This study was developed in response to students and faculty concerns about individual performance of group members who utilized free riding, kite-tailing, or piggybacking as well as the fair and accurate assessment of all group members in a cooperative learning situation.

Another primary purpose of this research was to find better ways to reduce free riding, kite-tailing, or piggybacking. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Free riding, kite-tailing, or piggybacking may have occurred when one or more members of a group did not do their fair share of the work on a group project.

Creswell (1998) has offered a "scripted statement" which I used to show the intent of this study to provide a "road map" for the reader. The purpose of this case study was to describe and analyze the perspectives of post-secondary students regarding the exploitation of students exploiting students while implementing and utilizing cooperative learning in group work. The exploration of free riding, kite-tailing, or piggybacking in a cooperative learning environment was generally defined as an exploratory case study in order to illustrate the issue as it is encountered in past and present group work. This case study explored through students' voices the problematic areas encountered in a cooperative learning environment along with resolutions heard from students whowere exposed to students exploiting students when taking unfair advantage of group members.

Free Riders, Kite-Tailers, or Piggybackers

Slavin (1995, p. 19) stated,

> If not properly constructed, cooperative learning methods can allow for the 'free rider' effect, in which some team members do all or most of the work and learning while others go along for the ride. The free rider effect is most likely to occur when the group has a single task to accomplish such as being asked to submit a single report, complete a single worksheet, or produce a single project. Such assignments can create a situation in which students who are perceived to be less skillful are ignored by other group members. Contributions by students believed to be poor at certain skills could be ignored or brushed off, and there is little incentive for the more active participants in the problem-solving activity to take time to explain what they are doing to the less active group members.

Slavin (1995) offered the following explanation to the free riding problem as "diffusion of responsibility" and recommended that free riders be eliminated, but a resolution to this problematic and on-going act in group work was never mentioned.

Through the many years of research and implementation of cooperative learning by multitudes of instructors, inefficacious cooperative learning methods existed for nearly every conceivable instructional design. Teamwork and team projects allow our students to construct new knowledge by building on existing schema. Cooperative learning proved to be extremely useful in classes with a wide range of academic performance levels. On the next few pages, Table 1.1 lists the advantages and disadvantages regarding cooperative learning.

Table 1.1

Advantages and Disadvantages of Cooperative Learning

Advantages	Disadvantages
1. Students develop and practice leadership, decision-making, communication, critical thinking, and conflict management skills.	1. If a group member fails to do his/her part of an assignment, the entire team suffers.
2. Students develop critical feedback skills.	2. Bright students complain about being held back by their slower teammates.
3. Students develop and practice trust building.	3. Weak and less assertive students complain about being discounted or ignored in group sessions.
4. Students' class load and workload as well as homework assignments are reduced significantly.	4. Resentments build when some team members fail to pull their weight.
5. Students develop camaraderie with fellow classmates.	5. Complaints from students that they work better alone.
6. Students develop networking skills with peers.	6. Complaints from students that they don't want someone else interfering with their grade.
7. Students are able to discuss assignment problems, concerns, and issues more freely.	7. Students express prejudice(s) against another team member or members.
8. All students in a group are held accountable for doing their share of the work.	8. Individuals may be in conflict with each other prior to the team being formed and may develop old and new conflicts while working together.
9. The quality of assignments or projects produced by the team is usually enhanced significantly (Ciccotello, D'Amico, and Grant, 1997).	9. Students' self image may be deflected or lowered because they do not integrate well with others.
10. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and are able to fill in the missing pieces of information or material.	10. Students who have behavior problems may cause disruptions within the group.
11. Students encourage and support each other.	11. Students who are unmotivated may not be interested in the assignment, project, or their group members.

12. Students express greater liking for classmates in general (Slavin, 1983).	12. Students who do not respond to the assignment or project may be lackadaisical in their assignments, thereby affecting the motivation of the entire group.
13. All students are held accountable for mastery of all the material to be learned.	13. Groups may initially start out being dysfunctional and may require much facilitation.
14. When students know that other team members are counting on them, they are often driven to do the work in a timely manner.	14. Overall accountability of individual student assessment may be difficult to obtain should students decide to cover for each other.
15. Although some of the group work may be parceled out and completed individually, some must be done interactively, with group members providing one another with feedback thereby challenging one another's reasoning and conclusions.	15. Students may feel uncomfortable identifying group member or members that are not pulling their weight on a given assignment or project.
16. Students are constantly teaching and encouraging one another.	16. Provide disincentives when scores on an assignment or exam are averaged for a group score, whereby students who free ride, kite-tail, or piggyback will be rewarded while hard working students are punished.
17. Students improve their individual peer editing, revising, and writing skills.	
18. Team members set group goals, periodically assessing what they are doing well as a team, and identifying changes they will make to function more effectively in the future.	
19. Students get reinforcement by doing something active rather than by simply watching and listening (Adams and Hamn, p. 12).	
20. The group structure enables students to receive from their peers the extra help they often need.	
21. Weak students that work cooperatively are motivated to keep going.	
22. Students are pressed to examine, articulate, and elaborate their ideas with greater clarity and rigor.	
23. Promotes teamwork (Slavin, 1995).	

24. Fosters the social cohesion of the group (Slavin, 1995).	
25. Teaches tolerance for people from different cultures, backgrounds, and abilities (Slavin, 1995).	
26. Increases respect for diversity (Adams and Hamm, 1996, p. 12).	
27. Promotes literacy and language skills (Adams and Hamm, 1996, p. 12).	
28. Improves teacher effectiveness (Adams and Hamm, 1996, p. 12).	
29. Provides students with a peer group outside of class to discuss new concepts and assimilate new ideas (Brooks and Ammons).	
30. Maintains students' positive attitudes.	
31. Facilitates interpersonal skill building (Lindquist and Abraham, 1996).	
32. Improves attendance because cooperative learning students commit to others in their group; therefore, they tend to have better attendance.	
33. Obtains higher grades because students are actively participating in class; students; students' self-esteem and understanding of material are increased (Ronkowski, 2003).	
34. Changes various roles; students become tutors or teachers – teachers become learners (Dennis and Hamm, 1990).	
35. Develops better learning attitudes with the least academically talented when working directly with "successful" students (Dennis and Hamm, 1990).	
36. Works best when students are given real problems to solve (Dennis and Hamm, 1990).	

As evident from the above table, cooperative learning's advantages far out weighed the disadvantages listed.

Research Questions

This research study was designed to answer the following four questions that form as bases of the study regarding what perspectives evolve from post-secondary students when team members exploit students while implementing and utilizing cooperative learning in groups:

1. What do students see as issues in the cooperative learning process when students free ride, kite-tail, or piggyback?
2. What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?
3. What have been the outcomes from students who exploit students in a cooperative learning environment?
4. What perspectives evolve from postsecondary students when team members exploit students while implementing and utilizing cooperative learning in groups?

Delimitations

According to Newman, Benz, Weis, and McNeil (1997), "The Delimitations section focuses on the context or the boundaries of the study" (p. 20); therefore, the following limits and parameters were chosen by me to be included in this study.

The scope of this educational exploration study was limited to participating college freshmen, predominately African-Americans students aging 18-27 years old of mixed gender from the South. However, due to unknown age factors (i.e., displaced workers, unemployed, retrained, etc.) participants' ages did vary. These students were taking Coll148 – Critical Thinking and Problem Solving, a college spring first-term,

eight-week accelerated class with an academic skilled and experienced instructor using cooperative learning strategies and methodologies. This required course was designed for all majors offered in the private for-profit accredited university.

I chose to limit the scope of the study to a maximum of 16 students in this contemporary postsecondary cooperative learning classroom. Each group consisted of four to five students with a maximum of four groups. The accessible population for the pre-survey and post-survey reached up to 50 students who voluntarily signed and consented to participate. Students were recruited the first day of class and had an opportunity to volunteer to participate or not to participate in this study.

The exposure to free riding, kite-tailing, or piggybacking in this study might have been an experience that is atypical in this campus when utilizing cooperative learning in group work.

Assumptions and Limitations

Newman, Benz, Weis, and McNeil (1997) claimed, "Underlying assumptions are present in every research study. Assumptions are statements of belief and knowledge claims that are within the researcher's mind" (pp. 16-17). Consequently, there were several identifiable assumptions that underlie this study and placed my research in context.

A first assumption of this study was that I assumed that the participants investigated were a representative sample of college students from across the country.

A second assumption of this study was that I assumed the reported "Accuplacer" results score for reading and writing was sufficiently free of errors. The "Accuplacer" Computerized Placement Tests (CPTs) was developed by The College Board to provide information about prospective college students' level of skill accomplishment in Reading,

English, and mathematics. "Accuplacer" was used to identify DeVry students' strengths and weaknesses so that appropriate course schedules as well as identification of remediation courses and sequence courses would be easily followed as a plan of study for each individual program curriculum.

A third assumption of this study was affected by the cooperation of students participating in this cooperative learning experience. Some students found cooperative learning uninteresting or boring and did not take their participation in this study seriously. Since this course is a mandatory first-term required class, interest in working in groups may have been a major turn off for those students who had pre-conceived ideas that this course would be based on competitive or individual learning.

A fourth assumption of this study was that I assumed that the participants provided honest responses to the survey and interview questions. By using open-ended questions, establishing rapport, and guaranteeing confidentiality to this study, it was my intent to minimize the limitations of the study's overall representativeness.

According to Newman, Benz, Weis, and McNeil (1997), "limitations are those conditions that a researcher does not expect and over which there is little or no direct control." The following three limitations underlie my study.

The first limitation was the tendency for participants not to complete and not to return the pre- and post-survey completely. A few students partially completed the survey, thereby giving incomplete responses. The pre- and post-surveys were accessible through the eCollege course document sharing site which housed all course documents. This was a course-protected site that each student had a password in order to access documents located in document sharing. However, due to the recent sporadic computer

outages experienced on campus, participants were unable to open the survey at the designated class time, thereby, making it inconvenient to participate until a later time or not at all. This lapse in accessing the pre- and post-survey took as long as forty-eight hours to complete the form when the new student identifier access code had been finally accepted into the eCollege system. Consequently, the outcome of this study may have been affected by the students' inability to participate.

A second limitation was that not all of the students in my class agreed to participate, and no analysis was available to suggest how different the participants were from those who chose not to participate in this study.

A third limitation that I recognized was my own ability to objectively observe processes in which I was actively and deeply involved as the researcher and teacher. I was the primary instrument for gathering and analyzing data on free riding, kite-tailing, or piggybacking and could respond to the study by maximizing opportunities for collecting and producing meaningful information. By using myself as the investigator and being the human instrument, there was a possibility that mistakes were made, opportunities were missed, and personal biases as well as personal judgments might have interfered with the study. However, one compelling argument for this limitation is that I was self-assured that the classroom strictly adhered to cooperative learning principles, methodologies, and techniques.

Definition of Terms

For the purpose of this study, the following terms are defined in order to present a consistent and standardized approach for interpretation of terms used in this study:

Abdicrat: A group member whose control needs are not being met. An abdicrat is usually very submissive because he/she lacks confidence of having any control in a group working cooperatively; he/she also most often avoids doing an act or course of actions that may be demanded of him/her. An abdicrat is a group member who wants control, but is reluctant to pursue it.

Active Learning: Involves students in working together or may involve active interaction between the student, students, and teacher.

Blocker: A group member who stands in the way of progress and uses delaying tactics to detail an idea or proposal.

Coasting: Letting one's past efforts carry one along.

Collaboration-Integration Theory (CIT): A new model of learning and instruction that broadens the base for curriculum by incorporating the cultural, ethnic, and generational resources students rely on outside of school.

Collaborative Learning: Involves students working with one another to accomplish shared goals that are beneficial to individuals and the group.

Forming Stage: A group development phase in which tasks are defined and interpersonal relationships are tested. Collection of students – not yet a group; begins familiarizing themselves with each other; looks to see how everyone is going to fit in together with an assignment or project; sets up rules and is a low-level activity.

Free riding: A synonymous term with kite-tailing and piggybacking. Free riding reflects the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Free riding is used to identify strong and weak students who do not work up to their potential.

Group Work: A group responsible for achieving specific tasks or routine duties on behalf of a company, an organization, an association, an agency, or an institution.

Group Presentation: A presentation by a cohesive group of speakers who are trying to influence an audience of decision makers.

Kite-tailing: A synonymous term with free riding and piggybacking. Kite-tailing reflects the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Kite-tailing is used to identify strong and weak students who do not work up to their potential.

Norming Stage: A group development stage in which members work to find ways of achieving the group's goal. Roles emerge with a sense of identity; members strive to work together; procedures are established; information exchange improves; assignment or project begins to come together; harmony ideally evolves with group.

Performing Stage: A group development stage in which group energies focus on reaching decisions and determining solutions. Optimal performance level reached by group; clear goal(s), assignment(s), or project(s) that are completed.

Piggybacking: A synonymous term with free riding and kite-tailing. Piggybacking reflects the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Piggybacking is used to identify strong and weak students who do not work up to their potential.

Post-Meeting Reaction (PMR) Form: A questionnaire designed to assess meeting success by collecting written reactions from participants.

Reward: Something that is given or received as recompense when a group progresses toward or achieves its shared goal.

Small Group Communication: The interaction of three or more interdependent people working toward a common goal.

Social Loafing: A term used when there is a tendency to reduce individual effort when working in groups compared to the individual effort expended when working alone (Williams and Karau, 1991).

Storming Stage: A group development stage in which members argue about important issues. A person may become challenging; confrontational; strident; loud; high energy; random activity; team-members jockey for positions. There is discontentment, discord, opposition, and struggle.

Team: A workgroup given full responsibility and resources for its performance.

Team Talk: Language that group members use as they work together.

Significance of the Study

My study examined in a "real-life" setting the implementation of a cooperative learning structured classroom whereby students described their experiences when students exploited students when encountered with free riding, kite-tailing, or piggybacking. Cooperative learning has been widely accepted but little tested when the problematic occurrence of free riding, kite-tailing, or piggybacking evolved. Consequently, the study is such that any meaningful results would seem to be of value to cooperative learning practitioners.

Subjectivity

I have a great interest in the search for a better understanding of how teachers and students working in a cooperative learning environment avoid allowing students and peers to free-ride, kite-tail, or piggyback. My inquisitiveness to this field of research study may have led me to data that supported my own suppositions. I addressed research bias and one-sidedness by continually delving and probing my own subjectivity. I was able to anticipate pre-conceived ideas, opinions, beliefs, and convictions while reflecting upon my subjectivity by keeping a diary both before and after my interviews.

Researcher's Perspective

Almost twenty years ago, I began my peregrination as a college professor. It was not until my transitioning from a high school and a vocational business training teacher to a college-level instructor that I started using cooperative learning exclusively as a primary teaching strategy. Almost immediately, I recognized that the teaching climate at my campus was dominated by the sudden shift from a professor-centered to a student-centered learning atmosphere. Confronted with the responsibility of providing students with new experiences, new skills, and new training for new times, I immediately joined the new teaching era by initiating cooperative learning experiences in my classroom. Suddenly, my directed teaching style was brought to an abrupt and final end. Cooperative learning became a dominant teaching force in my teaching methods and style and, consequently, has remained so in all my teaching courses.

While teaching critical thinking at the university level in the late 1980s, I began using cooperative learning in a "writing across the curriculum" program in conjunction with fellow co-teaching colleagues (English, mathematics, computer applications, and

business). In the early 1990s, I became actively involved in cooperative and collaborative teaching by mimicking seasoned cooperative learning professors in an experimental developed learning community built to promote student retention and improve student learning. This First Year Initiative (FYI) learning program was built around developing a strong sense of studentship with peers, departments, teachers, and staff as well as the entire educational learning community. This developed teamship led to initiating a sense of family (i.e., a DeVry learning family). Initially, I noticed that our learning community's cooperative learning successes and failures were made by trial and error. We followed a pre-set list of weekly procedures set up by DeVry's Decatur Academic Dean, John Dunbar, as well as modifications input by the entire Learning Community faculty while incorporating a blended mix of assignments from various courses incorporated together for a true cooperative learning model and experience. Students, faculty, and educational departments shared in connecting new information, knowledge, and camaraderie.

Unfortunately, after a two-year success rate, this learning community was disbanded due to teacher scheduling conflicts, implementations of new curriculum programs, on-campus preparation meeting time demands, time-blocked scheduling constraints, and increased faculty salary costs. Consequently, the learning community's cooperative learning component's success compelled me to continue utilizing cooperative learning in order to arouse student thinking, boost student learning, and inspire student involvement. My lectern days became limited as I facilitated and organized students in group work. However, the reverberating theme regarding students taking advantage of group members became a reoccurring problematic concern almost immediately from the

start of my team teaching experience at DeVry. Students began voicing their complaints about the existence of free riding, kite-tailing, or piggybacking that evolved with group work and group members.

The lack of research in the area of free riding, kite-tailing, or piggybacking in cooperative learning's group work would indicate that a comprehensive review should be considered when concerns keep rebounding in the classroom about students taking advantage of group members. It is my purposeful intent to investigate a cooperatively structured college classroom in order to understand more thoroughly how free riding, kite-tailing, or piggybacking affects individual attitudes and participation in the past, present, and future educational learning situations and settings. While research on cooperative learning is of personal importance to me, it is of greater significance to contribute to the scholarly literature of one more building-block in the wall of educational inquiry. Now, my research begins!

CHAPTER 2: REVIEW OF LITERATURE

The literature review and synthesis is intended to show support to the students, teachers, and educational administrators who question the use of effective cooperative learning while assessing performance of individuals in group-work inquiry when students exploit students. While free riding, kite-tailing, or piggybacking might seem insignificant, even trivial, at first glance, this exploitation is a serious problem in the classroom when using cooperative learning and should not be dismissed too lightly.

The following review of literature provides: (1) the search process; (2) definition of cooperative learning and its five essential elements of cooperative learning regarding theory, research, and practice in education. The five essential elements are introduced as positive interdependence, face-to-face promotive interaction, individual and group accountability; interpersonal and small group skills, and group processing; (3) definition of free riding, kite-tailing, or piggybacking, a problematic reoccurring theme in cooperative learning; (4) analysis of studies investigating the use of cooperative learning in the three general theoretical perspectives known as: (a) cognitive-developmental, (b) behavioral, and (c) social interdependence; and (5) introduction to the empirical research findings based on the research questions. Empirical research will expound on the following four topics: (1) overall issues with cooperative learning; (2) gender issues with free riding, kite-tailing, or piggybacking in cooperative learning; (3) exploitation outcomes of free riding, kite-tailing, or piggybacking in a cooperative learning

environment; and (4) identification of post-secondary student perspectives when team members exploit students when implementing and utilizing cooperative learning in groups.

According to Glatthorn (1998), dissertation researchers need to follow a process when developing an outline in the Review of Literature. To reiterate, the chosen outline for this literature review began with the search process, followed by theoretical literature and ending with the empirical research pattern. Consequently, this chapter has developed the overall framework by introducing the three above named components as well as two additional components identified with detailed explanations of free riding, kite-tailing, or piggybacking in cooperative learning as well as early and modern-day cooperative learning researchers and theorists.

The first major component is identified as the search process, which singles out the various sources from which the research was obtained. The second major component is identified as cooperative learning's five essential elements, which are positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing. The third major component is identified as free riding, kite-tailing, or piggybacking. A sub-category under the three general theoretical perspectives introduces early theorists who contributed to cooperative learning. These early theorists are identified as Deutsch (1949, 1962) for the Social Interdependence theory; Johnson and Johnson (1989) for the Social Interdependence and Cognitive-Development theories; Piaget (1950) and Vygotsky (1978) for Cognitive-Development theories; Skinner (1968) for Behavior Learning theories; and Bandura (1976) for Behavior Learning and Social Learning theories. Modern researchers and

developers of cooperative learning such as Johnson and Johnson (Learning Together), DeVries and Edwards (Team-Games-Tournaments), Sharon and Sharon (Group Investigation of cooperative learning); Aronson (Jigsaw); Slavin (Student Teams Achievement Divisions and Team Accelerated Instruction); and finally Kagan (Cooperative Learning Structures) will be discussed as vital contributors to the cooperative learning as it is today. The fifth and final major component in this literature review will be the empirical research that will be taken from my research questions.

Search Process

The studies included in this literature review were identified through a systematic search for relevant scholarly, peer-reviewed published studies and unpublished articles. I conducted computer searches through Educational Resources Information Center (ERIC), Dissertation Abstracts International (DAI), Psychological Abstracts (PA), and the Social Sciences Citation Index (SSCI).

There is substantial literature that supports cooperative learning. Research indicated that cooperative learning can produce positive effects on student achievement (Cohen, 1986; Davidson, 1989; Devries and Slavin, 1978; Johnson and Johnson, 1989; Okebukol, 1985; Reid, 1992; Slavin, 1990). Johnson, Maruyama, Johnson, Nelson, and Skon (1981) conducted a meta-analysis of 122 studies that divulged, "the overall effects stand as strong evidence for the superiority of cooperation in promoting achievement and productivity" (p.58). However, despite the fact that teachers have been utilizing and assessing cooperative learning for many years, there has been little research done on the processes involved in assessing students' kite-tailing, free riding, or piggybacking involved when evaluating group work. Conyne (1999) and Randall (1999) confirmed

that cooperative learning limitations are seldom discussed when utilizing this instructional approach.

Defining Cooperative Learning

According to Johnson, Johnson, and Stanne (2000), cooperative learning has been heralded as one of the most regnant and prolific areas of theory, research, and practice in education. Johnson and Johnson (1999) defined cooperative learning as occurring when group members work together while interacting and communicating in order to achieve shared learning goals. Critical reviews and examinations of the research have concentrated either on all of the literature which encompasses research conducted outside of educational environments or have involved only a part or parts of studies that might or might not authentically signify or represent the entire published literature. In accordance to Johnson, Johnson, and Stanne's (2000) review of cooperative learning, at no time has there ever been a full examination and study of the inquiry of efficacy in aggrandizing achievement of the methods of cooperative learning used in the educational environments or settings. Abrami, Poulsen, and Chambers (2004) defined cooperative learning as "an instructional strategy in which students work actively and purposefully together in small groups to enhance both their own and their teammates' learning."

Kagan (1990) elaborated on an umbrella definition of cooperative learning's description as follows:

> The structural approach to cooperative learning is based on the creation, analysis and systematic application of structures, or content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with prescribed behavior at each step. An important cornerstone of the approach is the distinction between 'structures' and 'activities.' To illustrate, teachers can design many excellent cooperative activities, such as making a team mural or a quilt. Such activities almost always have a specific content-bound objective and thus cannot be used to deliver a range of academic content. Structures may be used

> repeatedly with almost any subject matter, at a wide range of grade levels and at various points in a lesson plan (p. 13).

Cooperative learning (CL) is a process whereby students work collectively together in groups to "master material initially presented by the teacher" (Slavin, 1990, p. 2). According to Slavin (1990), one of the leading authorities in cooperative learning, cooperative learning's objective is to encourage students to help fellow peer cohort members to succeed academically, "one for all and all for one."

Cooperative learning has been defined as a set of instructional strategies in which small, intentionally selected heterogeneous groups of 2-5 students work on well-defined learning tasks. Each group works toward a mutual goal in which positive interdependence exists among team members through the delineation of specific roles for each member of the group. Individual students are held accountable for their own performance and that of their fellow group members (Millis, 1998; Putnam, 1993). Individual accountability is routinely assessed through individual and group evaluations (Davidson, 1994; Millis, 1996; Putnam, 1993). The instructor serves as facilitator, guide, and consultant in the group learning process. However, it should be noted that Tschannen-Moran and Hoy (2000) attributed significant differences in "teachers often understand cooperative learning as a method of set of procedures, but do not have a clear sense that different activities fit different goals and are likely to encourage different learning outcomes."

Setting Up Cooperative Group Structuring

In Adams and Hamm (1996 pp. 18-19), these researchers proposed the following steps for teachers interested in utilizing small-group interactive learning:

1. Designate content and cooperative group objectives.

2. Specify the size of the group (typically from two to six depending on the nature of the task and the time available).
3. Split students into groups (you may assign students or allow students to form their own group.)
4. Prepare the classroom for cooperative learning so that the teacher is accessible to all groups and so that group members can sit, close enough to communicate effectively and not disturb another group.
5. Design a way to distribute instructional materials (this can be accomplished in a variety of ways; you may wish to give only one set of materials to each group or give each group member different materials so as to force task differentiation).
6. Designate roles such as summarizer-checker, group leader, facilitator, recorder, runner, encourager, and observer.
7. Make clear the directions of the task.
8. Apply strategies such as positive goal interdependence, peer encouragement, and support for learning (the group may be asked to produce a single product or put in place an assessment system where rewards are based on individual scores and on the average for the group as a whole).
9. Arrange inter-group cooperation.
10. Review the success criteria by explaining the guidelines, boundaries, and roles.
11. Determine desired behaviors (taking turns, using personal names, listening carefully to each other, encouraging everyone to participate).
12. Monitor students (circulate to listen and observe groups; note problems).
13. Give assistance when asked.

14. Step in where groups are having problems in collaborating successfully.

15. Present closure to the lesson.

16. Assess the quality of students' learning.

17. Have students evaluate how well the group functioned together.

18. Provide and encourage feedback. Discuss how they could improve.

Five Essential Elements of Cooperative Learning

Johnson, Johnson, and Holubec (1987) stated that there are five essential elements integrated when reviewing cooperative learning skills: (1) positive interdependence, (2) promotive interaction (preferably face-to-face), (3) individual and group accountability, (4) collaborative skills, and (5) group processing (see Figure 2.1). Similarly, Adams and Hamn (1996) recommended the same five essential elements with the exception of collaborative skills being broken down further into personal responsibility for researching group goals, and frequent practice with small-group interpersonal skills.

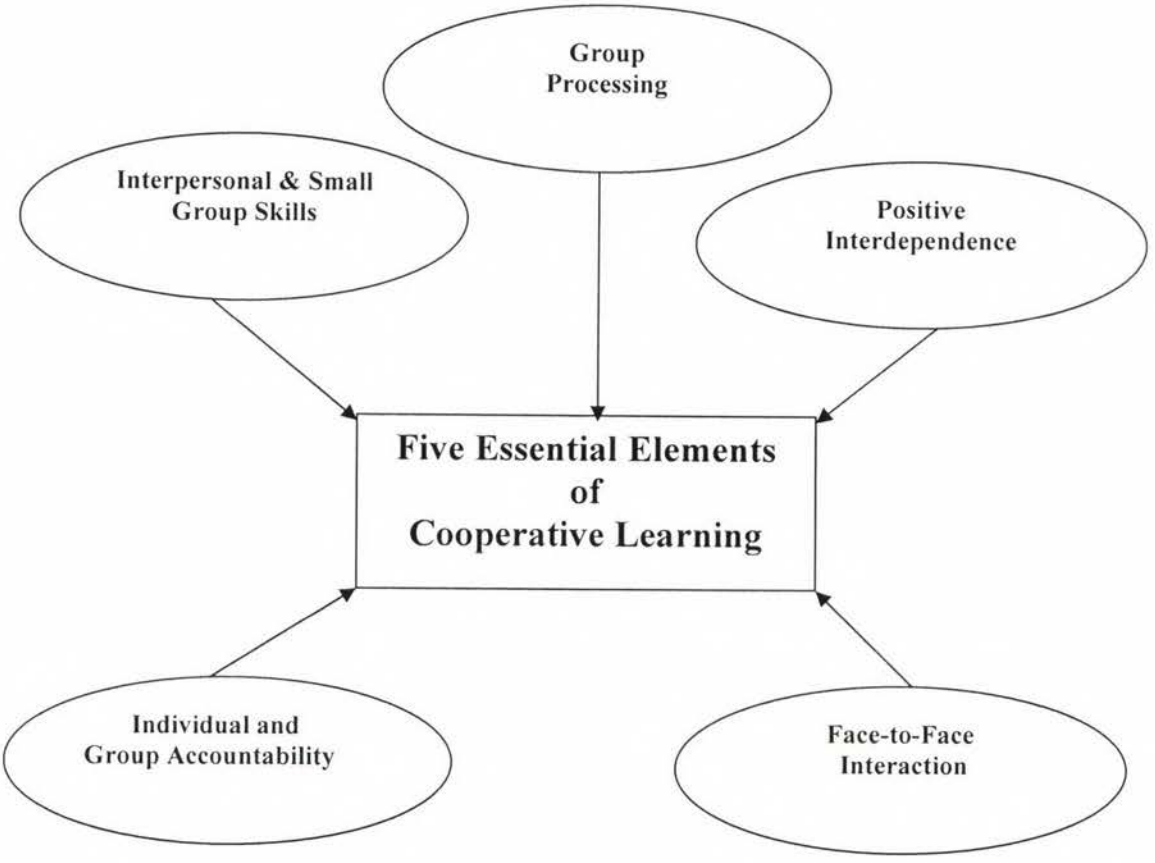

Figure 2.1. Five Essential Elements of Cooperative Learning

Positive Interdependence – (1st Element Approach)

Positive interdependence exists when there is a positive connection among individuals' goal attainments. According to Johnson and Johnson (1989) and Deutsch (1962), one party can achieve its goal if and only if all other involved persons achieve their desired goals. Generally, individuals involved in a cooperative effort perceive each other as equals. However, the term "equals" does not signify that all members contribute equally or that all members have the availability of equal resources to contribute. Contributing equally and having equal resources may include sharing resources such as materials, data, resources, or aiming for a common goal or goals.

According to Johnson (1991), positive interdependence, the first element of cooperative learning, necessitates that all team members are deeply entrenched in the belief that each team member as well as the individual self are two essential components for the team's overall success; in other words, they and we are fundamental to the team – there is no "I" in cooperative learning. Furthermore, positive interdependence fosters a group's existence and cause in which group members not only sense that their individual work benefits their team members but also their endeavors along with hard working elbow greased efforts of the entire group assists their individual self. Consequently, under unsurpassed situations, positive interdependence adheres to the following: (a) obliges the act of participating in obtaining and sharing of information and resources, (b) plans for undertaking of reciprocal caring for each group member in order to keep from yielding or failing during stressful or difficult times, and (c) inspires and motivates each team member while recognizing and affirming their rejoicing team achievements no matter how minute.

Johnson (1991), went on to indicate that positive interdependence can be created by using any of the four numbered approaches that are identified as follows: The first approach, *positive goal interdependence*, can be integrated which denotes that the teacher encourages one or several reciprocal and/or shared "goals" for each team, such as warranting that every team group member masters the designated task, purpose, assignment, or project. The second approach, *positive reward/celebration interdependence*, can be utilized, whereby the teacher makes readily available coalesced remuneration, such as additional grade points to each individual team member, if and when all members fulfill some particular benchmarks judged appropriately and meet

overall group performance. The third approach, *positive resource interdependence*, can be invoked, whereby the teacher provides each team member with imposed and/or restricted items, tasks, assignments, and materials that must be dispensed equally among the team members, or bestows each team member with a section of the essential "resources" that the team must piece and match (the jigsaw method). The fourth approach, *positive role interdependence*, can be fostered by specifying each team member obtains accompaniment role-playing positions such as "reader, note taker, motivator, and checker" for gaining a better knowledge, understanding, and perception regarding the performance of a particular job or task. A multitude of cooperative learning studies has provided supporting evidence and information that positive interdependence offers the momentum for many of the other identified approaches. These studies have supported the ideal that goal interdependence collectively pooled with reward interdependence or resource interdependence is applicable for boosting accomplishments in teamwork.

According to Johnson and Johnson (1991), *positive interdependence*, *face-to-face "promotive" interactions*, *individual accountability*, *social skills*, and *group processing* support and encourage a successful active involvement for team members in a cooperative learning environment. It is imperative that all "five" of the mentioned elements (not one, nor two, nor three, nor four – but all five) be dynamically and systematically taking place so that active learning will come about with each part of every individual team member. As noted by Onwuegbuzie and DeRos (1999), *positive interdependence*, *face-to-face "promotive" interactions*, *individual accountability*, *social skills*, and *group processing* are a mixture of interpersonal skills and learning outcomes.

Social interdependence thrives when group members jointly divide "common goals" and each team member's consequences are impacted by the act or behavior of the others. Social dependence exits when the final results of one group member is somehow touched in some form or manner by the activity or results of a second person but not vice versa. Social independence exists when an individual's outcomes are unaffected by each other's actions (Johnson, 1991).

Face-to-Face Promotive Interaction – (2nd Element Approach)

The second element of cooperative learning, *face-to-face promotive interaction*, takes place when team members motivate individuals to take effective courses of action. Face-to-face promotive interaction is primarily used by one team member to encourage another fellow team member or all team members to complete a task or tasks as well while smoothing the progress of each other's mental or physical energy that is exerted in order to achieve a purpose for the team aims or team achievements (Johnson, 1991). According to Johnson, Johnson, and Holubec (1993), it is appropriate for students to cheer, clap, and root for their team members' attained successes, efforts, and assigned feats. There should be meaningful, significant, and substantial thinking activities taking place in group work when team members' build up and build on their team efforts. This comprises verbally how to unravel situations that presents difficulty, uncertainty, or perplexity thereby imparting knowledge or skill(s) to other team members, examining carefully for comprehension, speaking together and exchanging views being studied, and linking current learning(s) with previous learning(s). Every one of these activities can be created by combining parts or elements into team assignment instructions and approaches. While acting as aforementioned, these face-to-face promotive interaction

activities assists in guaranteeing that cooperative learning groups are both an educational learning unit (every team member has a team person who is responsible to assisting with their individual learning) and an intimate group acquaintance sustaining unit (every team member has another team person who is responsible to each member). By promoting each team member's knowledge or mastery of the topic, subject, or study through observation or study by face-to-face, then and only then can the individual members grow individually obligated to each other as well as to their common shared aspirations.

Individual Accountability – (3rd Element Approach)

The third element of cooperative learning, *individual accountability*, exists when the working effectiveness of each team member is examined for grading purposes, while comments in the form of opinions about and reactions to something being completed is related to the team members as well as to the team. Each team member is held accountable by other team members for not free riding, kite-tailing, or piggybacking (i.e., disparity of taking advantage and benefiting from team assignments of other group members). According to Johnson (1991), individual accountability can be utilized by (a) maintaining the group size to a small number, (b) administering an individual subject/topic exam to each group member, (c) identifying group members (arbitrarily) in the classroom and inquiring them to impart their knowledge of the group work to the whole group of students, (d) watching how team members intermingle with other team members, (e) designating one team member (i.e., checker) to make an inquiry about how other team players would elucidate (make clear) newly learned information to all the team members, and (f) insisting that each group member imparts their knowledge through instruction or example to a fellow peer or to another person in the class.

The assigned weight to the cooperative learning component in the student's overall course grade does not have to complicate the issue of individual accountability if integrated properly. Strom and Strom's (1999) article, supported individual accountability and recognizes it as an important factor in the success of cooperative learning. A key question asked by faculty at a well-known post-secondary institution resonates as to what process should be followed in order to identify and authentic validation regarding how much effort an individual student contributes to a cooperative learning assignment or project. Joyce (1999) supported the theory that not weighing the cooperative component heavily in the grading processes increases a student's willingness to free ride as well as lessens a student's motivation. (Joyce) 1999 identified free riders as both weak and strong students who do not work up to their potential. Strom and Strom (1999) supported the theory that students' course grade should have weight for "efforts" in assisting team members in cooperative learning.

According to Cheng and Warren (1999), the literature review results are varied regarding student perceptions of peer assessment and the reliability of peer evaluations. As noted by Bacon, Stewart, and Silver (1999), most team member evaluation occurrences necessitated peer confidential evaluations at the end of class when the collaborative assignment, peer project, or group work has been completed. As noted by Bacon, Stewart, and Silver (1999), this kind of response may actually promote objectionable responses and behaviors by team members. Instead of facing-up to or meeting head-on each group member about their unacceptable behaviors, students allow the inappropriate behavior, believing that they can pay back the poor performing team

member at the end of the class when the teacher asks for the confidential peer evaluations to be completed and turned in for a grade.

Strong and Anderson (1990) have noted there is evidence which disagrees with peer evaluations being used in improving overall group performance. Strong and Anderson (1990) findings concurred with Falchikov and Goldfinch (2000) that "peer evaluations are the least effective tool for improving group performance." Consequently, this perception of peer evaluations not working may have restricted the extent to which educators have used them.

According to Books and Ammons (2003), they have developed an assessment course of action that promoted three features when utilizing peer evaluations: (1) early implementation, (2) multiple evaluation points, and (3) specific evaluative criteria when overcoming some of the drawbacks associated with group evaluation instruments.

Karau and Williams' (1993) meta-analysis of academic studies revealed that prospective peer assessment and appraisal of team member's offerings to group work had a particularly powerful affect in making sure that each individual member did a reasonable and equal responsible amount of group work.

According to Adams and Hamm (1996) accountability ensured that team members are contributing to the group's objective. Individual accountability allows instructors to verify various roles that students undertake in their assigned group work process by the following: (1) individual test and individual quiz performance; (2) individual oral presentations and/or individual power point presentations supporting the overall group effort in describing positions or viewpoints regarding topic issues or research discovered individually but presented in a group; and (3) give motivations or

inducements for learners to collaborate in order to ascertain new information, but test each student independently.

Boud (1992) recommended that a self-assessment schedule be prepared by students that summarizes and assesses their learning as it takes place. Boud (1992) highlighted concerns that students should be actively engaged in setting individual goals and assessing themselves especially when they have a significant amount of responsibility for what they are doing. Joyce (1999) concurred that there is a need for structured academic roles, task assignments, opportunities to develop social and group skills, and an element of individual risk in developing a cooperative learning group.

Investigative behavioral research studies regarding students in cooperative group work have discovered students who acquire the greatest benefit when working with a team are those individuals who are easily identified as contributing and accepting complex reasons or justifications with problems and situations. In an opposing argument, Webb (1985) reported that by offering and accepting solutions without reasons or justifications, these acts were identified as disadvantageous when connected to educational attainment.

Azwell (1995) suggested that there must be numerous diverse systematic grading plans when assessing the learning process. When using cooperative learning, instructors should design a direct connection between a student's grade in the classroom and team performance in order to encourage teamwork. Teamwork performance evaluations can be a means of encouraging team members to put the team's concerns before their own.

Interpersonal and Small Group Skills – (4th Element Approach)

The fourth element of cooperative learning, *social skills*, exists when appropriate involvement of small team members and relationships between team members occur; this connection is known as interpersonal skills. In order to make the introduction of social skills easy, team members must have the following identifiable social skills. The first identified social skill is mutual knowledge and trust. The second identified social skill is being able to communicate for all practical purposes orally and in writing. The third identifiable social skill that team members should have is the ability to deal successfully with a problem or difficult situation. It is critical that conflict resolution be dealt with immediately when working with team members. According to Johnson and Johnson (1991), teachers should not accept that something is true without checking or confirming it when identifying that every group member has the required social skills to perform efficiently and well enough with their team members. On the contrary, teachers implementing cooperative learning should be able to teach their cooperative learners social skills and utilize incentives for the proper use of those skills (Mesch 1988; Mesch 1986).

Group Processing – (5th Element Approach)

The fifth and last element of cooperative learning, *group processing,* exists when students think critically about their current group meeting. In order to detail what activities that the team has been doing, they must evaluate what was successful or unsuccessful. Consequently, these members must begin choosing which activities the group needs to carry on, which activities to make changes, and which activities to reject or throw away. The aim of group processing is to tweak the usefulness and helpfulness

of the overall group's activities and performance (i.e., what is working and what is not working for the group). Johnson (1991), suggested that cooperative learning teachers should thoroughly scrutinize teams' work in order to examine their group processing skills.

When an instructor allows students to choose their own groups, homogeneity becomes a problem. Group members who are selected to a team based on homogeneity (similar or identical traits), there is a risk of diminishing attainment of social skills and augmenting the feasibility of a lack of concentrated activity, influence, or importance on the learning group assignment and/or group work (Ronkowski, 2003).

According to Ronkowski (2003), group interdependence is attained when team members ascertain knowledge and impart that learned knowledge to their team members and conceivably teach the new information to the entire class.

Most educators are aware and would agree that teams do not happen just because an instructor has put students together in a group. Early childhood memories may flash back to a time when instructors grouped students in academic groups, reading groups, writing groups, math groups, play groups, and sports groups while referring to these groups as teams. Needless to say, there was never an occasion that students could escape the need to learn, work, meet, or play in these identifiable groups. Individual effort used to be the trademark of individual student success; however, current educational reforms and business trends now dictate that success depends on team building to work together as a team. Consequently, true team forming and team building has laid the foundation for cooperative learning's emerging interest and growth.

Teams must go through an evolution process when using cooperative learning. According to Tuckman (1965), successful team projects are made by active team members participating in differentiating roles while multi-tasking shared work and assignments.

Differentiating Roles While Multi-Tasking

Team Chair/Team Leader	Steers the direction of the team toward group objectives; becomes familiar with team's strengths and weaknesses; utilizes the best use of each team member's potential.
Facilitator	Arranges group's work. Frequently reviews team members' workloads. Establishes overall understanding of each member's assigned tasks. Directs group's questions and concerns to the instructor when group's understandings, solutions, and/or alternatives are exhausted (Adams and Hamm, 1990).
Shaper	Molds, shapes, and forms the way team effort is applied; directs attention to team's priorities and objectives; overseer of group discussion or group activities.
Checker	Verifies and validates with group members that everyone knows and understands their particular task or tasks. A checker examines group response as well as group interpretation of what must be done (Adams and Hamm, 1990).

Contributor	Recommends ideas and suggestions; introduces decisions and solutions; presents new ideas or states old ideas.
Team Member	Encourages and supports team members; underpins members in their shortcomings; cultivates group cohesiveness; improves group communications; and nurtures team spirit.
Information Seeker	Asks for elucidation of comments in terms of their true sufficiency; requests data to support facts crucial to the situation, matter, or problem; proposes that additional information is needed prior to announcing final decisions.
Information Giver	Shares facts or reasons that may be associated to individual past experiences which may be appropriate to the group project.
Opinion Seeker	Clarifies sentiments expressed by other group members and requests team members' perceptions about topic, assignment, or project. Asks for clarification of opinions stated by other team members and inquires about their feelings.
Opinion Giver	Gives opinions regarding suggestions made by group members. Points out group's directional attitude.
Energizer	Promotes the team members to take action (Wilson and Hanna, 1990).

Encourager	Extends support and inspiration to group members. Maintains positive feelings about team performance. (Johnson and Johnson, 1975 – In Adams and Hamm, p. 19)
Secretary/Recorder	Types and distributes meeting minutes and planned agendas. Takes notes and records group members' verbal responses. Collects data on a response sheet or log.
Diagnostician	Identifies problems.
Reporter	Presents group information to the class. (Johnson, Johnson, and Smith (1991a, 1991b) in Interactive Learning in the High Education Classroom.

Significance of Free riding, Kite-tailing, or Piggybacking

Free riding, kite-tailing, or piggybacking, a dysfunctional behavior, occurs when one or more members of a group do not carry out their fair share of effort, work, and progress on a group assignment or group project. Joyce (1999), defined free riders as individuals who do not participate to their fullest potential. The problematic reoccurring dilemma with free riding, kite-tailing, or piggybacking situations in cooperative learning is the focal point of discontent expressed by team members regarding disappointed group-work experiences. In order to improve this problem, cooperative learning advocates must utilize and implement peer evaluations to infuse answerability, responsibility, and liability for individual contributions. It is obvious that instructors using cooperative learning cannot observe directly each group member's contribution or contributions to collaborative assignments, peer projects, and group work; however,

individual contributions to the overall groups' effectiveness must be noted by each group member's ability to assess the overall performance and contributions.

A study conducted by Hiraishi and Hasegawa (2001), emphasized that their research outcomes indicate that human intellect and logical thinking is adjusted to figure out a continuously unfolding significant perplexity with free rider sleuthing in a cooperative group. However, Hiraishi and Hasegawa (2001) did not establish the validity that the "free rider detection reasoning ability is an evolutionarily acquired domain-specific one." Instead, these researchers acknowledged and confirmed that based on their circumscribed information, that a difference of opinion about the inception and the "domain-specificity" of an intellectual or psychological instrument is not really forged. These researchers accepted the act of selection pressures were significantly monumental in sculpturing the human's central nervous system in generating thoughts, feelings, and reasoning, and that some abilities had to be domain-specific. Due to the elevated position of the cognitive process of acquiring skill, knowledge, or power as well as adaptability of human behavior, it was hard to identify if free riding, kite-tailing, or piggybacking was a specific behavior that evolved or if free riding, kite-tailing, or piggybacking was acquired through "domain-general" learning abilities.

According to Leibowitz and Tollison (1980), "joint specialization and collective production" influenced a team member's drive and work aptitude because it promoted free riding, kite-tailing, or piggybacking. Free riding, kite-tailing, or piggybacking is a negative behavior that takes place in a group-work environment in which either individual team members' contributions are not worthy of notice or monitoring monies are discouraged and disallowed because of cost factors. Consequently, each team

member incurred a negative incentive to influencing the power to direct or to reduce output prices.

Studies conducted by Beyer and Trice (1979) and Blau and Schoenherr (1971), theorize that free riding problems, kite-tailing, or piggybacking will arise in large sized groups. These investigators confirmed that free riding, kite-tailing, or piggybacking will occur in large groups due to the faceless and nameless (lost in the big group/crowd) individuals which makes identification of group members hard and individual self-concern behavior most prevalent.

Joyce (1999) concluded that compelling team members to alternate and differentiate roles while multi-tasking in group work would reduce the free riding, kite-tailing, or piggybacking dilemma. When gullibly implemented in the classroom, cooperative learning may default to an unmixed egocentric instrument that will not produce the best endeavor on tests due to the free rider, kite-tailer, or piggybacker issue. Joyce maintained that team members in cooperative groups should be absolutely empowered to collect bit-by-bit any and all energies produced to complete an assignment or project from a group member or else receive some sort of discipline, fine, or punishment.

Theoretical Literature

Cognitive-Developmental

As concurred by Johnson (1991), the capability of all students to acquire and gain knowledge while exerting themselves in working cooperatively with individuals is the central building block to sustaining balanced spousal relationships, households, vocations, and personal relationships. Performing proficiencies and masteries with

written communication, language, oral communications, active hearing, electronic information processing, and critical thinking are important but of no consequence if the individual cannot implement or utilize those abilities that have been acquired in cooperative interaction with other beings in vocations, kinship relations, and local living districts.

When coming together as a societal group, the most effective step-by-step way to accentuate the utilization of learners' understanding and trained abilities from within a cooperative underlying structure is to spend an extensive time acquiring skills for the cognitive process learning those skills in cooperative human relations with one another. By deliberately applying cooperative techniques, educators aim to correct the unconscious societal and educational bias that favors competition (Johnson 1991).

Vygotsky (1978) postulated that all learning is social as well as cognitive since the development of such comes from acquiring knowledge through the learning process. It has been proven that individual group members who have had positive experiences through team encouragement and team assistance for accomplishing an assignment can finish the assignment effectively, again at a later date and time. An example for this type of cognitive development learning is scaffolding which can be utilized as a comparison to be used to sustain a structure that is being built. The scaffolding is removed slowly as the construction approaches completion. This broad principle of scaffolding pertains to critical thinking as well as other ways of acquiring knowledge or skills.

The research of Vygotsky (1978) and fellow cognitive-development practitioners was created by the ideology that general awareness or possession of information, facts, ideas, truths, or principles is a social concept. Since knowledge is a social concept, it is

created from cooperative mental or physical energy to achieve the following three purposes: (1) to acquire knowledge or a subject or skill through education or experience, (2) to gain information about something or someone, and finally (3) to find a way of dealing successfully with a problem or difficult situation. Coke (2005) noted that when students share their perceptions, ideas, and brain power with other team members in a small group while functioning to attain a desired group goal, the result of such a process promotes team members with a sense of well being from "distributed cognition." As the mental attributes are shared and the stronger students bring into balance their shared knowledge, all team members cause a positive transformation with their learning and reasoning skills. These team members now function to stay together in order to promote and acquire newly found information as well as reviewing ways to utilize these new facts and principles that were shared by their group members.

Piaget (1980) recognized the significance of social interaction as a powerful energy in cognitive and mental development. Social interaction occurred when contradictory view points materialized as team members conferred about a shared assignment, project, job, chore, or duty. These opposed and sometimes conflicted view-points thrust cognitive development into the forefront of academic reasoning by causing a lack of balance in the thinking process, thereby, leading students to think twice and then some more when considering an assignment, project, job, chore, or duty.

The research of Piaget and fellow cognitive-development practitioners was created by the ideology that when human beings work together, act together, or cooperate together to achieve a common goal on the environment; henceforth, socio-cognitive differences and disagreements might clash between ideas, principles, or people. This

socio-cognitive may cause an imbalance or state of instability, whereby, disagreements and/or differences may produce perspective-taking competence and cognitive development.

Wittrock (1974) advocated the importance of verbal production, which occurs when individual members echo words or phrases, and then reshuffle the acquired knowledge and data in order to make them their thoughts and then communicates them in oral or written form to others.

There are numerous cooperative learning techniques used in the academic arena. One technique in particular is the dyadic MURDER used by Hythecker, Dansereau, and Rocklin (1988), that asks students to get together as a team to put on their thinking hats while recapping and expanding on reading material. "M" is for mood which creates a take it easy ambiance and sets up the team procedures by reducing tension by both members. "U" is for understanding the section by reading closed-mouthed, requiring both members to read with their eyes only. "R" is for recall whereby one member recapitulates the main concepts presented. "D" is for detect whereby one member listens for inaccuracies, mistakes, or left out important material in the summary. "E" is for elaborate whereby both members organize with intensive accuracy and watchful concentration to details on the ideas in the section with examples, connections, opinions, reactions, applications, diagrams, and questions. "R" is for review whereby both members wrap up the entire passage(s) after completing all sections.

Behavioral

According to Brewer and Kramer (1986) and Caporael, Dawes, Orbell, and Van deKragt (1989), in group bias research supported the theory that human beings act and conduct themselves more cooperatively towards individual team members of in-groups. It has been noted by Kramer and Brewer (1984), that "group identity" can affect individuals' behavior. According to Hiraishi and Hasegawa (2001), the social dilemma game known as the "common goods" monopoly of sociology begins with each player obtaining or controlling those resources, which aids or promotes well being from the common reserve supply, i.e., a vast well of resources that can be drawn upon when needed. As the players take away from the resource well, it will be eventually empty and, therefore, useless by providing no future benefit to anyone in the game. Since each player can be more secure by accumulating the majority of goods, initially their independent scheme begins to be shaped and molded by taking unfair advantage by using and hoarding the common resources; thereby causing a high risk outcome for all players. This risk outcome now jeopardized the entire social group participating in this game, therefore, causing a quandary among the players. Consequently, the players who curtailed their resources and sufficed these common resources can be looked upon as cooperative towards the group. The individual player or players who restricted or held back his, her, or their individual stake for the group's overall welfare and benefit are viewed cooperative. Through the life-like scenarios of this role-playing game situation, it appeared that the cooperative relationship that existed with the members and groups boiled down to an amassment of social swaps where cooperative behavior was a mutual give and take between individuals.

According to an underlying Darwinian angle, this dissertation looked at individual members' cooperative behavior while in team groups. Cooperative behavior within groups has been identified as one of the most world-wide and species-paradigmatic human behaviors. Numerous studies have denoted that individuals comport cooperatively towards individuals of their own group, although the behavior may bring about the quality of being adequately or well-qualified physically, intelligently as inferior, or less favorably positioned on them as a person. The utmost noticeable instances of this cooperative proneness are "in-group bias" investigated by social psychologists, and resource sharing researched by anthropologists.

Social Psychology and Social Interdependence

Lewin (1948) and Deutsch (1949), prominent social psychologists, viewed three meaningful connections between group members in a cooperative learning environment. The first connection has been identified as *positive interdependence*, which fostered cooperation. Positive interdependence occurred when one group member's efforts benefited their individual self and is understood, therefore, to be beneficial to all group members. However, at the same time, what is not beneficial to an individual member might be interpreted as being useless, invaluable, or negative to all group members.

The second connection between group members in a cooperative learning environment has been identified as *negative interdependence*. *Negative interdependence* encouraged competition thereby promoting the process of trying to win or do better than others. *Negative interdependence* occurred when what aids one group member is understood or interpreted as being detrimental to others, and what is detrimental to one group member is seen as helping other group members.

The third connection between group members in a cooperative learning environment has been identified as *no interdependence. No interdependence* inspired an individualistic frame of mind affecting only one member's thoughts or behavior. *No interdependence* occurred when what is perceived as taking place or coming about with one group member is not seen to have influenced the other group members in any way, shape, or form.

According to social psychology theory, cooperative learning instructors who concentrated and emphasized team member dynamics – these teachers have built an educational atmosphere in which team members feel camaraderie and will be able to become risk takers, thus encouraging critical thinking skills.

According to Deutsch (1949, 1962) and Johnson and Johnson (1989), social interdependence occurred in cooperative learning when team members shared common goals and each team member's results were influenced by the actions of the other team members. When team members took action on team assignments, there were three known factors identifying what each member did that might be related to the action of other team members. Each individual team member might have the following: (1) supported and encouraged the success of each team member, (2) hindered and complicated the success of others on the team, or (3) not brought about any result at all on the accomplishments of the team members.

Real cooperative learning has taken place, when team members exerted themselves to achieve "shared learning goals." Cooperative learning's main objective is to work together cooperatively to accomplish shared learning goals.

The fundamental theme of social interdependence theory is that the kind of interdependence structured in a particular circumstance decides how individuals cooperate and work together with one another thereby influencing results. According to Johnson and Johnson (1998), positive interdependence usually ends in promotive interaction. Promotive interaction usually produces a diverse array of results that may be subcategorized outcomes producing the following three affects. (1) high effort to achieve, (2) positive relationships, and (3) psychological health.

Basically, in cooperative working team scenarios, the actions of team members stand-in for one another, thereby team members positively focus their energy and concentration to each other's helpful and valuable actions, and there is high "inducibility" between participating team members.

There is a resonating agreement with educational theorists that positive interdependence produces promotive interaction. Promotive interaction happens as team members support, promote, and make easy each team member's efforts to reach the team's goals. According to Johnson and Johnson (1989), cooperative learning is effective when team members endorse team member's success.

As documented by Johnson and Johnson (1998), social interdependence was brought initially to the forefront of cooperative learning by Kurt Koffka, a pioneer psychologist and a groundbreaking co-founding initiator and educator of the Gestalt School of Psychology. Koffka initiated that groups were vigorously active wholes in which the interdependence between members could diverge and deviate. Another educational associate and theorist, Kurt Lewin, rectified and polished Koffka's constructive beliefs in the 1920s and 1930s while positing that the core and ambience of a

group is the interdependence between members that has been brought into existence by agreed upon and expected shared aspirations, benchmarks, and experiences thereby causing the group to become a "dynamic whole." This "dynamic whole" is now so identifiable and intact that a result of alteration or modification of any group member or subordinate group within the group transforms the being of any other member or any other subordinate group within the group. Internal pressure, stress, and emotional strain within group members may inspire and trigger action toward the attainment of the sought after joint and mutual goals. Lewin's pupils and fellow educational cohorts such as Ovisankian, Lissner, Mahler, and Lewis, imparted additional inquiry and investigation in social interdependence, thereby giving evidence that it is the motivating force for achievement that incites cooperative and competitive action and performance.

The majority of educational research and studies implies that students who choose to work collaboratively together on a common enterprise of group work react agreeably to cooperative-learning situations, circumstances, and surroundings (Brown, 2000; Johnson, Johnson, and Smith, 1991; Slavin, 1995). As noted by Purdom and Kromey (1992), many of those studies clustered around and concentrated on students in elementary school through high school who were 9 to 18-years old. According to Quin and Johnson (1995) there have been a small number of studies that have been carried out at educational institutions of higher learning, and the essential findings of those outcomes have been ambiguous and uncertain. Hancock (2004), confirmed that the unlikeness or dissimilarities in the success and accomplishment of learners with "high and low peer orientation were not statistically significant" when students were introduced to cooperative-learning techniques that actively engaged positive interdependence,

face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing.

In another study, refuting the unchanging discovery that grammar school and high school students who favor working collaboratively in group work do very well in cooperative learning situations, Onwuegbuzie (2001) observed that post-graduate students with a natural inclination to perform in groups attained and reached their achievements to an important degree less significantly in cooperative learning situations than did those individuals with a tendency to work by themselves. Regrettably, in this study, Onwuegbuzie utilized a measuring, recording, and controlling instrument that restricted dependability and trustworthiness and for which literally there was "no content, no construct, and no predictive validity information" when imposing peer orientation with the Productivity Environmental Preference Scale known as PEPS.

For instance, Wilson (1998) discovered that post-graduates who actively engaged in cooperative-learning situations, circumstances, and surroundings verified (without doubt) that they experienced less anxiousness and tension when the university or college instructor evoked laughter, put into practice applied mathematics to every-day-living circumstances, hashed-out learning anxiousness and emotions, and decreased the strong-arm approach of using grades. Nevertheless, due to the fact that cooperative-learning methods and techniques were not quarantined and separated from the other instructional interactions and assignments, the single student self-effect of cooperative learning on anxiousness was not known.

Onwuegbuzie and DaRos (1999) pointed out that post-graduates who took part in cooperative learning situations, circumstances, and surroundings while enrolled in a

research methods class academically accomplished substantially less than successful grades on a midterm test than did students who were registered in course sections of the same research methods class in which all course work were completed and graded on individual performance. Yet, when the final examination was administered, the final overall test results between cooperative learning and independent learning showed that the statistically significant test score differences vanished completely.

Studies Reviewed Summary

A broad and thorough examination identified 164 studies producing a systematic inquiry of eight cooperative learning methods. The results of these studies produced 194 independent effect sizes depicting academic achievement and success. The eight cooperative learning methods known as *Learning Together* (LT), *Academic Controversy* (AC), *Students-Team-Achievement-Divisions* (STAD), *Teams-Games-Tournaments* (TGT), *Group Investigation* (GI), *Jigsaw*, *Teams-Assisted-Individualization* (TAI), and *Cooperative Integrated Reading and Composition* (CIRC) have a meaningful and beneficial as well as a powerful effect on student success and achievement. When cooperative learning was weighed against competitive learning, *Learning Together* promoted the greatest effect. When cooperative learning was weighed against individualistic learning, *Learning Together (LT)* again outperformed with the greatest effect. The two-way tie and the "diversity" of the cooperative learning method supplied a powerful substantiation for its overall value and usefulness.

CHAPTER 3: METHODOLOGY

This chapter describes the research method selected for this research project. It includes an overview of the qualitative paradigm of research and an explanation of the case study approach to qualitative research. In addition, this chapter includes a discussion of the specific methods that were utilized to conduct this case study.

Purpose of the Research

The purpose of this research was to describe and analyze the perspectives of post-secondary students regarding the exploitation of students exploiting students while implementing and utilizing cooperative learning in group work. The theoretical framework guiding this study examined student talk in greater detail in order to provide insight into how peer groups function properly and improperly in cooperative learning situations. This study was developed in response to students and faculty concerns about individual performance of group members who utilize free riding, kite-tailing, or piggybacking as well as the fair and accurate assessment of all group members in a cooperative learning situation.

Another primary purpose of this research was to find better ways to reduce free riding, kite-tailing, or piggybacking. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that

good. Free riding, kite-tailing, or piggybacking does occur when one or more members of a group do not do their fair share of the work on a group project.

Overview of the Research Design

According to Yin (2003a), the researcher, should be able to distinguish the kind of research question(s) among the five relevant situations for different research strategies. Since all of the research questions began with a "what" question, I narrowed down the Strategy to Survey. The strategy to survey does not require control of behavioral events.

Case Study Approach

As noted by Yin, (2003a) "using case studies for research purposes remains one of the most challenging of all social science endeavors" (p. 1). This study used the case study process to obtain answers to the research questions.

Yin (2003b) defined the technical definition of a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). Yin further identified the case study inquiry as:

> "Copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis."

Free riding, kite-tailing, or piggybacking is a problem that has plagued many teachers and students since cooperative learning has been implemented into the educational learning system. In each situation, an individual person was the case being studied and the individual was also the primary unit of analysis. The propositions in studying these individuals did involve the influence of their role regarding peer

relationships in a cooperative learning environment. Since I wanted to understand how the case study related to a broader body of knowledge, I started looking at a group dynamics topic.

Data Collection

Data collection through the multiple sources of information such as surveys, interviews, documents (progress reports, emails, threaded discussions, confidential evaluations, self evaluations, oral presentations evaluations), and audio-taped interviews with individuals and group meetings were utilized. Initially, I started interviewing all volunteered members in Group 1, Group 2, Group 3, and Group 4 known as first-year initiative (16 students) freshmen, to record past experiences with free riding, kite-tailing, or piggybacking. Students were again interviewed at the end of this eight-week period to examine their experiences, outcomes, and viewpoints when and if they experienced exploitation during their teamwork utilizing cooperative learning (see Figure 3.1).

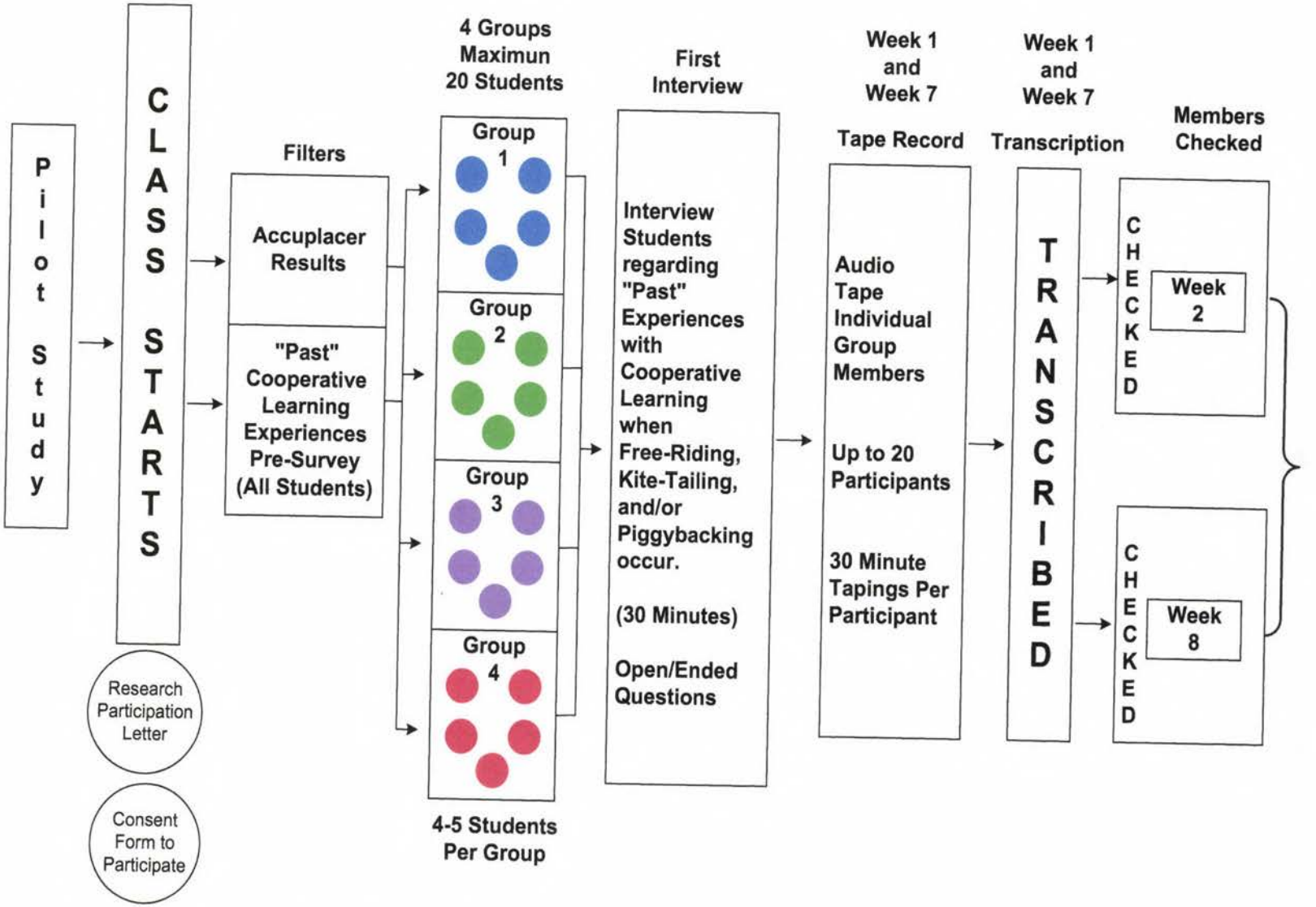

Figure 3.1 Conceptual Map of Research Design

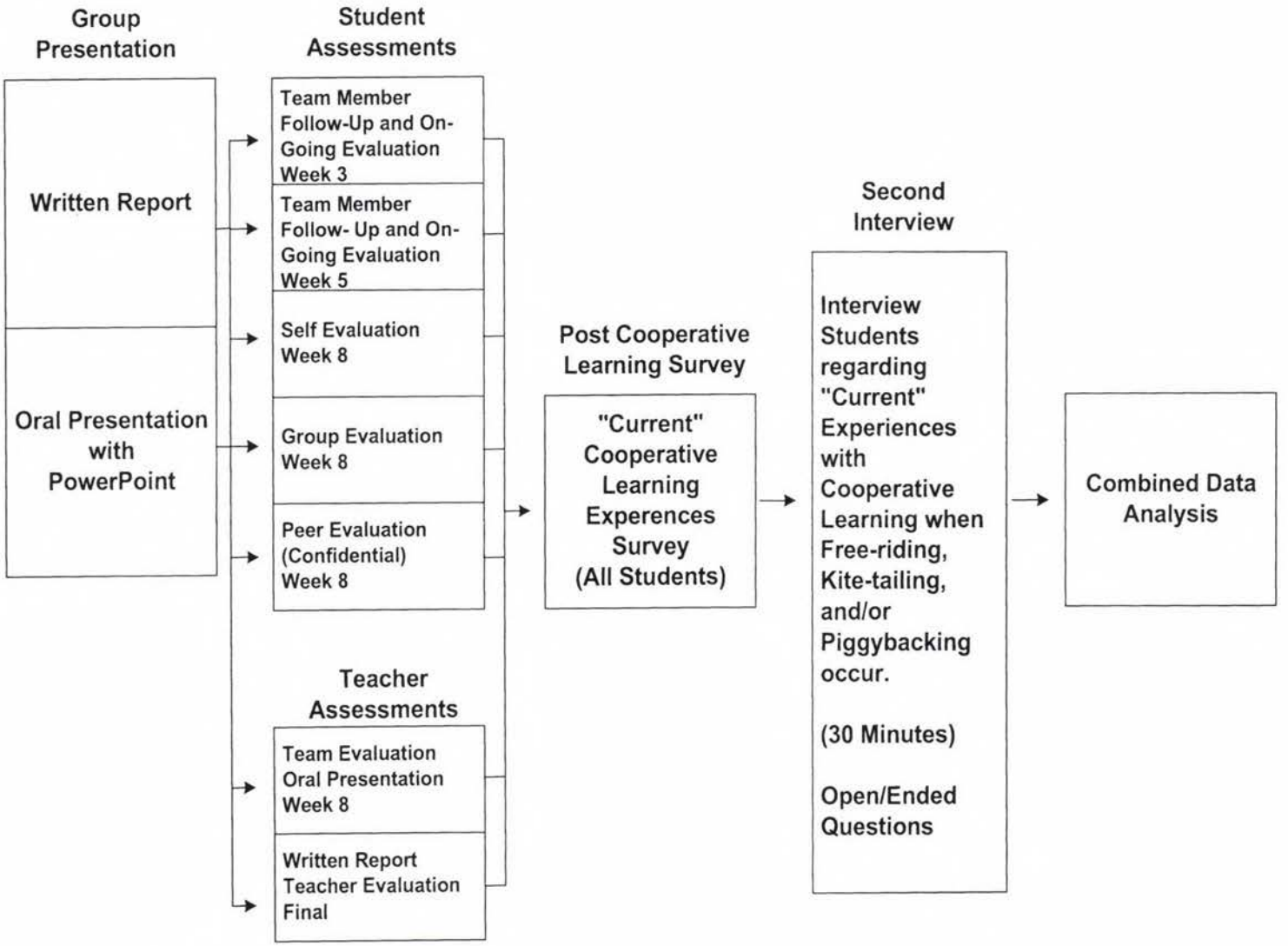

Figure 3.1 (Continued)

Data Collection – Time Line Activities

The following section provides a timeline of activities completed (pilot) and proposed. The studies, requests, approvals, surveys, and interviews are identified step by step in obtaining data collection for this research study:

On-Site Local Request for Pilot Study and Approval

An email was sent to Ray Perren, Academic Dean at DeVry University and Dale Burgess, Dean of Arts and Sciences to conduct a pilot study on the DeVry University - Decatur campus. Approval was received to conduct pilot study (see Appendix A).

Pilot Study Letter

A pilot study (see Appendix B) was conducted in Fall 2005. The purpose of the pilot was to test interview questions and observational techniques. I did not go after data; therefore, no data was collected or published during this pilot study. My quest for the cooperative learning pilot program was an attempt to aid in the following: (1) examined, checked, and tested language; (2) evaluated the essence as well as substance of my questions; (3) reviewed the overall length of my interviews; (4) identified if my introduction turned out well; (5) identified if my introduction was detailed enough; (6) identified if my introduction was too windy; (7) evaluated the pilot study as broadly as necessary which reassured me about my proposed game plan; (8) identified what else would my audience need to know; (9) kept myself informed about the topic; (10) identified if my research statements held up; (11) recognized new research questions that arose from this pilot program; and (12) held in reserve what new learnings came about from this pilot program. At this end of this pilot study, I revised my research statement, research plans, interview questions, as well as my way of presenting.

Pilot Study - Thank You Letter

I wrote a letter to all students who participated in the Pilot Study. This letter thanked the participants for what I had learned about my research process, my interview questions, my observation techniques, and myself (see Appendix C).

Permission Letter - Data Review Committee

A written request (see Appendix D) was sent to DeVry University's Data Review Committee seeking permission to conduct a research study on the Decatur, Georgia campus to investigate and analyze the perspectives of post-secondary students regarding the exploitation of students exploiting students while implementing and utilizing cooperative learning. According to DeVry Corporate Policy, all reports and databases are not routinely shared without obtaining approval from the DeVry Office of Institutional Research (see Appendix E). All DeVry employees/researchers wishing to obtain student data such as (but not limited to) those relating to course grades retention/completion, test scores, satisfaction, demographics, and enrollment must complete a DeVry Student Data Request Form (see Appendix F) and have it approved by the DeVry Overbrook Terrace review committee. This report was submitted and approved.

Corporate Letter of Agreement for Research, DeVry University - Home Office

A letter of agreement for research (see Appendix G) was received from Patrick Mayers, Senior Vice President, Academic Dean, KGSM DeVry University's corporate office to be completed on the Decatur campus. However, according to DeVry's Student Data Use Policy, DeVry University's Data Review Committee must again review and approve prior to final publication or final presentation of this dissertation topic.

Local Letter of Agreement for Research - On-Site, Decatur Campus

Another letter of agreement for research (see Appendix H) was received from Jeffrey Moore, DeVry President, Atlanta/Georgia Decatur campus. This letter was obtained to support revised research dates due to a one-year delay and was added to the local university agreement and approval in addition to DeVry University's corporate office approval.

Student Invitation to Participate in Research

A research participation letter (see Appendix I) was read to students beginning the first day of class. I read aloud the letter requesting students to participate in this study. Students were introduced to the purpose of the research, risks inherent in the procedures, benefits, confidentiality, procedures and methods used, as well as liability and their participation. If students agreed to participate, a consent form was made available for their signature confirming their voluntary participation.

Student Consent Form to Participate in Research

The student consent form (see Appendix J) to participate in the research study was given to students detailing why they were invited to participate in this research, who was doing the study, the purpose of the study, where the study was going to take place and how long it would last. An explanation of what students would be asked to do in this study as well as reasons for not taking part in this study was reviewed. Possible risks, discomforts, benefits, as well as explanation of voluntary participation, costs, and individuals viewing this information were also identified.

Parent/Guardian Letter and Informed Consent

According to the Human Subjects Research Review Rules and Regulations, those students who were under 18 years of age had to have their parent/guardian sign this document in order to become a participant in this research study. The parent/guardian's signature acknowledged that they had read the information provided and willingly signed the consent form in order for their son or daughter to participate (see Appendix J, pg. 6). However, there were no students under the age of 18 who were participating in this research study.

Student Survey – Cooperative Learning (Past Experiences)

A student survey regarding cooperative learning's past experiences (see Appendix K) was administered regarding past experiences in cooperative learning situations. The purpose of this research was to assess individual perceptions and understand how cooperative learning was used in past classroom experiences at any college, university, or school attended. Student perceptions as well as actual experiences (positive, negative, or neutral) were detailed regarding cooperative learning experiences when encountered with free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. This student survey contained twenty-five questions. Included in this survey were student descriptive personal data, student perceptions of students in cooperative learning situations who have encountered free riding, kite-tailing, or piggybacking in group assignments or projects. Individual role playing acts were reviewed when students allowed or disallowed free riding, kite-tailing, or piggybacking as well as shared thoughts on dealing with such actions.

Verify Student Signatures on Consent Form with Registrar

As per the instructions from DeVry University's Corporate Office, prior to obtaining Accuplacer results, the DeVry/Decatur Registrar verified student signatures on consent forms in order to obtain Accuplacer scores that were needed for grouping.

Student Grouping Criteria Sheet

A student grouping criteria sheet (see Appendix L) was completed on every participating student. Students were grouped according to gender, age, ethnicity, program of study, and writing abilities in accordance with weak, average, above average, and excellent qualifiers using Accuplacer scores. Accuplacer is a computerized placement test developed to identify writing and reading entrance scores that are one of the six components used to vary students in various homogeneous groups.

Students were assigned to groups of four; however, due to unknown classroom class start size, five students per group could have been a possibility. Students were assigned according to various writing ability levels to each group that were identified by a computerized placement test (CPT) developed by Accuplacer. Groups were mixed according to gender, age, program of study, cultural background/ethnicity, as well as reading and writing scores.

Notifying Students of Group Identification

Students received an email from me identifying each team member to the research study. Team members were encouraged to use their eCollege email to introduce his or herself to their new group as well as personal email addresses (school and personal), home phones, cell phones, school schedule, and work schedule, as well as any phone call/time restrictions.

Permission to Audiotape Student Interview

A permission to audiotape form (see Appendix M) was given to each student participant. The form had the following identifiers: permission date, research purpose, audio-taped session, length of session, how long the tapes would be used, what if participant changed their mind about participation, compensation questions answered, and who to contact about questions or concerns.

Transcription of Individual Interviews

Individual interviews were conducted during Week 1 and Week 7. All student interviews were transcribed by the next class meeting. I encouraged all participants to read individual transcripts for authenticity and meanings. When corrections were needed to be modified, I audio-taped, transcribed, revised, and redistributed to students for a second read. All interview transcriptions were corrected and filed until course offerings were completed for this term.

Interview Questions - Individual Student Perceptions

During Week 1, students were interviewed privately and tape recorded beginning with open-ended questions regarding "past experiences" with cooperative learning experiences (see Appendix N) when encountered with free riding, kite-tailing, or piggybacking. During Week 7, students were interviewed privately and tape recorded beginning with open-ended questions regarding "current experiences" with cooperative learning experiences (see Appendix O). The purpose of individual group member interview questions was to assess individual perceptions and understandings of how cooperative learning had been used in the past and were being used in current classroom experiences. These interview questions were aimed to identify student perceptions as

well as actual experiences (good, bad, and indifferent) regarding cooperative learning experiences if and when these students encountered free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. This interview had questions pertaining to descriptive personal data and questions to student perceptions in cooperative learning situations who had encountered free riding, kite-tailing, or piggybacking in group assignments and projects. Discussions were addressed regarding individual role playing in allowing or disallowing free riding, kite-tailing, or piggybacking as well as shared thoughts on how they dealt with such actions.

There were twenty-five questions in each interview process. Time allotted for this audio-taped individual interview was approximately 30 minutes. Due to the 30 minute interview time constraints, not all questions were expected to be addressed nor would they be expected to be completed or asked in order.

Student Survey – Cooperative Learning (Current Experiences)

A student survey regarding cooperative learning's current experiences (see Appendix P) was administered regarding current experiences in cooperative learning situations. The purpose of this research was to assess individual perceptions and understand how cooperative learning has been used in this course while attending DeVry University. Student perceptions as well as actual experiences (positive, negative, or neutral) were detailed regarding cooperative learning experiences should students have had any experiences encountering free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. This student survey contained twenty-five questions. Included in this survey were student descriptive personal data, student perceptions of students in cooperative learning situations who encountered free

riding, kite-tailing, or piggybacking in group assignments or projects. Individual role-playing acts were reviewed when students allowed or disallowed free riding, kite-tailing, and or piggybacking as well as shared thoughts on dealing with such actions.

Distribution of Evaluation Forms

Team Member Follow-Up and On-Going Evaluation

The team member follow-up and on-going evaluation forms were administered during Week 3 (30% interval of project) and Week 5 (60% interval of project) completion date (see Appendix Q). The evaluation criteria were provided a rating scale of excellent, good, fair, poor, and no contribution to the following areas: (1) attendance, (2) deadlines, (3) workload, (4) contributed and completed agreed-upon parts of project, (5) positive attitude(s) about team activities, (6) respected one another, (7) talked about "we" and less about "I" or "me," (8) appreciated team member help, (9) recognized differences and disagreements, and (10) encouraged team member development.

Cooperative Learning Self-Evaluation Assessment

Students rated themselves on their performance on the assessment project using the evaluation criteria providing a rating scale of excellent, good, fair, poor, and not contributing to the following areas: (1) read assigned materials and contributed ideas to the group, (2) understood team goals and was committed to team goals, (3) asked team members for ideas, (4) used team members' expertise and know how, (5) encouraged team members to participate in the group, (6) stayed on task, (7) helped group members to stay on task, (8) did fair share of work, (9) contributed to group dialogue, and (10) rated overall individual performance (see Appendix R).

Cooperative Learning Group Assessment - Project Evaluation

Students rated themselves on their performance on the assessment project using the evaluation criteria providing a rating scale of excellent, good, fair, poor, and not contributing to the following areas: (1) everyone was task oriented; (2) everyone was prepared; (3) everyone was encouraged to participate; (4) everyone's quality ideas were respected; (5) everyone listened attentively to other members' remarks; (6) everyone contributed their fair share; (7) everyone recognized and dealt with differences and disagreements; (8) the quality of the group's written report was described; (9) the quality of the group's oral presentation was described; and (10) the quality of the PowerPoint, transparencies, or handouts was described. An identification of members who made exceptional contributions was identified as well as those group members who did not pull their weight during this project (see Appendix S).

Cooperative Learning Confidential Evaluations – Team Members

Students rated team members on their individual performance on the assessment project using the evaluation criteria providing a rating scale of excellent, good, fair, poor, and no contribution to the following areas: (1) interest in project, (2) understanding of the research process, (3) contributed to the written report, (4) arrived at planned meetings, (5) prepared adequately for the planned meetings, (6) prepared adequately for the oral presentation, (7) identified if rater would work with the group member again on another project, (8) possessed and conducted self in a professional manner, and (9) evaluated overall performance of the group member (see Appendix T).

Thank You Letter to Participants

Participating students received a "thank you" letter (see Appendix U). I then contacted Dr. Gene Gloeckner, my advisor, regarding the completion of the research collection data. Dr. Gene Gloeckner was notified by email regarding completion of the research study.

Permission for Copyright Material

I notified the proper individuals regarding use of Copyrighted material (see Appendix V).

Exploratory Case Study Questions

This exploratory case study was designed to answer the following primary research questions:

1. What do students see as issues in the cooperative learning process when students kite-tail, free-ride, or piggyback?
2. What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?
3. What have been the outcomes from students who exploit students in a cooperative learning environment?
4. What perspectives evolve from postsecondary students when team members exploit students while implementing and utilizing cooperative learning in groups?

Detailed Procedures

The pilot study began in October 2005 at DeVry University at the Decatur campus. While conducting the pilot study, I examined, checked, and tested data;

evaluated essence and substance of the questions; reviewed overall length of interviews; reviewed introduction; identified new research questions; and refined the cooperative learning model I was using.

All students were asked to support all parts of the research. Four groups of students (four students per group) were in the selected studied group – Group 1, Group 2, Group 3, and Group 4. A maximum of 16 students participated out of a possible 50 student class size. A simplified breakdown for the written description is as follows for ease of reading and summarizing.

Accelerated 8 Week Course – Summer Term Schedule

Week 1	Student Invitation to Participate in Research – Letter
	Student Consent Form
	In Class Survey – Cooperative Learning (Past Experiences)
	All Students who have agreed to participate
	(4 – 5 students per group/four groups) –
	Individual Survey Collection began with:
	Open-Ended Questions regarding PAST EXPERIENCES using Cooperative Learning Experiences when encountered with Free Riding, Kite-Tailing, or Piggybacking. An introduction of Cooperative Learning Groups were defined as individuals working together to reach common goals. The principles of cooperative learning as defined by Johnson, Johnson, and Holubec (1993) and Slavin (1990) were introduced and discussed for a clear understanding as follows: Positive Interdependence, Individual Accountability, Cooperative Skills, Direct Face-to-Face

Interaction, Student Reflection and Goal Setting, Heterogeneous Groups, and Equal Opportunities for Success. The differences between cooperative learning groups and traditional learning groups were reviewed. All activities that the participants were doing were considered normal classroom activities accept for the audio-taped open-ended questions (past experiences and current experiences) and pre-survey and post-survey. An introduction of Cooperative Groups were defined as individuals working together to reach common goals.

Length of:

Week 1	Individual Interviews: (16 Students)	Interview 30 Minutes (Each)	Audio-taped Yes
Week 2	CL Group Meeting #1:	Group Meeting	
	Group 1 (4 Students)	50 Minutes	No
	Group 2 (4 Students)	50 Minutes	No
	Group 3 (4 Students)	50 Minutes	No
	Group 4 (4 Students)	50 Minutes	No
	Progress Report #1 Due		
Week 3	CL Group Meeting #2:		
	Group 1 (3 Students)- Lost Member	50 Minutes	No
	Group 2 (3 Students)- Lost Member	50 Minutes	No
	Group 3 (4 Students)	50 Minutes	No
	Group 4 (4 Students)	50 Minutes	No
Week 4	CL Group Meeting #3:		
	Group 1 (3 Students)	50 Minutes	No
	Group 2 (3 Students)	50 Minutes	No
	Group 3 (3 Students)- Lost Member	50 Minutes	No
	Group 4 (4 Students)	50 Minutes	No
	Progress Report #2 Due		
Week 5	CL Group Meeting #4:		
	Group 1 (3 Students)	50 Minutes	No
	Group 2 (3 Students)	50 Minutes	No
	Group 3 (2 Students)- Lost Member	50 Minutes	No
	Group 4 (4 Students)	50 Minutes	No

Week 6	CL Group Meeting #5: (Oral Practice Session)		
	Group 1 (3 Students)	50 Minutes	No
	Group 2 (3 Students)	50 Minutes	No
	Group 3 (2 Students)	50 Minutes	No
	Group 4 (4 Students)	50 Minutes	No
	Progress Report #3 Due		
Week 7	Oral Presentations Begin		
	Group 1 (3 Students)	30 Minutes	No
	Group 2 (3 Students)	30 Minutes	No
	Group 3 (2 Students)	30 Minutes	No
	Group 4 (4 Students)	30 Minutes	No
	Individual Interviews: (12 Students)	30 Minutes	Yes
Week 8	Final Coll148 Project - Written Group Report Due		
	Conduct Final Individual Interviews (12 Students)	Interview 30 Minutes (Each)	Yes
	Group Oral Presentations		
	Progress Report #4 Due		
	Group Assessment Project Evaluation Completed		
	Self Evaluation Completed		
	Group Evaluation Completed		
	In Class Survey – Cooperative Learning (Current Experiences)		

Survey and Interview Development

The development and format for the two student surveys and two student interviews that were utilized in this study followed the rules, principles, and guidelines as prescribed by Fowler (1988), Meld (1990), Patten (1998), and Stacy and Moyer (1982). An examination of the literature on survey and interview development was carried out to make certain that the survey and interview questions were uniform and in agreement with widely recognized survey and interview standards as well as other survey and interview research efforts (Fowler (1988), Meld (1990), Patten (1998), and Stacy and Moyer (1982). This critical survey and interview research, review, and examination aided in describing and recognizing the particular research efforts in this cooperative learning

free riding, kite-tailing, or piggybacking study. In addition, this survey and interview research led to distinguishing those efforts having significance and development of these two survey and two interview instruments.

The student surveys and interviews were created using the orbicular and explicit interrogatory research questions to help direct writing single questions. An exploratory grouping of questions were formulated, examined, and rephrased by adding and deleting material carefully and methodically to ascertain that each question directly related to the research inquiries. Dr. Ned Putzell and Dr. Crystal Garrett were the two DeVry University faculty members with experience in survey development that were asked to review and give their individual expertise and input into the overall structure of the surveys. With the information provided by these two seasoned survey practitioners, questions were modified with their helpful comments regarding clarity, conciseness, and overall ease of understanding as well as importance of order.

Student Surveys

The student surveys began with an introduction and privacy statement that explained the purpose of this research in order to assess student perceptions and understandings of how cooperative learning was used in past and present classroom experiences at any college, university, or school. A thorough description of cooperative learning, free riding, kite-tailing, or piggybacking was stated in the introduction. Inquiries were made about student perceptions as well as actual experiences (positive, negative, or neutral) pertaining to their cooperative learning experiences when there was an encounter with free riding, kite-tailing, or piggybacking while students exploited students in group assignment projects. There were two sections in these two surveys.

The first section included students' descriptive personal data. The second section included discussion of individual role playing in allowing or disallowing such actions as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. This nineteen question survey (including nine descriptive/personal data and ten multiple choice responses) was pre-trialed tested by three college learners and was timed for a completion rate between 10-15 minutes.

Student Interviews

The student interviews began with an introduction and privacy statement that explained the purpose of the research and a thorough review of cooperative learning, free riding, kite-tailing, or piggybacking. The student interviews were broken down into three sections grouped by content. The first section included descriptive personal data. The second section included eleven questions pertaining to individual student perceptions (past perceptions for the first student interview and present perceptions for the second student interview) in cooperative learning situations who have encountered free riding, kite-tailing, or piggybacking in group assignments and projects. The third section included five questions pertaining to individual student discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. All twenty-five items in these three sections were asked of the entire group of participants (including nine descriptive/ personal data questions and sixteen interview questions). The interview process took no longer than 30 minutes. Not all of the questions were asked or answered in the order that the interview questions were written.

Data Analysis Procedures

As supported by Merriam (1998), "data analysis is a process of making sense out of the data" (p. 192). The process of analyzing qualitative data can stretch from effectively forming a storytelling depiction of the phenomenon, to composing categories or themes that decussate the data, to erecting a theory or possibly multiple theories.

General Inductive

The general inductive was the broad approach that I used in analyzing my qualitative evaluation data. I began using the general inductive approach as a way to move toward the data as I went from the details to the abstract. The reason I chose this particular approach was that it helped me to: (a) breakdown the raw textual data into a short, constructive overview layout; (b) generate and induce easy-to-see connections between my research assessment as well as my compendious findings derived from the raw data; and (c) create and generate a theoretical account of the rudimentary makeup of experiences or clear links that would become obviously apparent in the raw data.

The general inductive approach furnished me an easily utilized and organized planned set of sequenced steps for studying and dissecting qualitative data that enabled me to develop sound and legitimate discoveries that were dependable and trustworthy. I noticed that the general inductive approach was not as powerful as some other analytic strategies for theory or model evolution. However, the general inductive approach did afford me an easy, plainspoken overture for leading to discoveries in the context of focused evaluation inquiries. I found that using this approach was less complex and much simpler than using other methods when researching the various qualitative data analysis methods.

The inductive approach that I used was the constant comparative method that is detailed in the next section.

Constant Comparative Method

As noted by Merriam (1998), the fundamental and systematic plan of action of the constant comparative method of data analysis is doing exactly what its name suggests – constantly compare. I started my interview process with a particular free riding, kite-tailing or piggybacking scenario in the audio-taped interview process and compared it with another scenario in the same set of data or in another set. I then compared while looking for parallelism and resemblances, which then steered me to provisional common attributes. Then, these common attributes were examined and noted for similarities or differences as well as to other occurrences, examples, and categories. Comparisons were perpetually developed within and between specific identifiable positions in a continuum of formulation until a well-substantiated explanation could be developed.

The constant comparative method required me to do the open coding and to "constantly compare" the open codes to induce the axial codes which helped me to formulate my thematic structure. The open and axial coding was a part of my constant comparative analysis and is described below.

Open Coding

Open coding is where general themes or categories emerged within each student interview and or survey document. According to Strauss and Corbin (1990), it was recommended that I start this stage of the open coding process, by "breaking down, examining, comparing, conceptualizing, and categorizing data" (p. 61), often, in terms of materials and measurements. I began pouring over my data in order to sunder it and to

produce codes as I proceeded "line by line" (very ho-hum irksome but most productive, and therefore, often advocated in the beginning stages of inquiring into thoroughly and systematically analyzing the communication process). I started this process by looking at each word, followed by a phrase, then each sentence, and then the entire paragraph. Then, I emphasized the functional relation between parts and the whole of my entire communicative documents, which in my case was the surveys and interviews that I had conducted.

Axial Coding

According to Strauss and Corbin (1990), axial coding is the act of relating concepts and categories to each other. Axial coding is an intricate sequence of both inductive and deductive thinking. When I performed axial coding, the categories that were identified as most germane to my research questions were then selected from the developed codes and the connected code notes. I noticed that there were many different particular sub-breakdowns of the written line-by-line words that were then sought as bearing witness to these relevant codes in order to develop in great detail the axial category on the basis of my research questions. Because I created and built the intermediate results by conveying ideas to end result(s) and my whys and wherefores to outcome(s), relations were then expatiated bit by bit in the midst of the various axial categories by utilizing the segments of the coding model.

Exploratory Research Strategy

Since all of my research questions focused on "what" questions, several possibilities arose. As stated by Yin (2003a), some types of "what" questions were exploratory; however, as an exploratory study, any of the following research strategies

could have been used such as an exploratory survey, an exploratory experiment, or an exploratory case study. Therefore, this research strategy will be identified as an exploratory case study.

Yin (2003, p. 19b) supports using a "two-case" design over a single-case study to strengthen the research. Consequently, a "two case" design was implemented in this study to bring a higher level of vigor when supporting the findings.

My unit of analysis was four small groups of student learners (four members per group) participating in an accelerated eight-week summer term. The unit of analysis was four small groups composed of four students per group with a total of 16. Initially, all students (outside members of the context for the case study) enrolled and who agreed to participate in the course were asked to participate in the research study about their experiences in Cooperative Learning when exposed to free riding, kite-tailing, or piggybacking.

This qualitative case study described, examined, and studied four groups; a maximum 16 students participated in the selected four study groups. The case study did concentrate on the cooperative learning group-work students' talk regarding their perceptions and reactions to students exploiting students within a group project or teamwork when free riding, kite-tailing, or piggybacking had occurred. The case study began with an overview of student past perceptions as well as current term encounters (8 weeks) with group work and assignments in a cooperative learning environment. Chronological week-by-week group meetings were conducted in class, followed by the

initial group work assignments, communications (oral and written), and evaluations that proceeded as well as full explanations regarding cooperative learning problems and concerns.

Several features marked this research project as a case study. This case study was a "bounded system," bounded by time (two months data collection) and place (one single classroom) Critical Thinking, Coll148 course (located at a private for profit accredited campus) DeVry University in Decatur, Georgia.

I used extensive, multiple sources of information in data collection to provide the detailed in-depth picture of the student responses when being exposed to free riding, kite-tailing, or piggybacking in a cooperative learning environment.

Invited Population and Research Site

The invited research population for the study included all DeVry University students registered in Decatur, Georgia for Coll148 in Spring 2008 Session, Section B. Coll148 is a critical thinking class located at the Decatur, Georgia campus, a four-year accredited college with a day and evening enrollment of approximately 3,000 students. Open class enrollment could have been as high as 50 students for this term. Total accepted group volunteered population for this research study was a maximum of 16 students.

Participants

The case study was situated in a Southern predominantly African-American private-for-profit college involving first-term initiatives. I spent considerable time describing the free riding, kite-tailing, or piggybacking scenarios and settings for the case

along with detailed cooperative learning instructional methodologies. Therefore, the students were knowledgeable about the two topics reviewed in detail for the research.

A maximum of 16 students were interviewed and recorded in their individual and group cooperative learning projects/assignments. The research activities were covered in a two-month period.

Selected Participants and Criteria

The selected participants became the four groups of students (4 students in each group/16 participants total) who volunteered to participate in this study. Students were assigned to groups of four, however, due to classroom size, I anticipated a possibility of five students per group could have occurred. Students were assigned according to various writing ability levels to each group identified by a Computerized Placement Test (CPT) developed by Accuplacer. Groups were mixed according to gender, age, cultural background/ethnicity, and reading/writing abilities. Since this course is a first-term class, most students did not have a college Grade Point Average (G.P.A.) unless they were a transfer student or an upper-level student taking a freshman course.

Actual Data

Sixteen students began this case study; 8 students were females and 8 students were male. The participants were predominately African American with the following identifiers: Thirteen students were African American, two students were Caucasian, and one student was Hispanic. Twelve students completed this case; six students were male and six students were female. The study and those remaining students' data were used in the data analysis as well as the study's results.

The participants enrolled in this eight-week accelerated critical thinking course were introduced to cooperative learning as the main focus for a teamwork project in developing a written and oral report. Students were required to take this critical thinking course for their undergraduate degree.

Trustworthiness - Validity Issues

The following list of validity issues were presented in Creswell (1998); these validity issues became part of my translation in the dissertation process. Creswell recommended that at least two procedures be used in any given study. However, I have utilized three of the eight recommended procedures. The various ways that I augmented the trustworthiness of my research was by using multiple session interviews, member checking and sharing interview transcripts, and external audit. These three validity issues are listed and identified below:

Multiple-Session Interviews

Validity of the data could have been jeopardized by the inaccuracy of my students' group work substantiations and testimonies. I anticipated the likelihood or probability of cooperative learning students reporting to me that they worked in groups one way when, in fact, they did not. In other words, students could have perceived themselves working cooperatively in groups when their perceptions were not reality. Their veracity could have been a problem since certain viewpoints or individual performances were not socially accepted to group expectancies. I repeated interviews at two different times during the study (one in the beginning and one at the end) and found that this helped me in developing harmonious mutual understanding and increased my validity of the interviews. Therefore, the use of two parallel session interviews allowed

students time to think more deeply about their own feelings, reactions, and beliefs concerning cooperative learning when students exploited students in group work.

As I progressed through this research case study, team member work substantiations and testimonies did conflict at various times in the cooperative learning Coll148 Project. In the beginning, all team members identified themselves as hard working, fair-shared team members, highly motivated and energized students that planned to implement team togetherness in the cooperative learning classroom. All members initially submitted agreeable reports to substantiate the group's cohesiveness. But as time passed - especially beginning at the mid-term point (week four) in this accelerated eight week course, there were noticed sharp disagreements with what was perceived by the instructor and team members as some members not getting along, not being as supportive of one another, and not pulling their fair share of project assignments. Several students voiced concerns regarding the occurrence of free riding, kite-tailing, or piggybacking occurring in some groups beginning at the midterm mark when team members started dropping out of the groups.

Member Checking and Sharing Interview Transcripts

After transcribing each individual group member's interview, I shared the transcribed audio-taped interviews with each participant. It was important that the research participants knew that I represented them and their ideas accurately before the coding process occurred.

In the process of member checking, each of the research participants reviewed a copy of the transcribed interview (Past Experiences) to see if their responses were properly and adequately voiced on paper. Each student participant reviewed the typed

document to see if it had stated exactly what he or she meant to say. There were only two students who requested to make changes to their original transcribed interview responses regarding past experiences with cooperative learning. These two participants were audio-taped for a second time only on those responses that they felt needed to be modified for a clearer understanding in order to give a true description of their offered comments. All typed corrections were highlighted with a different color print style into the original electronic copy in order to remedy what the students felt made credible his and her interpretation of the reality they experienced. A new transcription copy was provided to those two students in order to review. After participants gave their final approval, the revised comments were then copied and filed until input was made by my external auditors and the research software (NVivo) was utilized.

The same procedure was followed for the 12 interview question participate transcripts in the Individual Student Perceptions (Current Experiences) utilizing Cooperative Learning. There were three students in the current experiences group that had to be audio-taped and corrections applied following the same procedure listed above in order to make sure their comments were going to be interpreted in a manner congruent with what they were attempting to detail in their own experiences. Again, all new inserted dialogue was copied and filed until input was made by my external auditors and the research software (NVivo) was utilized.

Since my participants were asked to examine initial drafts of their past and current interviews and were allowed to provide alternative language, member's checking did strengthen credibility in my findings and interpretations. As recommended by

Stake (1995), "participants should play a major role directing as well as acting in case study" research (p. 115).

All sixteen interview question participate transcripts in the Individual Student Perceptions (Past Experiences) utilizing Cooperative Learning Interview and all twelve interview question participate transcripts in the Individual Students Perceptions (Current Experiences) were listened to twice in the tape recordings by me – once while being transcribed, once again after the recordings were typed.

External Audit

Two outside persons examined the research process and product through auditing the interviews and the analytic coding scheme. The individuals who agreed to participate in this external audit activity were Colorado State University graduates, Dr. Allan Young and Dr. Miguletta Beckwith who were part of the Colorado State University Atlanta, Georgia Cohort Ph.D. program. My backup volunteer was Dr. Glenn Palmer, a graduate from The University of Georgia at Athens in Adult Education.

Dr. Allan Young and Dr. Miguletta Austin examined the transcribed audio-taped interviews with the initial 16 students and the final 12 students who volunteered in this case study. There was no need of my backup external audit reviewer, Dr. Glenn Palmer, since both committed member checkers were available for the entire researched case study. I requested the enlistment and assistance of these two skillful member checkers early in the dissertation stage. Dr. Allan Young was my first member checker for this case study. Dr. Young holds his Doctor of Philosophy in Education and Human Resource Studies with an emphasis in Educational Leadership from Colorado State University and was a member of the Colorado State University, Atlanta, Georgia

Ph. D. Cohort Group. Dr. Young has been an active university college practitioner in the field of finance and accounting for the past thirty years and is currently a Department Chair in the Teacher Education & Faculty Public Administration as well as an Accounting Instructor at the University College of the Cayman Islands located in the Grand Cayman Islands.

Dr. Miguletta Austin holds her Ph.D. in Education and Human Resource Studies with an emphasis in Educational Leadership from Colorado State University, too, and she was my second member checker for this case study. Dr. Austin holds the position of Director, School of Related Arts and Sciences at Chattahoochee Technical College, in Marietta, Georgia and is also a current adjunct college instructor at DeVry University in Decatur, Georgia.

Dr. Young and Dr. Beckwith met with me initially as I refined my procedures for the early phase of my pilot study, after I collected the data, and periodically throughout the process of data analysis. It was somewhat difficult to have a one-on-one close relationship with Dr. Young when he moved out of the United States due to an educational promotion; however, communication did take place by email and phone as the dissertation progress warranted. Dr. Austin was always available because of our close working relationship where we are both employed. During my meetings with Dr. Young and Dr. Beckwith, both posed questions regarding the four research questions, ethics, trustworthiness, and other research issues. Dr. Young and Dr. Beckwith made pointed observations and suggestions, as well as they both postured themselves as the "Devil's Advocate" when questions were asked throughout the process. Lincoln and

Guba (1985) characterized this, figuratively, to an annual accounting financial examination, and these procedures offered a sense of interrater reliability to my study. While I researched this case study, Dr. Young and Dr. Austin critically reviewed the process, the findings, and the conclusions as they made sure that these were supported by the data.

Time Line for Study Implementation

Prior to administering surveys, a pilot study was conducted from October 2005 through December 2005. During this time, I refined, clarified, modified, and validated surveys and interview questions on an on-going basis during these three months. The overall plan was to learn about my research process, my interview questions, my observation techniques, and myself. Consequently, I did not go after data; therefore, no data was collected or published during this pilot study. The quest for the cooperative learning pilot program was utilized to examine, check, and test the language used in my surveys, interview questions, and introductory letters. I attempted to evaluate the essence as well as substance of the questions as well as the overall length of reviewed interviews. In addition, I identified if my survey introductions were detailed enough, too detailed, or too windy. At the end of this pilot study, I was able to revise my research statements, research plans, interview questions, as well as revise my way of presenting myself.

The research study was approved and scheduled to begin January 7, 2008 – through February 29, 2008. Interviews were audio-taped and surveys were collected during the eight-week accelerated summer session. Transcribed interviews were typed and returned to participants in order to verify and correct for any inaccuracies or misconstrued words and/or phases that were taken out of context. The transcribed

interviews and surveys were not analyzed until the students' final grades were submitted to the registrar for term's end. During the months from early March 2008 through late June 2008, data were analyzed in order to complete the results of the summary, followed by another four months to complete Chapter 4's "Results" section followed by Chapter 5's "Discussion" section.

Benefits to Students

The benefits to the students for their participation in this research study were to better understand and learn how to avoid allowing group members to take advantage of team members when utilizing cooperative learning situations, to possibly better work out situations where assignments must be done in a fair and equitable way, as well as sharing their ideas and feelings about cooperative learning. Another benefit to students in this study might better show them how to divide work tasks, to obtain fair evaluations and grades, and to feel better about working in group projects overall while avoiding free riding, kite-tailing, or piggybacking.

Benefits to Researcher/Instructor

I wanted to study my own classroom with the purpose to improve schooling experiences in cooperative learning for my students. The knowledge gained from my research topic will assist me in obtaining personal knowledge in conducting cooperative learning activities and identify the pitfalls of students exploiting students when free riding, kite-tailing, or piggybacking takes an eminence of its own.

Benefits to the Educational Community

The benefits gained in this study will aid in guiding the teaching process when utilizing cooperative learning as well as prepare open knowledge from which cooperative

learning students will have better understandings and attitudes. New insights into the students' voice regarding cooperative learning's group work could assist in forming new directions to effectively utilize this process, therefore, avoiding free riding, kite-tailing, or piggybacking. As a whole, the educational community will benefit in that the results will provide information about identifying successful factors so that teachers can adjust and meet the educational needs of potential students who participate in cooperative learning situations and avoid problematic areas with free riding, kite-tailing, or piggybacking.

Qualitative Software

NVivo

NVivo was the selected software program used in my research collection and analysis of qualitative data. According to Bazeley (2007), NVivo's qualitative data analysis allowed me to import and code textual data, edit the text; retrieve, review and record coded data; search for combinations of words in the text or patterns in coding; as well as import or export data from and to qualitative analysis software. Another reason NVivo was selected was because it is a powerful program that could import, create, and edit rich text documents. NVivo has the capability to code and annotate any text. In addition, this software program has the capacity to link documents to pictures, videos, and websites as well as show, search, and access relationships of text, coding, and attributes. Furthermore, NVivo has the capability to create graphical models that are linked live to data.

As noted by Bazeley and Richards (2002), NVivo was designed to combine subtle coding with qualitative linking, shaping, searching, and modeling. This software has been proven ideal for working with complex data, as well as putting together deep levels

of analysis. NVivo's capability to manage, access, and analyze qualitative data and keep a perspective on all of the data, without losing its richness or the closeness to data was the final deciding factor for me in selecting this software program. Finally, NVivo's ease of capability to return to data for re-analysis was an absolute must for using this software.

Human Research Approval

Since human participants were used in this research, I sought and received clearance from the Colorado State University Human Research Committee (HRC). DeVry University's Corporate Office Research Approval Committee gave permission for me to use the human participants' approval form provided by Colorado State University.

Confidentiality During Collection Process

In order to maintain confidentiality during the collection process, all dissertation information was organized into five color-coded 3" binders with labeled file folders inserted for convenience and ease of organization. The first binder was "red" for Session A – Group 1; the second binder was "blue" for Session A – Group 2; the third binder was "green" for Session B – Group 3; and the fourth binder was "gray" for Session B – Group 4. These three-hole punched file folders were labeled and inserted into the binders with the following items: Consent Forms (unsigned), Consent Forms (signed), Correspondence (letters), Correspondence (memorandums), Interview Questions, Interview Responses, and Interview Schedules. A Fifth 3" Binder – "black" contained information important to the project such as: Copy of the Proposal, Linked List to Participants and Identified Groups, Transcribed Interviews, and the Analyzed Data.

Four small clear plastic storage boxes held audiotapes of the interviews – one plastic storage box per each of the four researched groups. When in my possession, all

documents and tapes for this project were kept in my personal filing cabinet under lock and key at school and home.

Raw data were only shared with the transcriber, advisor, methodologist, committee members, and my two outside persons. Dr. Allan Young and Dr. Miguletta Beckwith examined the research process and product through "auditing" my individual interviews and analytic coding scheme. Transcribed data using D numbers were shared with my advisor and other researchers who agreed to honor participant confidentiality when helping to triangulate the data. Upon completion of the project, all surveys, transcribed interviews, audiotape recordings, and documents were turned over to my advisor and other researchers who had agreed to honor participant confidentiality when helping to triangulate the data.

After the dissertation process was completed, Dr. Gene Gloeckner secured materials in a locked file according to Colorado State University procedures. Participant names were not on any data, folders, or binders, but a linked list matching the last four digits of the D#s to the participant in each group was kept in my locked cabinet for reference. The list has now been destroyed since the project has been completed.

Maintenance of Research Records

Federal Regulations require that study data and consent documents be kept for a minimum of three years after the completion of the study by the Principal Investigator (PI). Data will be stored on the campus of Colorado State University so it is available should an audit be necessary. Since the transcribed interviews have revealed personal views and circumstances, every precaution has been taken to minimize the risk of exposure to the participants and their school where the research is being conducted.

Anonymity and confidentiality has been maintained in written and verbal responses as well as in any published documents by using the last four digits of the student's D#s in order to protect the identities of all individuals and sites. At the end of the research process, all D#s were changed to common, first gender specific names when making future references to the participates. After completion of the surveys and transcribed interviews, audiotapes, and other documents, all materials were turned over to Dr. Gene Gloeckner, my advisor, who secured them in a locked file according to Colorado State University procedures. The linked list has been destroyed.

Summary of the Methodology

This chapter has explained the methods used in this qualitative study of one university's attempt to explore free riding, kite-tailing, or piggybacking in a cooperative learning environment. The next chapter presents the results obtained with those methods.

CHAPTER 4: RESULTS

Free riding, kite-tailing, or piggybacking is a problem that has plagued many teachers and students since cooperative learning was implemented into the educational learning system. Understanding the perspectives of the learners in cooperative learning group work adds many significant contributions to the broader body of knowledge in education. Hence, this chapter presents the results of investigation and particular responses to the research questions sought in this case study.

Student Survey – Cooperative Learning (Past Experiences)

A 10-15 minute survey (see Survey W) was administered to determine the experiences of students in cooperative learning situations. Individual perceptions and understandings of how cooperative learning was used in past classroom experiences at any college, university, or school attended were asked. Student perceptions as well as actual experiences (positive, negative, or neutral) were detailed regarding cooperative learning experiences when encountered with free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. This student survey contained nineteen questions, which included descriptive personal data, student perceptions of students in cooperative learning situations who have encountered free riding, kite-tailing, or piggybacking in group assignments or projects. Significantly, individual role playing acts were reviewed when students allowed or disallowed free

riding, kite-tailing, or piggybacking as well as shared thoughts on dealing with such actions.

Results indicated that 17 of the respondents were freshmen who have completed with at least 28 class hours while two of the respondents were sophomores who have completed at least 58 hours. Due to the nature of the cooperative learning course, no junior and senior students were included in the samples. Table 4.1 shows the result.

Table 4.1

Participants' Profile According to Level of Education

Categorical Variable	Frequency	Percentage
Freshman	17	89
Sophomore	2	11
Junior	0	0
Senior	0	0
Total	19	100

Age was seen to be an indication of the level of maturity required for cooperative learning to work. Results indicated that 12 of the respondents were below 20 years old, an appropriate age for junior and sophomore students. Seven of the respondents were in age ranging from 21 to above. Table 4.2 shows the result.

Table 4.2

Participants' Profile According to Age

Categorical Variable	Frequency	Percentage
Below 20	12	63
21-23	2	11
24-26	2	11
27-29	1	4
30-above	2	11
Total	19	100

Gender was a significant variable in examining dynamics of cooperative learning. Results indicated that only six respondents were female while the majority or 13 of the respondents were male. Table 4.3 shows the result.

Table 4.3

Participants' Profile According to Gender

Categorical Variable	Frequency	Percentage
Female	6	32
Male	13	68
Total	19	100

Culture was an operant variable in cooperative learning in group work. Twelve of the respondents were African American, one was Hispanic/Latino, three were White, and three classified themselves as multiracial. Table 4.4 shows the result.

Table 4.4

Participants' Profile According to Ethnicity

Categorical Variable	Frequency	Percentage
African American/Black (non-Hispanic	12	63
Asian/Pacific Islander	0	0
Hispanic/Latino	1	5
American Indian/Native American	0	0
White (non-Hispanic)	3	16
Multi-racial	3	16
Other	0	0
Total	19	100

Disability impedes an individual to participate cooperatively in group work. Only two respondents had the disability of sight and only one among the 19 respondents had a learning disability. Table 4.5 shows the result.

Table 4.5

Participants' Profile According to Disability

Categorical Variable	Frequency	Percentage
Hearing	0	0
Sight	2	11
Learning	1	5
Physical	0	0
Mental	0	0
Others	0	0
None	16	84
Total	19	100

Perception of an individual to cooperative learning in group work was associated to exposure and experience an individual has had previously. Results indicated that eight of the respondents had experience less than 10 times in cooperative learning in group work. Three of the respondents indicated that they experienced cooperative learning at least 20 times or less. Two of the respondents experienced cooperative learning at least 30 times or less while 5 indicated experiences with cooperative learning at 50 times or less. Only one respondent indicated experience of cooperative learning for more than 50 times. Table 4.6 shows the result.

Table 4.6

Participants' Profile According to Experience With Cooperative Learning - Group Work

Categorical Variable	Frequency	Percentage
> 10 times	8	42
11 – 20 times	3	16
21 – 30 times	2	11
31- 40 times	0	0
41-50 times	5	26
<50 times	1	5
Total	19	100

While the majority of the respondents indicated that they had experiences with cooperative learning, two respondents indicated that they had no experiences with free riding, kite-tailing, or piggybacking. Nine of the respondents indicated that their experiences in free riding, kite-tailing, or piggybacking have been less than 10 times. Six of the respondents indicated that their experiences had been between 11-20 times; two of the respondents noted that their experiences had been between 21-31 times; and three respondents noted that their experiences had been between 41-50 times. Table 4.7 shows the result.

Table 4.7

Participants' Profile According to Experience With Free Riding, Kite-tailing, or Piggybacking

Categorical Variable	Frequency	Percentage
0 time	2	11
> 10 times	9	47
11 – 20 times	3	16
21 – 30 times	2	11
31- 40 times	0	0
41-50 times	3	16
<50 times	0	0
Total	19	100

When availability to work in a group is considered, the occupation is a significant variable. The majority of the respondents indicated not applicable which could be implied that they might have been looking for employment. Only eight respondents indicated that they were working students, six of which were working part-time while two of the respondents indicated that they were working full time. Table 4.8 shows the result.

Table 4.8

Participants' Profile According to Occupation

Categorical Variable	Frequency	Percentage
Part-Time	6	32
Full Time	2	11
Not Applicable	11	58
Total	19	100

Although the majority of the respondents indicated they had observed free riding, kite-tailing, or piggybacking, eight of the respondents indicated that they had seen free riding, kite-tailing, or piggybacking numerous times in a group project. Six of the respondents indicated that free riding, kite-tailing, or piggybacking was occasionally observed in group work. Three respondents indicated that free riding, kite-tailing, or piggybacking was seldom observed and two respondents indicated that free riding, kite-tailing, or piggybacking was never observed. Table 4.9 shows the result.

Table 4.9

Frequency of Observed Free Riding, Kite-tailing, or Piggybacking in a Group Project and/or Teamwork

Categorical Variable	Frequency	Percentage
Numerous times	8	42
Occasionally	6	32
Seldom	3	16
Never observed	2	11
Total	19	100

When asked about the strategies used to restrict free riding, kite-tailing, or piggybacking in cooperative learning, the majority of the respondents indicated that they either met with students who were identified as a free rider, kite-tailer, or piggy backer or simply ignored the situation. Respondents also indicated that they talked with group members to discuss free riding, kite-tailing, or piggybacking problems and identified the

member in a report submitted for the teacher. Although there were strategies in response to abuse happening in cooperative learning in group work, the results revealed that students were reluctant to confront students who participated in free riding, kite-tailing, or piggybacking. If there were actions to solve the abuse, it was conducted in a discrete manner through confidential reports submitted to the teacher or through evaluations. Table 4.10 shows the result.

Table 4.10

Strategies to Restrict Free Riding, Kite-tailing, or Piggybacking in a Cooperative Learning Environment

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Met with my group members to discuss free riding, kite-tailing, or piggybacking problems	7	17
Talked with student who was identified as a free rider, kite-tailer, or piggy backer outside of group meeting	8	20
Identified group member in a progress report, email, written note, etc., to teacher	7	17
Dismissed student from group to complete project on own	4	10
Ignored the situation	8	20
Evaluated student poorly in a confidential evaluation form	4	10
Others	2	5
Not applicable	1	2

Students' evaluations were seen as an avenue where students were paid for their efforts invested and the learnings acquired. This perspective, however, was dubious as applied in cooperative learning where issues such as free riding, kite-tailing, or piggybacking were observed. As a result, nine of the respondents indicated that an individual score plus group bonus was an appropriate grading method in cooperative

learning. Average members' individual scores and individual score plus group average were also indicated to be the most preferred grading method. It was noted that respondents highly considered the effort of the group when working in cooperative learning as indicated in their responses, which equally favored individual and group scores. Table 4.11 shows the result.

Table 4.11

Preferred Grading Methods When Using Cooperative Learning Assignments in Team Projects

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Average member's individual scores	6	19
Total member's individual scores	3	9
Individual score plus group bonus	9	28
Group score on a single product/project/assignment	3	9
All members receive lowest member's score	0	0
Bonus points based on lowest score	0	0
Individual score plus group average	6	19
Average Academic and Cooperative Learning performance score	5	16
Randomly selecting one member's paper or exam to score	0	0
Others	0	0

Although the majority of the respondents were males, the majority of them were amendable that free riding, kite-tailing, or piggybacking was observed more frequently when in groups with other females. Results indicated that males (in general) tended to free ride, kite-tail, or piggyback regardless of being grouped with males or females. Interestingly, four of the respondents indicated that although they noticed free riding, kite-tailing, or piggybacking, these issues on identifying gender had been ignored. Table 4.12 shows the result.

Table 4.12

Noticeable Gender Issues When Students Participated in Free Riding, Kite-tailing, or Piggybacking

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males	5	19
Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males	2	8
Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females	9	35
Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females	1	4
I noticed, but never gave any thought to gender identifications when addressing free riding, kite-tailing, or piggybacking	4	15
I have never noticed gender playing a role when addressing free riding, kite-tailing, or piggybacking	5	19

Consistently, the respondents offered a perspective that males in general used free riding, kite-tailing, or piggybacking in cooperative learning in group work more so than females. Furthermore, the results revealed that when free riding, kite-tailing, or piggybacking had been noticed among males or females, the respondents either gave no thought to gender nor did they even notice that there were gender-related issues in the cooperative learning team project. Table 4.13 shows the result.

Table 4.13

Perceived Difficulty With Males or Females Participating in Free Riding, Kite-tailing, or Piggybacking When Students are in a Team Project

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Males use free riding, kite-tailing, or piggybacking more frequently	12	60
Females use free riding, kite-tailing, or piggybacking more frequently	3	15
I noticed, but never gave any thought to gender when students participated in free riding, kite-tailing, or piggybacking	3	15
I have never noticed if there were gender identifications when addressing free riding, kite-tailing, or piggybacking	2	10

When asked if consents were given to group members who would free ride, kite-tail, or piggyback, 15 of the respondents said that they never allowed this negative act to happen when working in group work. Interestingly, the majority of the responses were from males who identified themselves as piggy backers when grouped with either females or males. The results implied that while males viewed piggybacking as an abuse, which they do not want to allow, they still observed that males over females are using piggybacking in group work. Table 4.14 shows the result.

Table 4.14

Consented Acts of Free Riding, Kite-tailing, or Piggybacking From a Group Member When Participating in a Cooperative Learning Assignment or Project

Categorical Variable	Frequency	Percentage
Yes	4	21
No	15	79
Total	19	100

Although it seemed to contradict results, indicating reluctance among students confronting members who participated in free riding, kite-tailing, or piggybacking, 14 of the respondents further indicated that they confronted acts of free riding. Only five respondents indicated that they never confronted members who used free riding, kite-tailing, or piggy backing. Table 4.15 shows the result.

Table 4.15

Confronted Acts of Free Riding, Kite-tailing, or Piggybacking From a Group Member When Participating in a Cooperative Learning Assignment or Project

Categorical Variable	Frequency	Percentage
Yes	14	74
No	5	26
Total	19	100

When asked if repercussions were helpful to curb group members who participated in free riding, kite-tailing, or piggybacking, 12 of the respondents agreed that there were benefits of letting the group members who participated in this negative act know that the abuse can never be tolerated. While seven of the respondents stated that they were not able to see any benefits in the repercussions given to students who participated in the negative acts. Table 4.16 shows the result.

Table 4.16

Benefits in the Repercussions Given to Students who Participated in Free Riding, Kite-tailing, or Piggybacking

Categorical Variable	Frequency	Percentage
Yes	12	63
No	7	37
Total	19	100

While the majority of the respondents indicated that benefits are seen when repercussions are imposed to group members who free ride, kite-tail or piggyback, the level of direct confrontation was indirectly noticeable in the imposed repercussions. Table 4.17 indicates that students distanced themselves from free riders, kite-tailers, or piggy backers, evaluated them poorly, and marred the offending member's reputation. The results implied that there exists apprehension to let the free riders, kite-tailers, or piggybackers know of the issue. Table 4.17 shows the result.

Table 4.17

Identified Repercussions to Students who Participated in Free riding, Kite-tailing or Piggybacking

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Group members no longer communicated with the free rider, kite-tailer, or piggy backer.	3	6
Team members ignored free rider, kite-tailer, or piggy backer.	5	10
Free rider, kite-tailer, or piggy backer was evaluated poorly by team members.	8	16
Students distanced themselves from working with the free rider, kite-tailer, or piggy backer on any other class assignments or projects.	10	20
Free rider, Kite-tailer, or piggy backer was gossiped about in other classes.	6	12
Physical altercations occurred.	3	6
Verbal altercations occurred.	4	8
Student's reputation was marred.	11	22
Others	1	2

When asked about factors that directly contributed to free riding, kite-tailing, or piggybacking, the respondents simply viewed that these individuals were lazy, coupled with no interest in working with other team members. Thirteen of the respondents viewed that free riders, kite-tailers, or piggybackers maintained support for their laziness

because they knew others would do their work. Results further revealed that other than attitudinal problems, availability to work with group members, and personal views of an individual's capability were considered as important factors associated to free riding, kite-tailing, or piggybacking in cooperative learning assignments. Table 4.18 shows the result.

Table 4.18

Factors Associated to Free Riding, Kite-tailing, or Piggybacking in a Cooperative Learning Assignment or Project

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Lack of motivation	11	14
Lazy	15	20
They know others will do their work	13	17
No Interest	12	16
Assignment or project (particular grade) has small weight	1	1
Outside school activities and responsibilities are too demanding	7	9
Lacks self confidence to perform assignments	8	11
Not a team player	8	11
Others	1	1

Summary of Student Survey – Cooperative Learning (Past Experiences)

A sample of 19 students from freshmen and sophomores were surveyed to examine their individual perceptions and understandings regarding how cooperative learning was used in past classroom experiences at any college, university, or school attended. While results indicated that the sample population's demographic characteristics were teenagers, they were dominantly males, had culture resemblances of African-American, were exposed to cooperative learning for at least ten times, and were experienced with free riding, kite-tailing, or piggybacking of not less than 10 times. The

majority of the respondents viewed that free riding, kite-tailing, or piggybacking was a form of abuse among members in the group that must not be tolerated. However, there was an observable level of timidity in curbing free riding, kite-tailing, or piggybacking in cooperative learning in group work such that strategies used were done in a discrete manner through confidential reports or through evaluations. Students tended to distance themselves from free riders, kite-tailers, or piggy backers, evaluated poorly their team members who participated in these deplorable acts, and marred the free riders', kite-tailers', or piggy backers' reputation. The result was interestingly revealing since the students indicated that they confronted free riders, kite-tailers, or piggybackers; however, their interpretations of confrontations might not be the same as to how confrontations should have happened. Indirect confrontation among the respondents was a form of imposed repercussions, which for the respondents was being able to gain benefits.

It can be noted that respondents highly considered the effort of the group when working in cooperative learning. However, when asked about the frequency of using free riding, kite-tailing, or piggybacking, respondents who were identified as dominantly male – they considered males to be frequently using piggybacking more so than females. Although males viewed the importance of group work in cooperative learning, males (in general) identified themselves as free riders, kite-tailers, or piggybackers regardless of being grouped with males or females. Results implied that group work utilizing cooperative learning among members who are all males would most likely prove to be unsuccessful. Furthermore, the factors associated to free riding, kite-tailing, or piggybacking as identified by the respondents, other than availability to work with group

members, and personal views of an individual's capability, tended to describe males as lazy and that they had no interest in working with others.

Individual Student Interviews

A 30-minute individual student interview of members from four groups in the eight-week class was conducted to record past and present experiences with free riding, kite-tailing, or piggybacking in a cooperative learning environment. The individual group member interviews assessed individual perceptions and understandings as to how cooperative learning was used in past and current classroom experiences.

The twenty-five questions in the individual student questionnaire were subdivided into three sections. The first section includes descriptive personal data. The second section included questions pertaining to individual student perceptions. Lastly, the third section included questions pertaining to individual role-playing in allowing or disallowing such actions, as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking.

Sixteen students were interviewed for their past experiences in cooperative learning, while only twelve students were interviewed to assess their perceptions and experiences in cooperative learning in the eight-week class due to four withdrawing from the university for personal reasons.

Individual Student Perceptions of Past Experiences in Cooperative Learning

Major themes emerged in the experiences of the students. Most of these experiences were culled and recalled from their secondary or high school years. These experiences shed important views for post-secondary students to participate in the cooperative learning process used by instructors now. The listing and preliminary

grouping code report was used to generate these themes critical to the central question of the issues of cooperative learning experience, gender issues related to cooperative learning experience, outcomes of the exploitative students, and the evolving perspectives of postsecondary students to address exploitation in the cooperative learning process.

Summary of Findings

Theme 1: Student perception of negative pre-cooperative learning experiences.

Of the 16 participants who served as key participants, seven participants described their pre-cooperative learning experiences negatively. As Oliver said:

> I would say that it was bad. Maybe, if I was in a group with someone that I knew, I felt comfortable or it was a great experience. But if it was someone that I was meeting with for the first time, it may not have been that bad.

Sandra pointed out that the experiences had been bad because of the disgust of working in a team where members were not doing their work assignment. In effect, Sandra noted that working alone was preferred rather than working in a team. Sandra said:

> I really don't like doing group work because you have a group of people who do not really do their part and the workload gets heavier on you. So, what I usually do is the whole project by myself. So, if somebody comes up not doing their part, then I doesn't have to worry about not getting a bad grade or anything like that.

In view of the elements of the thematic category, four of the participants argued that their cooperative learning experiences were positive. Ross said:

> The biggest part of cooperative group work does not have to do everything by yourself. It is a whole lot easier on a person's mind and is less stressful if you can split work up between different people and different people are assigned to a certain task and they accomplish it.

Ross stressed the importance of teamwork as well as the quality of work done by the members in the group.

Significantly, Ross believed that working in a group is easier and less stressful. Grant supported Ross' position and said:

> Ahhh, in high school, the positive part was getting to share all of the work with everyone else. I didn't have to do as much. Ahhh, it made the work easier to do because you could kind of talk and bounce ideas off of each other. While Megan said:

> It was positive in the way that we exchanged ideas. Ahhh, we was always good to work in groups because working together was the main thing. Meantime, three of the participants had no particular response.

Debbie believed that positive and negative experiences might depend on the project assigned and the members within the group. Debbie said:

> It depended on which project I was doing and who my group members were.

Finally, two of the participants expressed their indifference towards their cooperative learning experiences. Stephen stressed:

> I would say indifferent. Mainly, because each one has been an experience that I have learned something out of with the people that I have been with and the situations that I have been included in.

Stephen considers every situation and with people around an experience that contributes to learning. Table 4.19 identifies sixteen student viewpoints regarding past perceptions in cooperative learning experiences.

Table 4.19

Thematic Category 1: Students' Perceptions of Their Pre-Cooperative Learning Experiences

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Perceived cooperative learning negatively	7	44
Perceived cooperative learning positively	4	25
No response	3	19
Indifferent	2	12

Sub-theme: Poor work management seen as a factor in students' negative perception.

When asked about the major issues that contribute to the negative pre-experiences of students in the cooperative learning process, poor work management within the members of the group became the significant element of their negative perception. This element was determined from the ten participants of the pre-interview who signified their negative experiences.

By misdirecting the work load and/or direction of the assignments as well as the laxity of the leader to compel members to do the assigned tasks, these were attributes that were significantly an indicator of poor work management of the group. Jack stressed the idea and said:

> ...because I would be the one that would mainly get stuck doing all the work.

On the one hand, William illustrated tardiness and delivery of the work output among members as an indication of poor work management. William said:

> Well, the biggest problem I had from working in our group was the most important part and waiting until the day before it was due to try and do it all and it turned out horrible. And I could tell you the smallest problem which is having

> someone not showing up for class, and we knew that they weren't going to do any work – so that was the smallest. So, having a person that never shows up for class or never doing their part.

Meantime, nine of the participants disputed that personal bias is a factor of the negative cooperative learning experience. Calvin believed that perceptions of the cooperative learning process were dependent on the project assigned by the instructors and the members of the group working on it. Calvin said:

> It depended on which project I was doing and who my group members were.

A significant number of eight participants also noted that inter/intrapersonal relationships among members is a factor that contributes to the negative perception of cooperative learning. Grant showed that cooperation is a function of the relationship among members and said:

> The negatives were that most of the people didn't cooperate and some of them decided that they just weren't going to do anything. Cause in high school you didn't have any choice but to go finish the work that was assigned to you and your group.

The slacking off and conflict among members have been shown to be factors of the negative perception of cooperative learning as revealed in the 38 percent of participants' responses. Nancy pointed out this circumstance:

> It also caused conflicts between people and when you told the teacher that they weren't doing anything so that they got a lower grade and they got upset with you then you lost friendships.

Moreover, five of the participants perceived that preference to work alone and difficulty building consensus among group members were factors of the cooperative learning experiences to be considered negative. Sherry said:

> Well, getting someone to agree to do what they agreed to do, ahhh getting someone to (you know) might be on different schedules so that person's schedule well I didn't get to that this week but I promise next week. Just trying to get us all

> together, my partner and me together so that we could get this assignment done on time was very stressful. Sometimes, I felt like it was a constant battle.

Finally, the culture of tolerance at the level of the instructors, as indicated by giving the same grade to students who do the work and to students who simply free ride, kite-tail, or piggyback has been considered a factor that made cooperative learning a negative experience. Four of the participants stressed there is an unfair grading system being posed in the cooperative learning process. Stephen said:

> Uhmmm, I worked in groups and two of the four people didn't do any of the work, and we all got "A's" and the thing was not fair.

Table 4.20 summarizes the different factors associated with students' negative perceptions in their pre-cooperative learning experiences.

Table 4.20

Sub-Thematic Category: Factors Associated With Students' Negative Perceptions of Pre-Cooperative Learning

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Poor work management	7	44
Personal biases	9	56
Inter/Intrapersonal relationship(s) among members	8	50
Conflict among members	6	38
Slacking off	6	38
Difficulty in consensus building	5	31
Preference of members to work alone	5	31
Unfair grading	4	25

Theme 2: Delegation of work seen as salient feature of Cooperative Learning in group work.

Essential to the participants was the view that delegation of work was a salient feature of cooperative learning in group work, as indicated by the 63 percent response from the participants. Ross emphasized this element by commenting:

> The biggest part of cooperative group work is not having to do everything by yourself. It is a whole lot easier on a person's mind if less stress occurs – for example, if you can split work up between different people and different people are assigned to a certain task and they accomplish it.

William, on the one hand, viewed that putting together all the work(s) assigned to members was vital in the cooperative learning process. William said:

> I would say that being put into a group that everyone contributed to the project - everyone sat down and took part and everyone would stick to their part until the end and presented a good report.

Meantime, 50 percent of the participants' response considered the development of good camaraderie among group members as a positive element of the cooperative learning process. Sandra explained this element and said:

> Ahhh, I got to work with a group of people and you got to learn a lot of things about people that you really didn't know cause we come together as a group. Ahhh, we learned stuff about people (I guess) being around them so much with a group project. So, that is the positive.

Seven participants viewed that cooperative learning was open to ideas from group members. Grant stressed that working in a team presented an opportunity for dialogue among members and generated more ideas. Grant said:

> Ahhh, in high school, the positive part was getting to share all of the work with everyone else (three giggles). I didn't have to do as much. Ahhh, it made the work easier to do cause you could kind of talk and bounce ideas off of each other.

Archie supported this element and said:

> The positive aspects were getting the job done through communication and everybody else would be doing their part.

In view of the fact that there was a standard conceptional thought process by all team members that all ideas from members were welcome, six of the respondents viewed that the source of idea contributions in a cooperative learning environment was widely unheld as standard policy. Sherry clarified this element and said:

> Ahhh, I didn't feel like I had to do all the work myself. Ahhh, I felt like it was like having another set of ears or eyes so we could pass ideas around, and somebody could say that I think that this idea is a little better or this idea is maybe that we ought not to go there. I felt like I had more than one brain to work with instead of all of it coming out of my one head.

Four of the participants stressed that it was the observance of work ethics that made this aspect of cooperative learning a positive experience. William said:

> Learning how to become a leader and you know being able to guide some of the other people and get them to do the right thing (you know) and also learn about people that you have been working with so.

Moreover, three of the participants agreed that willingness to cooperate was seen among the members of the group as an expected standard procedure. As such, Debbie said:

> I would say that being put into a group that everyone contributed to the project – everyone sat down and took part and everyone would stick to their part until the end and presented a good report.

Finally, two of the participants expressed that members of the group encouraged each other to have accomplished the assigned task or tasks. This happens when members of the group are already close friends with whom they feel comfortable to say something to about completing the project. Sandra explained this element by saying:

> I have been in groups with some of my close friends and like if one of them did not do their part, I ended up saying something to them, but I never did say anything to the instructor.

Table 4.21 identifies some outstanding and significant features of Pre-Cooperative Learning in group work.

Table 4.21

Thematic Category: Salient Features of Pre-Cooperative Learning in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Delegation of work(s)	10	63
Development of camaraderie	8	50
Openness to exchange of ideas	7	44
Wide sources of ideas	6	38
Observance of work ethics	4	25
Willingness of the members to participate	3	19
Encouragement received from co-members	2	13

Theme 3: Student preference for individual approach to learning.

After following the participants' experiences on cooperative learning, nine preferred an individual project. Many of these participants believed in their own individual ability and noted that should they not be able to cope with the project requirements, there would be no one to place blame on but on their own individual self.

Jack explained this element:

> I know that as long as I am working by myself, the sole responsibility of getting a good grade is on me and I hate failing. It is not an option for me.

Debbie preferred the autonomy of completing projects by herself, too. She noted that the progress of the work assignments was more desirable for her by dictating her work schedule and commandeering her workload and time line. Debbie exclaimed:

> When you are in a group, you can split the work which takes a lot of the weight off of an individual project. It's really good, but I think working by myself would be more desired because at least I know what is being done and how I want it to be.

Four of the participants argued that working in a group was more desirable than working alone. The majority of the participants who favored working in a group were people-oriented and could get along well with the members of the group. Ross explained:

> I'm a people person. I like to work with people and like again I say that splitting the work up between different people makes it easier so that you don't have the entire work load cause you might have other things to take care of if you have less work to worry about then - Okay?

Lastly, three of the participants had no particular preference. The majority of the participants, however, noted that their preference was influenced by factors such as skill requirements for the project, members of the group, and the kinds of assignments in particular. Calvin explained:

> If it was a subject that I was good in, then I would want to work on it by myself so that I wouldn't have to worry about other people. But, if it were something that I wasn't good at, then I definitely would want to work in a group.

Table 4.22 summarizes students' preference in classroom activity when working on projects during their pre-cooperative learning experiences.

Table 4.22

Thematic Category: Students' Preference in Classroom Activity During Pre-Cooperative Learning

Elements of a Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Work alone	9	56
Work with group members	4	25
No preference	3	19

Theme 4: Student perceptions of exploitative nature of males.

The students' attitude toward their work influenced a great deal how they approached cooperative learning. In this case, where the gender factor was included, males seemed to display a very lax attitude towards their schooling and towards group school work in particular. Nine of the students believed that males were more exploitative than females when participating in group work. Sandra said:

> It seemed to me that most males are not focused in school. And I experienced that the men in the group - that they weren't really focused in their school work. In my opinion, it seemed like the females were more focused on their school work than the males would be."

Meantime, five participants argued that gender had nothing to do with the cooperative learning in group work. Oliver explained by saying:

> I don't think it had anything to do with the gender. It had to do something with them in their personal lives. And sometimes they did have a good reason (you know). Full time student, full time worker, I had to juggle a lot of hours. I guess I'm just one of those people who (ahhh) tries to be understanding, but I don't think, I don't think (repeat) I had any problems with anybody because of their being male or female.

Lastly, only two (2) of the participants considered females more exploitative than males. Grant said:

> In high school, usually it was the females. Cause they could flirt around the guys and they would do all the work for them.

Table 4.23 lists three thematic reoccurring categories regarding gender views when reviewing pre-cooperative learning experiences.

Table 4.23

Thematic Category: Views on Gender

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Students perceived the exploitative nature of males	9	56
All gender have the tendency to exploit	5	31
Females viewed as exploitative	2	13

Sub-Theme: Student perception of male and female differences in work attitudes.

A difference in work attitudes among group members definitely affected students in cooperative learning. Twelve of the participants believed that males seemed to display a very lax attitude towards their schooling and towards group schoolwork, in particular. Participant Response D03114543 said:

> It seemed to me that most males are not focused in school. And I experienced that the men in the group that they weren't really focused in their school work. In my opinion, it seemed like the females were more focused on their school work than the males would be.

Additionally, eight of the participants believed that males were not so particular in time management. Calvin said:

> Females, they want to actually organize and try to get the lesser of the group to perform. I think females (pause) they are just more organized, more data orientated (you know) time management (you know). We males tend to (what should I call it?) –we procrastinate; we just want until the last moment and try to rush things out and get whatever we can.

Eight of the participants considered that females and males differ in their work ethics and values. In particular, males valued school requirement less and tended to pass on responsibilities to females. Oliver said:

> When I think about it, I did notice in the other classes that the males seem to always take advantage of the females when there is group work. Also, I noticed that there is some flirting with people of the opposite sex to get someone to do additional work.

Lastly, three of the participants believed that males and females differ in how their interest in the topic affects their productivity as a group. Richard said:

> If the subject is not interesting or something that you know floats their boat or whatever. You know they don't buckle down and focus in on what it is or the task at hand, but the females seem to be more disciplined and (you know) more goal-oriented or whatever to make sure they get the job done.

Table 4.24 identifies roles of gender that occurred in pre-cooperative learning group work experiences.

Table 4.24

Sub-Thematic Category: Roles of Gender in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Work attitudes – males, lax	12	75
Time management – males, indifferent	8	50
Values and work ethics – males, slackers	8	50
Topic interest - females, more disciplined	3	19

Theme 5: Student perception that exploitation in group work deserves low/failing grade.

Behaviors and consequences were observed from the students who exploit other students in what should have been a cooperative learning environment. Seven of the participants considered that students exploiting students in group work should get a low or failing grade. Megan said:

> Always you feel like that maybe my lacking or once creating friction or maybe you don't actually want to deal with the person. (Ahhh), you know it is like dealing with an enemy would - it is like that person gets to haze you at the moment. Their grade will get affected – his or her grade will get affected

> because (you know) if you go to the instructor or professor that that person is not performing - that probably creates a problem more so than you originally had.

For those students who do take schoolwork seriously and have no acceptance for slackers, these students have indeed formed their own ideas on what should be done about this problem. Five of the participants believed that those students who slacked off and evaded responsibility, according to them, have to be dealt with by either being chastised or punished. Bonnie Sue said:

> I think that each team member should get on with the project regarding their part and let the other free riding, kite-tailing, or piggybacking members be penalized for their laziness. However, if someone in the group doesn't complete their assigned task, our team contract states that they should then be given a verbal warning by the officiating team leader or if that person is absent, the designated team diagnostician has the responsibility to notify the offending team member of their missed assignment. The second time this occurs, the offending team member should be written up with notification going to the teacher so that she can see what is happening in the group with the lazy, no-good slacker. Finally, if the team members makes a third offense in not getting their part of the report or project assignment completed, that individual should be given the boot – kicked out of the group. If the person can't complete various parts of the team report, what makes them think that they can complete the entire project by their little self.

While Megan said:

> I think that they should probably empower the group to take action against whoever is not doing what they should be doing.

Three of the participants viewed that perception of their immature behavior, limited learning, and indifferences were among the cited consequences of students who participate in free riding, kite-tailing, or piggybacking's negative act.

Two of the participants said that free riders, kite-tailers, or piggy backers should be reprimanded by the teacher should the students tattle about the free rider, kite-tailer, or piggy backer's negative act. Sandra said:

> Well, I think you start in a group and the group members like in my situation - I probably should have said something to the instructor about it, but I was trying to be friendly with my friends and stuff to say something to them because me saying

> something is not going to do anything. But maybe if we get instructors more involved in a situation, then we could probably crack down on it.

Lastly, only one of the participants viewed that free riders, kite-tailers, or piggybackers should quit the group since they felt that the negative act was affecting the team. Only one other participant had the view that free riders, kite-tailers, or piggybackers should have remained in the group because of tolerance from the instructor, as well as from members of the group.

Table 4.25 introduces repercussions of the act of students exploiting students in group work during pre-cooperative learning experiences.

Table 4.25

Thematic Category: Repercussions of the Act of Students Exploiting Students in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Failing/low grade	7	44
Evasion of responsibility	5	31
Chastisement	5	31
Immature behavior	3	19
Limited learning	3	19
Indifference	3	19
Interference of instructors	2	13
Quitting	1	6
Encouragement to slack off resulting from others	1	6

Theme 6: Student perception that instructors can best deal with exploitation in a cooperative learning environment.

Problems in cooperative learning should be positively addressed with the assistance of the cooperative learning instructor, if necessary, as well as other team

members. Early identification and direct communication with free riders, kite-tailers, or piggybackers while aiming to seek the various solutions with students who have been exploited was noted to be imperative.

Six of the participants viewed that exploitation would be reduced if members of the group asked for assistance from the instructor in dealing with the free riders, kite-tailers, or piggybackers. Debbie said:

> Yes, I think that the instructor should check in and if they were to do that, I think that they would have to do it in an anonymous questionnaire and make you do them every now and then. So, if there is something going on in that group – that shouldn't be going on, or possibly should be going on – then reporting it is anonymous and they can do something of that sort.

While some students believed that a student could settle issues through the assistance of an instructor, only four of the participants viewed that issues can be settled within the group. Particularly, these students considered that the value of teamwork is important and should be emphasized during the course of the project. Confronting the unproductive team member and showing his or her indifference to other learners were some approaches that members of the group recommended to be used.

Three of the participants viewed that exploitation by students can be addressed by learning consensus building. Sandra stressed that convincing group members to work in a shared activity is a challenging task. Sandra shouted:

> They got mad! They thought that I was trying to act smarter than they were. They thought that I was trying to act like I was better than them! But, I wasn't! I mean, I was very serious when it comes to my work.

While it was true that there was a need to learn consensus building, two participants viewed that the regular dialoguing among members of the group is necessary to settle issues. Two of the participants, on the other hand, viewed that the important

aspect of a dialogue was to motivate each member of the group. Motivation can come to those who have possibly lost interest towards schoolwork. Teamwork, consensus building, and other values were stressed as a certain activity appreciated by the students. Bonnie Sue said:

> I felt very comfortable with the way you took control of the initial set-up of our group members by grouping us according to our weaknesses and strengths. I liked the idea that my group had strong and mediocre team members, as well as my weak writing and reading skills to neutralize the entire group into one workable team. I have been in teams where we were all weak in the writing area. How do you learn from team members about writing a project when their writing skills are all weak? I believed that this made our team very effective.

Lastly, one of the participants viewed that the instructor may have imposed forced participation to exploitative students who have been warned many times, yet are still doing the negative act of free riding, kite-tailing, or piggybacking. Jack said:

> I think that you should let it go no more than two or three offenses. You know, the first offense as you should pull that person aside and (ahhh) talk to them and tell them that members of your group have come to me saying that you are doing these things and if you don't tighten up, then this is what is going to happen.

Table 4.26 lists eight perceived interventions to address exploitation in pre-cooperative learning environments.

Table 4.26

Thematic Category: Perceived Interventions to Address Exploitation in Cooperative Learning Environments

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Seek instructor(s) assistance	6	38
Emphasize teamwork	4	25
Confront the unproductive	4	25
Show indifference to other learners	4	25
Learn consensus building	3	19
Promote regular dialoguing	2	13
Realize motivation is important	2	13
Force participation	1	6

Response to Research Questions

Prior to exposing students to group work utilizing the cooperative learning approach, the views and the experiences of the post-secondary students who were enrolled in the eight-week accelerated class were gathered and documented. Sixteen students were purposely selected to respond to specific questions. Hence, following the individual students' interview questions, the responses of each participant, and the themes and sub-themes generated as the result of the qualitative analysis, the following were responses of the 16 participants involved in the study:

Research Question 1

What do students see as issues in the cooperative learning process when students free ride, kite-tail, or piggyback?

Students perceived their pre-cooperative learning experiences were negative because of students who participated in free riding, kite-tailing, or piggybacking. This feedback stemmed from not being familiar with one's group members, or in not having a

good working relationship with them. The majority of the participants suffered from heavy tasks because of group members who did not do their share of the workload, resulting in the diligent students' preference to work alone. Some reasoned that they found it better to deal with the burden of a project when working solo, rather than expose themselves to the unpleasantness of dealing with slackers. Another issue was poor work management allowed students to free ride, kite-tail, or piggyback – a great factor in students' negative perception of cooperative learning. The majority of the participants believed that when the workload was not directed or managed well, some students tended to leave the work to others who were more concerned with finishing the task or tasks. This mismanagement contributed to laxity, tardiness, absences, and negligence of duty. This existence of slackers significantly contradicted the purpose of cooperative learning. Some participants even claimeded that instructors did not ensure fair grading because their lack of monitoring the group resulted in their giving the same grade to those who worked and to those who did not work. These negative practices could not be lessened if instructors tolerated their occurrence. The majority of the participants suggested that proper delegation of work should be done if the aim is productive cooperative learning.

Research Question 2

What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?

The majority of the participants perceived the exploitative nature of males. The males were viewed to be taking advantage of those students who were diligent towards their group work assignments. The males seemed to consider group work as a means for them to get good grades while putting in little effort. Participants concluded that most

males have a lax attitude towards school work and prefer other non-academic activities, hence their tardiness, absences, and other forms of negligence. A small number of participants shared that they did not consider gender as an issue in the cooperative learning process, and an even smaller number claimed that females resorted to flirting to get their male classmates to do their work for them. Students perceived that males and females differed in their work attitude, particularly in the areas of interest, values, work ethics, and time management. The males were said to have more interests outside of academic work and placed higher values on their fields of interest that do not run parallel with activities in the classroom. Males did not consider it irregular to pass on their group responsibilities to their female classmates. The participants suggested that the males should be more disciplined and goal-oriented so that they could do their work in the classroom as well as fulfill their other commitments.

Research Question 3

What have been the outcomes from students who exploit students in a cooperative learning environment?

Students perceived that team members who exploit students in group work deserve low/failing grades. Although the participants share discomfort reporting free riders, kite-tailers, or piggybackers to their instructors, they see this as an appropriate measure to teach a lesson. Students who give importance to their group responsibilities said that negligent classmates have to be dealt with, chastised, or punished. Moreover, they believe that there was no room for laziness when high grades are dependent upon good performance. The participants shared that free riders, kite-tailers, or piggybackers remain in the group because of tolerance from group members and instructors, while free

riders, kite-tailers, or piggybackers quit the group when their actions are not tolerated, specifically, when the instructors reprimand them. Some of the participants believed that immature behavior was a factor for students who free ride, kite-tail, or piggyback, and in return, they got limited learning for their lack of effort to cooperate in group activities.

Research Question 4

What perspectives evolve from post-secondary students when team members exploit students while implementing and utilizing cooperative learning in groups?

The participants believed that instructors could best deal with students who exploited students in a cooperative learning environment. They shared that exploitation would be reduced if members of the group asked for assistance from the instructor(s) in dealing with the identified slackers. This interference is a way of determining those team members who did not help in group activities, without having to rely upon students tattling on their free-riding, kite-tailing, or piggybacking classmates. On the other hand, some participants would rather settle such issues within the group itself -- a move that, according to them, showed teamwork. There should be an effort to understand lapses in work, and first offenses could be excused; however, this consideration must not be abused. Promoting the value of shared work and learning consensus building were also the suggested measures to counter the above-mentioned problems. Other recommended strategies were dialoguing and motivation activities; these ideas helped prevent and/or settled conflict among group members and encouraged them to participate and give their best efforts to the task they were assigned. Identifying strengths and weaknesses helped group members to gauge their self-worth, and these identifiers made them realize that

each one has something -- a talent or a skill to contribute. These findings are summarized in Table 4.27.

Table 4.27

Pre-Cooperative Learning Case Study: Research Questions, Themes, and Sub-Themes

Research Question 1:	What do students see as issues in the cooperative learning process when students free ride, kite-tail, and piggyback?
Theme One	Students perceived that their pre-cooperative learning experience was negative.
Sub-theme	Poor work management as a factor to students' negative perception.
Theme Two	Delegation of work as salient feature of cooperative learning in group work.
Theme Three	Students preferred an individual approach to learning.
Research Question 2:	What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?
Theme Four	The students perceived the exploitative nature of males.
Sub-theme	Students perceived that male and female students differ in their work attitude.
Research Question 3:	What have been the outcomes from students who exploit students in a cooperative learning environment?
Theme Five:	The students perceived that low/failing grades deserve to be given to students who exploit students in group work.
Research Question 4:	What perspectives evolve from post-secondary students when team members exploit students while implementing and utilizing cooperative learning in groups?
Theme Six:	Students perceived that instructors could best deal with students who exploit students in a cooperative learning environment.

Student Survey – Cooperative Learning (Current Experiences)

A 10-15 minutes survey (see Survey X) was administered to determine the current experiences of students enrolled in cooperative learning situations at DeVry University. Individual perceptions and understandings of how cooperative learning was used in the class while attending at DeVry University were examined. The same instrument was

used to examine the past experiences of cooperative learning at any college or university; this survey contained 19 questions that included descriptive personal data, student perceptions of students in cooperative learning situations who had encountered free riding, kite-tailing, or piggybacking in group assignments or projects. Significantly, individual role playing acts were reviewed when students allowed or disallowed free riding, kite-tailing, or piggybacking as well as shared thoughts on dealing with such actions.

Results indicated that there were 21 respondents disaggregated to 19 freshmen and 2 sophomores. There were no respondents from the junior and senior level among the classes subject for the study. Table 4.28 shows the result.

Table 4.28

Participants' Profile According to Level of Education

Categorical Variable	Frequency	Percentage
Freshman	19	90
Sophomore	2	10
Junior	0	0
Senior	0	0
Total	21	100

Consistent to the pre-survey results, 13 respondents were in the age bracket of 18 to 20 years old. Three respondents were in the age bracket of 21-23 while only two of the respondents were in the age bracket of 24-26. Three among the respondents were ages 27 and above. Table 4.29 shows the result.

Table 4.29

Participants' Profile According to Age

Categorical Variable	Frequency	Percentage
Below 20	13	62
21-23	3	14
24-26	2	10
27-29	1	5
30-above	2	10
Total	21	100

Gender is a significant variable in examining the dynamics of cooperative learning. Results indicated that only five respondents were female while the majority or 16 of the respondents were male. Table 4.30 shows the result.

Table 4.30

Participants' Profile According to Gender

Categorical Variable	Frequency	Percentage
Female	5	24
Male	16	76
Total	21	100

Culture is an operant variable in cooperative learning that exists in group work. Sixteen of the respondents were African American, three were White, and two classified themselves as multiracial and Hispanic, respectively. Table 4.31 shows the result.

Table 4.31

Participants' Profile According to Ethnicity

Categorical Variable	Frequency	Percentage
African American/Black (non-Hispanic	16	76
Asian/Pacific Islander	0	0
Hispanic/Latino	1	5
American Indian/Native American	0	0
White (non-Hispanic)	3	14
Multi-racial	1	5
Other	0	0
Total	21	100

The majority or 18 respondents indicated that they had no disability. Only three of the respondents indicated that they have hearing and sight disabilities, however, none of these students volunteered to be in the studied groups. Table 4.32 shows the result.

Table 4.32

Participants' Profile According to Disability

Categorical Variable	Frequency	Percentage
Hearing	1	5
Sight	2	10
Learning	0	0
Physical	0	0
Mental	0	0
Others	0	0
None	18	86
Total	21	100

Perception of an individual to cooperative learning in group work was associated to exposure and experiences an individual has had. Results indicated that eight of the respondents had experience less than 10 times in cooperative learning in group work. Six of the respondents indicated that they experienced cooperative learning at least 20 times. Three of the respondents experienced cooperative learning at least 30 times while only two respondents indicated experience of cooperative learning for more than 50 times. Table 4.33 shows the result.

Table 4.33

Participants' Profile According to Experience With Cooperative Learning - Group Work

Categorical Variable	Frequency	Percentage
> 10 times	8	38
11 – 20 times	6	29
21 – 30 times	3	14
31- 40 times	0	0
41-50 times	2	10
<50 times	2	10
Total	21	100

While respondents indicated that their experiences in cooperative learning group work was quite moderate, the majority or 14 respondents too indicated that their experiences to this learning approach has been less than ten times associated to free riding, kite-tailing, or piggybacking. Only three respondents indicated that they had not encountered free riding, kite-tailing, or piggybacking in any of their cooperative learning experiences. Table 4.34 shows the result.

Table 4.34

Participants' Profile According to Experience with Free Riding, Kite-tailing, or Piggybacking

Categorical Variable	Frequency	Percentage
0 time	3	14
> 10 times	14	67
11 – 20 times	2	10
21 – 30 times	1	5
31- 40 times	0	0
41-50 times	0	0
<50 times	1	5
Total	21	100

The majority of the 21 respondents indicated that they were working students, disaggregated by 12 respondents who have been working part time and 9 respondents working full time. The data implied that responses of respondents might tend to provide biases on group work since working in group work entails time and availability. Table 4.35 shows the results.

Table 4.35

Participants' Profile According to Occupation

Categorical Variable	Frequency	Percentage
Part-time	12	57
Full time	9	43
Total	21	100

Slightly half or 11 respondents indicated that they seldom and/or never observed free riding in a group project and/or teamwork. This might imply that contrary to the results of the past experiences of respondents in cooperative learning, the current experiences of students at DeVry University's Decatur campus ensured that piggybacking was preventable with the use of various strategies. Table 4.36 shows the results.

Table 4.36

Frequency of Observed Free Riding, Kite-tailing, or Piggybacking in a Group Project and/or Teamwork

Categorical Variable	Frequency	Percentage
Numerous times	5	24
Occasionally	5	24
Seldom	6	29
Never observed	5	24
Total	21	100

When asked what particular strategies the respondents used in restricting free riding, kite-tailing, or piggybacking in a cooperative learning environment, the majority or seven respondents interestingly responded that they just ignored the situation. Five of the respondents indicated that they dismissed students from the group who participated in free riding, kite-tailing, or piggybacking in order to complete the assigned project on their own. On the other hand, four of the respondents indicated that they had talked with students who were identified as a free rider, kite-tailer, or piggybacker. Three of the respondents opted to evaluate student's performance in group work. Table 4.37 shows the result.

Table 4.37

Strategies to Restrict Free Riding, Kite-tailing, or Piggybacking in a Cooperative Learning Environment

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Met with my group members to discuss free riding, kite-tailing, or piggybacking problems	2	9
Talked with student who was identified as a free rider, kite-tailer, or piggy backer outside of group meeting	4	17
Identified group member in a progress report, email, written note, etc., to teacher	1	4
Dismissed student from group to complete project on own	5	22
Ignored the situation	7	30
Evaluated student poorly in a confidential evaluation form	3	13
Others	1	4
Not applicable	0	0

While respondents in the pre-survey indicated that they preferred both group and individual scores, the majority or eight respondents in the post-survey examining their experiences while enrolled at DeVry University's Decatur campus stated that they preferred the grading process of averaging members' individual scores. Their preferred grading process then determined that the grade of the group is a summation of how well members in the group worked for their requirements. This implied that students in group work relatively were called to do their share of work because when one member gets a low grade, then it pulls down the group grade. Further, it was noticed that respondents were amenable to sharing responsibility in the group work as indicated in the number of respondents offering individual scores that contributed to group scores. Table 4.38 shows the result.

Table 4.38

Preferred Grading Methods When Using Cooperative Learning Assignments in Team Projects

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Average members' individual scores	8	28
Total members' individual scores	5	17
Individual score plus group bonus	6	21
Group score on a single product/project/assignment	3	10
All members receive lowest member's score	0	0
Bonus points based on lowest score	1	3
Individual score plus group average	4	14
Average academic and cooperative learning performance score	1	3
Randomly selecting one member's paper or exam to score	1	3
Others	0	0

Seven respondents indicated that they never noticed gender playing a role in cooperative learning in group work. For those respondents who were keen observers of the cooperative learning process, six of the respondents said that males tended to indulge in free riding when in groups with other males. Only four respondents indicated that males indulged in free riding when grouped with males. Four others respondents said that although they noticed free riding in cooperative learning in group work, they gave no thought of gender identification. Table 4.39 shows the result.

Table 4.39

Noticeable Gender Issues When Students Participated in Free Riding, Kite-tailing, or Piggybacking

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males	6	26
Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males	2	9
Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females	4	17
Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females	0	0
I noticed, but never gave any thought to gender identifications when addressing free riding, kite-tailing, or piggybacking	4	17
I have never noticed gender playing a role when addressing free riding, kite-tailing, or piggybacking	7	30

While it seemed unparallel that there were respondents who indicated gender role in cooperative learning, the majority or nine respondents said that they never noticed gender identifications when addressing free riding, kite-tailing, or piggybacking during their current experiences at DeVry University's Decatur campus. However, when they noticed that there was free riding, kite-tailing, or piggybacking taking place, five of the respondents specifically responded that they never thought to look at gender when students participated in this negative act during the cooperative learning in group work. Table 4.40 shows the result.

Table 4.40

Perceived Difficulty With Males or Females Participating in Free Riding, Kite-tailing, or Piggybacking When Students are in a Team Project.

Categorical Variable	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Males use free riding, kite-tailing, or piggybacking more frequently	6	29
Females use free riding, kite-tailing, or piggybacking more frequently	1	5
I noticed, but never gave any thought to gender when students participated in free riding, kite-tailing, or piggybacking	5	24
I have never noticed if there were gender identifications when addressing free riding, kite-tailing, or piggybacking	9	43

The majority or 19 respondents indicated that free riding, kite-tailing, or piggybacking was not allowed in their cooperative learning group work. Although few or two respondents allowed free riding, kite-tailing, or piggybacking, the number of students who disallowed this arrangement were more than those who allowed which implied that free riding, kite-tailing, or piggybacking can never perpetuate in this learning environment. Table 4.41 shows the result.

Table 4.41

Consented Acts of Free Riding, Kite-tailing, or Piggybacking from a Group Member When Participating in a Cooperative Learning Assignment or Project

Categorical Variable	Frequency	Percentage
Yes	2	10
No	19	90
Total	21	100

While the majority of the respondents indicated that free riding, kite-tailing, or piggybacking was not allowed, almost half or nine respondents indicated that they never confronted acts of free riding. There was a level of understanding among students that piggy backing was not allowed and that no confrontations were needed to justify the act. Table 4.42 shows the result.

Table 4.42

Confronted Acts of Free Riding, Kite-tailing, or Piggybacking From a Group Member When Participating in a Cooperative Learning Assignment or Project

Categorical Variable	Frequency	Percentage
Yes	12	57
No	9	43
Total	21	100

Significantly, the majority or 17 respondents indicated sanctions given to students who participated in free riding, kite-tailing, or piggyback while in group work; these negative acts were seen as not beneficial to the group. It is not surprising then that respondents of the post-survey preferred to dismiss students and allowed the member to work alone should the student have continued to indulge with the act and would not stop. Table 4.43 shows the result.

Table 4.43

Benefits to the Repercussions Given to Students who Participated in Free Riding, Kite-tailing, or Piggybacking.

Categorical Variable	Frequency	Percentage
Yes	4	19
No	17	81
Total	21	100

Unlike the results of the pre-survey in cooperative learning, respondents dealt with free riding, kite-tailing, or piggybacking in a professional manner by simply

disengaging in communication. In addition, the students avoided mockery while two respondents participated in verbal altercations, and only one respondent marred the reputation of the free rider, kite-tailer, or piggy backer. Although it appeared that repercussions have features similar to results indicated in the pre-survey, it can be noted, however, that free riders, kite-tailers, or piggybackers were left in isolation with other members who did the work. Table 4.44 shows the result.

Table 4.44

Identified Repercussions to Students who Participated in Free-riding, Kite-tailing or Piggybacking

Categorical Variable	# of Respondents to Offer this Experience	% of Respondents to Offer this Experience
Group members no longer communicated with the free rider, kite-tailer, or piggy backer	8	24
Free rider, kite-tailer, or piggy backer was ignored by team members	5	15
Free rider, kite-tailer, or piggy backer was evaluated poorly by team members	7	21
Students distanced themselves from working with the free rider, kite-tailer, or piggy backer on any other class assignments or projects	8	24
Free rider, Kite-tailer, or piggy backer was gossiped about in other classes	0	0
Physical altercations occurred	0	0
Verbal altercations occurred	2	6
Student's reputation was marred	1	3
Others	3	9

Summary of Student Survey – Cooperative Learning (Current Experiences)

A sample of 21 students from freshmen and sophomores was surveyed to examine their individual perceptions and understandings regarding how cooperative learning was used in their current classroom experiences at DeVry University's Decatur campus. While results indicated that the sample population's demographic characteristics were

teenagers, dominantly they were males, have culture resemblance of African-American, were exposed in cooperative learning for at least ten 10 times, and had experience with free riding, kite-tailing, or piggybacking of not less than 10 times. The majority of the respondents viewed that free riding, kite-tailing, or piggy backing was a form of abuse among members in the group and they noted that these negative acts could be prevented through using appropriate strategies. Respondents identified that the preferred grading methods did contribute significantly to curbing free riding, kite-tailing, or piggybacking in the cooperative learning environment. Results revealed there was a level of maturity among members in the group work, whereby an individual had to work for his or her grade in order to contribute to the grade for the group. This result was seemingly alarming since students who cannot cope with the work demands or time frames of other members, these group members may potentially be left behind to work on their own. Moreover, post-survey results indicated that confrontations were no longer needed to inform on free riders, kite-tailers, or piggybackers. Repercussions such as dismissal, disengagement in group discussions, and putting free riders, kite-tailers, or piggybackers in isolation tended to be accepted norms in the cooperative learning environment. Also, students who participated in these negative acts of free riding, kite-tailing, or piggybacking acts were not welcome in the team environment. Consequently, repercussions in resolving issues within the duration of the group work were not seen as beneficial solutions when addressing free riding, kite-tailing, or piggy backing. Therefore, respondents simply ignored the issue and moved forward to what was expected of each team member, i.e., completing individual assignments within the group.

Further, gender was seemingly not an important consideration among the respondents surveyed. Although there were respondents who keenly observed the cooperative learning process, these students indicated that their experiences identified males rather than females having the tendency to indulge in free riding, kite-tailing, or piggybacking. However, gender appeared to have played no role when students participated in free riding during the cooperative learning in this case study group work. The level of perceived individualism among respondents showed that all members were working together to satisfy firstly their individual requirements, and secondly team members contributed their individual grades to constitute for the group grade.

Individual Student Perceptions of Current Experiences in Cooperative Learning

Major themes emerged in the experiences of the students who participated in the eight-week session of group work utilizing cooperative learning. As the instructor, I used appropriate techniques to ensure that the objectives of cooperative learning were being achieved while monitoring cases of exploitation within the groups subjected to this study. The listing and preliminary grouping code report was used to generate the following four themes critical to the central question of: (1) issues on cooperative learning experience, (2) gender issues related to cooperative learning experience, (3) outcomes of the exploitative students, and (4) evolving perspectives of postsecondary students to address exploitation in the cooperative learning process.

Summary of Findings

Theme 1: Student perceptions were positive of post-cooperative learning experiences.

Ten of the participants viewed their cooperative learning experience during the eight-week class as positive. Scarlett considered the experience as an avenue to develop good friendship with classmates. Scarlett said:

> We got along with each other. I mean we bonded, talked, and if we wasn't working on our assignments, we would probably call each other up and just talk to see how each of us were doing. We got to know each other pretty good, so I mean we bonded, it wasn't like we just only spoke or got together on the project when we had to do our assignments. We spoke outside of school, also. So, we bonded.

Grant highlighted the advantage of group work and noted the success of their group project output had been attributed to assigning roles for every member. Scarlett said:

> (Ahhh!) The best part of it was that you didn't have to do the entire assignment by yourself. You had someone to go over your ideas with and as a whole it helped us to finish the project better. Cause if I had been doing it by myself, I would have not noticed some errors that I had in my writing and the other teammates had points that I had not considered.

Only two of twelve participants noted that their post-cooperative learning experience had been negative. Calvin explained that the hardest part in working with the group was compelling group members to do their assigned tasks. Calvin said:

> It is negative because you have to tell somebody (you know) that (ahhh), somebody that is not doing his or her work. You know that if you do not do your part, we are going to drop you from the group. I do not like telling people stuff or things like that. But, it is kind of difficult, but you have to do it because (ahhh); otherwise, your grade is tied to their grade so, if they do not do their part you have to I mean you have the option to do their part and let them get a free grade or you have to let them know that if they do not do their part, kick them out of the group or let the instructor know.

The positive and negative students' perception of post-cooperative leaning experiences are tallied in Table 4.45.

Table 4.45

Thematic Category: Students' Perception of Post-Cooperative Learning Experiences

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Positive	10	83
Negative	2	17

Sub-theme: Development of listening and critical thinking as a positive result of cooperative learning experience.

Of the students who viewed that their post-experience in cooperative learning had been positive, five of them attributed this to the development of their listening and critical thinking skills. Oliver said:

> The first positive aspect of working in this group project and using cooperative learning was that I began to notice that my listening skills were sharpened. I found that listening to and supporting my team members was critical to a team's overall communication dialogue. I began to listen more carefully to what my team members were saying in the weekly meetings and during class meetings. I also began to question more selectively.

Consequently, active listening resulted in development of good camaraderie among group members. Four of the participants cited that the group project had given the group members more time to bond as friends and as classmates. Jack said:

> Ahhh! Well, I met a new friend; Grant is really a nice person; he was a really nice person to get along with. And he seems to be a nice kind of guy and someone that I could have a relationship with outside of class.

Three of the participants cited that there was improvement on the students' level of competency in communication, students were open to new ideas, and group successes

were being shared in the post-cooperative learning experiences. Sandra conveyed that the group came in agreement through good communication. Sandra said:

> We communicated pretty good on a good note. (Ahhh), we came to a lot of agreements on things that I didn't think we would agree on a lot of things. Everybody showed good leadership in the project.

Meantime, two of the participants viewed leadership, participation, and teamwork were experienced during the students' post-cooperative learning experiences. Jack noted that good leadership skills tended to guide members to participate and work as a team. Jack said:

> The positive was I think it gives you a more sense of how to manage your time. And (ahhh) and how to guide others in the sense that they would allow members to come to a group decision or decisions. Talking to your group members about stuff and (ahhh) evaluating stuff more thoroughly than by yourself.

Finally, only one of the participants considered that the post-cooperative learning experience offered real-life experience, particularly in situations dealing with people. Calvin said:

> It was very positive because of (ahhh) you know that trains you for the real-life experience. You know that you will always work in a group for something or at some time while on your job. Once I get my career, I am going to be working in groups, so that kind of shows me how to approach people and how to deal with situations like that. Like (you know) how to deal with people like free riders and (voice faded off).

Table 4.46 identifies the factors associated with students' positive perception of post-cooperative learning.

Table 4.46

Thematic Category: Factors Associated With Students' Positive Perceptions of Post-Cooperative Learning Experiences

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Listening	5	42
Critical Thinking	5	42
Developing camaraderie	4	33
Communication	3	25
Open-mindedness	3	25
Shared success	3	25
Leadership	2	17
Participation	2	17
Teamwork	2	17
Real-life experience	1	8

Theme 2: Conflict among members as a negative experience in the post-cooperative learning in group work.

While the majority of the participants viewed that their post-cooperative learning experience in group work was positive, four of the participants shared that there was conflict among group members. Archie shared that loss of patience and rage were feelings that caused conflict among members. Archie, however, stressed that these feelings were temporary and settled internally for the main purpose of finishing the project requirements. Archie said:

> The only negative aspect was the fact that a few of our group members, as well as myself, had a little temper problem. We had to learn to set aside our differences and listen to each other. We had to respect each other's opinions as well as our disputes and conflicts as adults. Basically, we got over it from there.

Two of the participants conveyed that time management and individual differences among members had been identified as students' difficulties in the post-cooperative learning exercise. Grant said:

> The biggest negative was the people who didn't participate and the other person who did - we pretty much agreed on most of our project. However, there were a few times that we did not agree, but we were able to get over that pretty easy.

One of the participants expressed that the lack of focus in school work had been one of the negative perceptions in the post-cooperative learning experience. Jack explained that tardiness in the submission of group work was attributed to the lack of focus among group members. Jack said:

> Negative? The main thing negative about our group was the tardies – being late was ah, ah, kind of ah, ah big thing. Other than that, everything else was okay.

Finally, one of the participants expressed that losing a group member was a negative experience in the post-cooperative learning exercise. Richard noted that other group members had to assume the role of the members who left. Richard said:

> Our biggest problem was when we lost two members. First, there was one and then it went down to three of us; then, we thought we would be a solid team group. And then we lost another one, which was unexpected. She sent me a message and said that she wouldn't be able to make it. And I simply told her in a message that it didn't matter now because me and the other team member had finished the project. So, I guess after receiving that message, she just walked and didn't even come back to our class.

Table 4.47 identifies five specific negative experiences of post-cooperative learning in group work.

Table 4.47

Thematic Category: Negative Experiences of Post-Cooperative Learning in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Conflict among members	4	33
Time management	2	17
Individual differences	2	17
Lack of focus	1	8
Loss of members	1	8

Theme 3: Student perception of exploitative nature of males.

When asked about relevant gender issues associated with cooperative learning in their group work, five of the participants expressed the exploitative nature of males.

Oliver noted that males flirt with other group members to make them do the task for them. Oliver said:

> When I think about it, I did notice in the other classes that the males seem to always take advantage of the females when there is group work. Also, I noticed that there is some flirting with people of the opposite sex to get someone to do additional work.

Three of the twelve participants believed that females and males differed in terms of work attitude. For some participants, males had lesser coping mechanisms to handle preoccupations, which impeded their participation in the group. Also, Nancy noted that males were the ones usually pressuring the group, yet these males had fewer works accomplished. Nancy said:

> I noticed that (giggles) most males are usually the ones (you know) that have trouble within the group. I said that we had just minor (you know) problems with the second male group member. But we ended up working it out with him. He ended up pulling his weight throughout or rather at the end of the project. Then outside of this class, Coll148, (in my Business 115 class) I felt that (you know) that I had to do most of the work in that group project because we had to do an interview project and they expected me to do the questions, the report, and turn the paper into a CD. And they kept calling me and saying, "Did you do it, did you do it - the work?"

Three of the participants did not notice any gender issues in the implementation of cooperative learning. This may have been attributed to the time and attention of the group members who focused on their tasks. Archie said:

> I didn't notice anything cause I was mostly focused (excuse me) on my group and the assignment that we had to complete.

Finally, one of the participants observed that females empathized more with group members than males, thus often assuming the task for the group. Richard expressed that more than aiming for a good grade, he aimed to complete the work and save the group

from failing and experiencing the shame of being accused of free riding, kite-tailing, or piggybacking. Richard said:

> More males. Even though I put more females in the assignment when I get in class, now that I think about it – I would have to say males cause when I was with females I was thinking about my group members. So, I am going to finish this to the best that I can even though my grade wasn't where I wanted it. But now that it is where I want it, I am still striving to get it where I want it.

In Table 4.48, participants pointed out four various gender views associated with cooperative learning in their post-cooperative activities.

Table 4.48

Thematic Category: Views on Gender

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Exploitative nature of males	5	42
Male and female difference in work attitudes	3	25
Not noticed	3	25
More female empathy for group members than male empathy	1	8

Theme 4: Student perception that exploitation in cooperative learning in group work receives no repercussions.

Nine of the 12 of the participants expressed that students exploiting students in cooperative learning received no repercussions from group mates or from the instructors. Richard noted that group mates who assumed the assigned task, instead, ignored students who participated in free riding, kite-tailing or piggybacking. Richard said:

> To be honest with you, we did not confront the problem (I mean) when our two team members left us, basically (you know) we ignored it. We were like, okay! Well, she warned us about this in the beginning, so, we just had to pick up the pace and take it from there to get it to work.

Seven of the participants showed annoyance to a group member who piggy-backed. The annoyed actions by members of the group gave the cue to quit, drop the class, and/or possibly be eliminated from the group. Grant said:

> It depends on the circumstances; (ahhh) with two of our group mates, they really didn't do anything during the entire time. That was annoying and eventually they quit coming to class and were eliminated from the group. One particular group member has some pretty serious personal issues that made it difficult for her to participate. No, it didn't bother me too much.

Six of the participants conveyed that a possible outcome an exploitative student could get was a dialogue with the instructor as a figure of authority. Bonnie Sue said:

> We didn't have to, but I am pretty sure that if we did – then we would have informed them or the instructor. We did not have any problems.

Five of the participants viewed group assistance as possible sanctions as a valuable tool in the cooperative learning environment. Sherry said:

> I did not want to talk to you about any of this because (coughed) to be honest, the two of us that remained on the team just decided well, that we would just do back-up. We would do an extra unit, do an extra topic, we will write something because we could not trust the people that you assigned us to. And as it turned out, there wasn't anything that we could do about it. But, of course, that was what the whole exercise was meant to do – we were supposed to have the cooperation of four people instead of two, but.... (stopped talking).

Table 4.49 identifies repercussions of the act of students who exploit students in group work during the post-cooperative learning.

Table 4.49

Thematic Category: Repercussions of the Act of Students who Exploit Students in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Lack of repercussions from group members	9	75
Annoyance from group members	7	58
Dismissal from the group	7	58
Dialogue with authority	6	50
Possible sanctions	5	42

Theme 5: Development of skills and values in group work as a strategy to reduce and/or eliminate students' exploitation.

When asked about strategies to eliminate or reduce the exploitation of students in cooperative learning, six of the participants viewed that skill(s) development and inculcation of values among students must be done. Among the implied skills cited by the participants were skills in people management and dialoguing. Jack said:

> Honestly, it would be on an individual person with their level of integrity is what is really important.

Four of the participants suggested an explicit equitable grading system to motivate students to work in an assigned task. Calvin enthusiastically commented:

> Reduce their grade! Give them a failing grade! Turn them in to the Student Activities Discipline Board for disciplinary action! Have the offending student repeat the course with a 'W'!

Grant, on the other hand, stressed the necessity of effective measures be taken by the team members. Grant said:

> I think that it should be in the group's hands if they tolerate people doing those things that are unacceptable to the project and to the team's effort. Then that is up to them, the team members, to take the necessary course of action to let the team member know that their lack of performance in unacceptable. They should have

> the tools to do what they need to do in order to eliminate the people with some form of repercussions whether it would be with their grade or something along the lines to motivate those people to do their work.

Meantime, two of the participants preferred to dismiss the offending group member should there be signs of exploitation. Then, the team would follow through with doing the dismissed individual's work, instead, by equally dispersing that team member's assignments. Richard said:

> Well, first, we must identify that they are doing it; then once identified, you basically sit that person down and just ask them why they are doing it? Why are you not picking up your part of the project? Make sure that they are trying to get involved or if it continues to happen then that is what I was saying you have to create their own assignments where they have an individual grade not that they are no longer part of the group.

Finally, only one of the participants responded that using a graduating approach from individual to group work, setting boundaries between friendship and work, utilizing involvement of the instructor, implementing meeting minutes method, and having the autonomy in choice of topic were strategies that could be used to eliminate and/or reduce free riding, kite-tailing, or piggybacking. Oliver substantiated the strategies, saying:

> Well, the first thing that I would do is make sure that there is open communication with all team members. Then, if there is a redundant problem, I would validate the situation and call for the instructor to intervene and possibly dismiss the team member from the group or even allow the team leader to dismiss the slacker. If this was the situation, the person being dismissed would now have to take it upon himself or herself to complete the project with no aid from anyone else. All communication will be stopped, once the dismissed team member is no longer part of the cooperative learning group. Another thing that I would do is make sure that everyone understands the project with the time limitations.

Table 4.50 lists suggested strategies to reduce and/or eliminate students' exploitation in the post-cooperative learning.

Table 4.50

Thematic Category: Strategies to Reduce and/or Eliminate Students' Exploitation

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Develop skills	4	33
Develop values	4	33
Orient on equitable grading	4	33
Dismiss from group/back to individual work	2	17
Prefer individual to group work	1	8
Set boundaries between friendship and work	1	8
Involve instructor(s)	1	8
Use meeting minutes method	1	8
Allow autonomy in choice of topic	1	8

Theme 6: Student perceptions of works require different views.

Four of the 12 participants perceived accomplishing teamwork and project completion requires different views from different people. Scarlett said:

> Yes! I want to say that there is nothing wrong with that because sometimes you can't get it all done by yourself. You need somebody to help you. If you do the project by yourself, you see a need for somebody to come in and look at it for you, or to help you with this aspect and give you advice for this. For all of us, we're good at something, and I really didn't know how to work on PowerPoint So, if I was in a group by myself that would have been a real struggle for me because I am not as good with PowerPoint like that. One member in my group she was good with Power Pointing. I was good at formatting the PowerPoint (like I put it together); I gave her ideas like well, I don't know how to set it up, but like I mean it would look good if you set it up like this or if you do that it would be nice. You know, so then as a group, I didn't see anything wrong with it. The people that you meet up with that you had bad experiences with I'm not mad; I experienced the bad with two individuals because it has really helped me to look for or you can't be not performing in a team. Oh – no! (shook head)! You have to take care of some stuff yourself – sometimes. For real! That is how I look at it now!

Three of the participants believed that the problem is easier to deal with when working as a team. Sherry conveyed her personal work experience in the following:

> A company is always better when it works together as a unit and it is especially true with IT professions that I mentioned. You can not – absolutely can not become so individualistic or so much of a loner that you can not function as a team. Lots of jobs are asking for teamwork. They will test you on it and ask you questions on how are you on teamwork. And (ahhh), you can't get away from it. You gotta be a team player!

Meantime, three of the students viewed that cooperative learning offers real work experiences. Grant viewed team playing as a mandatory skill in the business world by stating:

> (Ahhh), in the working world, it is almost mandatory. (Ahhh), any project that you are doing - you will need different views on it. If it is just one person doing everything, then there will be mistakes that aren't noticed that the teammates may have discovered. So, as far as working goes, yeah – I will be participating in groups.

Two of the participants stressed that cooperative learning had helped them to better understand themselves as well as acquire the capability to work and deal with others. Jack said:

> Yes! Yes, I do. I like group projects. (Ahhh - paused three seconds). It helps you find out more about people around you. (Ahhh), it lessens the workload for you. And (ahhh) it helps you find out a little more about yourself actually.

Finally, Bonnie Sue had a positive learning attitude in terms of cooperative learning and noted that her experience in getting the project completed was very successful due to the instructor's teaching strategy. Bonnie Sue said:

> Yes, I really don't have a choice. I know that in the world of work, it is going to be that you are always working in groups; so, it is best to start now and learn how to do it.

Table 4.51 identifies students' emerging view on post-cooperative learning in group work.

Table 4.51

Thematic Category: Students' Emerging Views on Cooperative Learning in Group Work

Elements of a Thematic Category	# of Participants to Offer this Experience	% of Participants to Offer this Experience
Accomplishing work(s) require different views	4	33
Problem is easier to deal with as a team	3	25
Cooperative learning offers real work experience	3	25
Cooperative learning helps to better understand one's self and to work and deal with others	2	17
Cooperative learning is an established teaching strategy	1	8

Responses to Research Questions

The same research instruments were used to gather and document perspectives of the post-secondary students on group work utilizing cooperative learning. However, the experiences generated in the post-experiences were the result of the instructor's input to the four groups enrolled in the eight-week class. Of the 16 participants targeted to participate in documenting the post-cooperative learning experience, only 12 of them agreed to be interviewed. The 16 students were purposely selected to respond to specific questions. After the individual students' interview questions, responses of each participant, and themes and sub-themes was generated as the result of the qualitative analysis, the following were responses to the research questions from the 12 participants involved in the study:

Research Question 1

What do students see as issues in the cooperative learning process when students free ride, kite-tail, or piggyback?

Students perceived their post-cooperative learning experiences as positive. During the course of their group activities, friendships formed. Participants realized that the sharing of work greatly contributed to the success of their given group tasks. The development of listening and critical thinking skills appeared heightened because of cooperative learning experiences. These skills were accompanied by open communication as participants listened to each other's ideas and came to agreements, which made their tasks easy. Also noted were that members formed camaraderie within the groups, and some friendships extended even outside the classroom. Good leadership encouraged good participation from each member, and teamwork was evident to some participants. Decisions were evaluated more thoroughly in the cooperative learning environment than in individual work. Moreover, an informant shared that post-cooperative learning offered real-life experiences, particularly in situations dealing with people.

A few participants noted that their post-cooperative learning experience had been negative. One reason was the difficulty encountered when one had to force the participation of other members in the group activity. The more responsible group members had to decide whether to confront the negligent members, report them to the instructor, or dismiss them from the group. Conflict among members was conveyed as a negative experience in the post-cooperative learning in group work. Loss of patience and flaring of tempers resulted in disputes that individual team members had to resolve internally to finish the tasks assigned to them. An informant expressed that they had to learn how to settle their conflict by listening and setting aside individual differences. Tardiness and the loss of a group member or multiple members were noted as having

caused negative experiences, as well. Loss of a group member meant that the remaining ones had to deal with additional responsibilities not met.

Research Question 2

What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?

Participants stressed the exploitative nature of males in their group activities. Some males flirted with other group members to make them do the task(s) for them.

Females and males differed in terms of work attitude. For some participants, males had lesser coping mechanisms for preoccupations, which impeded their participation in the group. Other participants did not notice any gender issues in the implementation of cooperative learning. This may be attributed to the time and attention of the group members who focused on their tasks. Females were observed to empathize more with group members than males, thus often assuming the task or tasks for the group.

Research Question 3

What have been the outcomes from students who exploit students in a cooperative learning environment?

The majority of the participants stated that students who exploited other students' in group work received no repercussions from group mates and instructors. The members ignored those who did not participate and instead worked on the task not done. When group members showed annoyance for negligence in the assigned tasks, it prompted the other team members to either pick up their slack or quit the group entirely. Half of the participants expressed that the instructor should be informed about members who

piggybacked. Consequences had to come to those who did not perform the assigned tasks. Some also shared that group assistance, though a means to achieve cooperative learning was not practiced because of group members who slacked off.

Research Question 4

What perspectives evolve from postsecondary students when team members exploit students while implementing and utilizing cooperative learning in groups?

Participants viewed that skill development and inculcation of values among students must be applied in a cooperative learning environment. The values of integrity, people management, and dialoguing skills were said to be very important attributes when doing group tasks. They recommended the use of an explicit equitable grading system to motivate students to work on an assigned task. Others would rather work alone than be subject to exploitation. Participants suggested strategies such as a graduating approach from individual to group work, setting boundaries between friendship and work, involving instructors, using meeting minute's method, and granting autonomy in choice of topic(s). A participant takes into consideration the number of ways to address the problem of exploitation in a cooperative learning environment. The above perspectives were reasonable, indeed. If a strategy does not work in favor of the majority, then other alternatives must be considered. The bottom line would be that negligent students should work their share or work alone. Some participants considered that accomplishing works requires different views from different people. Students recognized the need for assistance when individual work proves difficult. One also had to be willing to share knowledge or a skill when others are in need of it. Moreover, cooperative learning was viewed as a means to have real work experience. Cooperative learning, according to the

participants, is practiced in the business world. It lessens workload for the individual, and it helps one learn more about others and one's self. Table 4.52 summarizes these findings.

Table 4.52

Post-Cooperative Learning Case Study: Research Questions, Themes, and Sub-Themes

Research Question 1:	What do students see as issues in the cooperative learning process when students free ride, kite-tail, or piggyback?
Theme One	Students perceived that their post-cooperative learning experiences were positive.
Sub-theme	Development of listening and critical thinking as a positive result of cooperative learning experience.
Theme Two	Conflict among members as a negative experience in the post-cooperative learning in group work.
Research Question 2:	What cooperative learning issues are related to gender when there is evidence of free riding, kite-tailing, or piggybacking?
Theme Three	Students perceived the exploitative nature of males.
Research Question 3:	What have been the outcomes from students who exploit students in a cooperative learning environment?
Theme Four	Students perceived that students exploiting students in cooperative learning in group work receive no repercussions from people around them.
Research Question 4:	What perspectives evolve from postsecondary students when team members exploit students while implementing and utilizing cooperative learning in groups?
Theme Five	Development of skills and values in group work as a strategy to reduce and/or eliminate students' exploitation.
Theme Six	Students' perceived work(s) require different views from different people.

CHAPTER 5: DISCUSSION

Overview of the Study

Studies have shown an increase in student accomplishment and student learning at a faster pace when cooperative learning is an integral part of group goals and individual accountability (Slavin 1989/90; Johnson, Johnson, and Smith 1991a, 1991b). The learning outcomes of students using the cooperative learning approach encourage educators to turn to a more cooperative learning plan in teaching to better enhance critical thinking skills, motivate student involvement, and intensify student learning.

While there has been an extensive acceptance of cooperative learning from academic stakeholders, unsatisfactory group-work experiences in group projects or group assignments were observed. Significantly, group work has been a venue where exploitation happens among students. Free riding, kite-tailing, or piggybacking were documented and found to cause serious problems in the learning process of the learners. This study investigated the extent of free riding, kite-tailing, or piggybacking being done in a cooperative learning environment. The theoretical construct of the study examined how peer groups functioned properly and improperly in cooperative learning situations. The case study described and analyzed the perspectives of post-secondary students regarding students' exploitation of students while implementing and utilizing cooperative learning in group work. In particular, the study explored problems and issues in the cooperative learning process when students were exposed to free riding, kite-tailing, or

piggybacking. It further identified association of gender to the cooperative learning process. Similarly, the study examined the outcomes from students who exploit students in a cooperative learning environment, and finally, the study identified post-secondary student perspectives on team members exploiting students while implementing and utilizing cooperative learning in groups.

This study utilized a visionary framework on how college students work in teams when introduced to cooperative learning. Similarly, it identified how cooperative learning students' experiences have brought a unique and diverse perspective to the way future cooperative learning team members' group work may be monitored.

Two student surveys and two student interviews were utilized in the case study to document the past and present experiences of students exposed to free riding, kite-tailing, or piggybacking in a cooperative learning environment. The individual group member interviews assessed individual perceptions and understandings regarding how cooperative learning was being used in past and in current classroom experiences.

Participants included students enrolled at a private-for-profit university, working in a cooperative learning environment conducting team group work for an accelerated eight-week session. Sixteen students made up the initial "past experiences" with the cooperative learning interview, while twelve students made up the "current experiences" with the cooperative learning interview due to four of the participants withdrawing from school.

Data was checked throughout and analyzed based on the transcription results of the two interviews. The transcribed interviews were then analyzed, themed, and coded during a four-month period. A thematic analysis was carried out to analyze the following

data: (1) embedded themes or patterns in the data, (2) associated relationships among the themes and their logical or natural association to the study, and (3) processed data generated through the NVivo qualitative analysis software.

Similarly, quantitative data generated from the pre- and post-student surveys were analyzed using descriptive statistics such as frequency and percentage. The variables incorporated in the survey instrument were classified as categorical variables such that each attributes was independent to the other attributes. The analysis of the quantitative data is limited to the available responses indicated in the survey instrument. As such, analysis of the survey results only included descriptive characteristics of the respondents, student perceptions of students in cooperative learning situations who have encountered free riding, kite-tailing, or piggybacking in group assignments or projects, individual role-playing acts when students allowed or disallowed free riding, kite-tailing, or piggybacking, and the shared thoughts on dealing with such actions.

This chapter presents the key findings, as well as identification of issues, outcomes, and perspectives to research questions, and conclusions of the research questions being sought. Similarly, it presents implications for practitioners and recommendations to the academic community, especially the educators who continuously seek information to enhance advanced effective learning processes.

Summary of the Findings

Major themes emerged from the past and present experiences of the participants in cooperative learning. In light of my research perspective and my professional experience, I offered the following. The views of the participants, however, significantly differed when past and present experiences were compared. The experiences of students

in cooperative learning revealed that their experiences in group work utilizing cooperative learning were negative while their post experiences in cooperative learning had been positive.

Aggregating the data to identify what causes their perception of cooperative learning revealed that the listening and critical thinking skills of the participants were developed during the post-cooperative learning experience, while there were observable poor working management skills among group members in the pre-cooperative learning experiences. The result of the study appeared to be that teamwork happened in the post-cooperative learning as indicated by team members' level of interest in listening and comprehending views from their group members. The pre-cooperative learning experiences indicated that dialogue seemed to be the main contributing factor of their poor working management skills, and thus created an impression that teamwork was a limited exercise in their pre-cooperative learning experiences.

An element of the study revealed that the eight-week team session caused conflict among members, while the pre-cooperative learning experience of the participants accounted that there was delegation of work when the participants did their group work. Significantly, however, the participants noted that they opted to have an individual approach to learning rather than cooperative learning. The results of the study further revealed that dynamics and active participation are events in the post-cooperative learning as indicated by team members' observable conflicts among each other. Hence, the pre-cooperative learning experiences tended to individualize the approach by delegating parts of the work to the members, thus making them feel and be more appreciated in the individual learning approach than in the cooperative learning approach.

Interestingly, both pre-and-post-cooperative learning experiences of the participants revealed gender bias when both perceived and experienced the exploitative nature of males. The pre-cooperative learning experience, however, revealed an explanatory element that males and females have differing work attitudes. These findings are of significant interest to the growing need to study gender as a phenomenon because when teamwork appears to occur in a group utilizing cooperative learning, gender issues are less felt. Consistent to the findings of post-student surveys where respondents were majority males, gender played no significant role if a strategic approach such as using a grading method that clearly stressed the importance of individual work was being implemented. Further, the study revealed that gender bias, like the differing work attitude, appeared when work assignments were delegated to members.

When asked about the perceived possible outcomes of students exploiting other students, results of the study revealed that the experience of students in cooperative learning perceived that getting a low/failing grade was just for students who exploited other students, while the post-cooperative learning experience perceived that there were no repercussions of this negative act from the people around them. The study appeared to show that there were negative feelings such as disgust and hatred for the exploitative students across both genders. It further revealed, when associated to the strategy being used by group members in the pre-cooperative learning experience, delegation of work appeared to be an opportune time for group members to hate those students who participated in the act of free riding, kite-tailing, or piggybacking.

Pre-cooperative learning experiences of the participants revealed that the instructors could deal with students who exploited students in a cooperative learning

environment better than the group members themselves. Although there had been efforts to settle issues among the group members, the study reflected that the established bonding(s) and friendships were significant factors for allowing the exploitation.

The post-cooperative learning experience of the participants noted that when there was an aim to reduce and/or eliminate exploitation, the members of the group must possess skills and values necessary to be effective in group work. The study's theme shows a relationship between the factors that allow the act of exploitation and the team members' interest in developing their skills and values, particularly when related to group work.

Although there were negative experiences in the post-cooperative learning, the participants valued the experience because it exposed them to the regimen of working in an organization and they valued working in the presence of different people.

Issues, Outcomes, and Perspectives to Research Questions

The exploratory nature of the study revealed several issues of cooperative learning and its elements associated to the characteristics of learners involved in the case study. Similarly, the information derived from the analysis of the data and the available literature contributed to the research questions posed in this study.

Perceived Issues in the Cooperative Learning Process

Both communication and dialogue among group members were significant elements in the success and achievement of the learning outcome(s) in cooperative learning. Regular dialoguing among members resulted in developing skills of listening and critical thinking, budding friendships, and learning the value of respecting other

people's ideas. Furthermore, communication lessened the potential for group friction and overall difficulties because people were sharing ideas to resolve issues.

However, when responses of pre-post student survey and the pre-post student interview were compared, respondents from the student survey tended to isolate the free-riders, kite-tailers, or piggybackers from the group and disengaged these violators in the group discussion. No direct confrontations were made, thus leaving with less conflict among the members. This result was expected in a survey where there was no opportunity for the researcher to clarify the message of the respondents. Indirect confrontation among the respondents is a form of imposed repercussions, which for the respondents was gaining benefits in the pre-student survey while the post-student survey indicated that confrontations were no longer needed for free riders, kite-tailers, or piggybackers. It was imperative that the free riders, kite-tailer, or piggybackers know the issue and appropriate strategies for those who participated in this negative; some of the strategies used in this case study was the act of ignoring a team member as well as excluding them in the group.

In addition, the participants indicated that good leadership encouraged good participation from each member. Teamwork, as shown in the study, was a result of a good leader who has the ability to work with other members, as well. In addition, it was evident that decisions were evaluated more thoroughly in the cooperative learning environment than in individual work.

Relationships among members, on the other hand, played a significant part in cooperative learning. Relationships, as an issue in the study, branched into two main elements. First, the negative working relationships stemmed from not being familiar with

one's group members; thereby, revealing that diligent students who suffered heavy tasks preferred to work solo. Second, friendship development and bonding were indicative issues that allowed exploitation in group work utilizing cooperative learning.

The identified elements of the study that provided opportunities for free riding, kite-tailing, or piggybacking to occur were poor work management, poor monitoring, and poor evaluating marks of students' performance in group work. Students participating in group-work activities usually lost their interest to work when work directions were not set. Good leadership then encouraged good participation while tolerance to exploitation bred more free riders, kite-tailers, or piggy backers.

Cooperative Learning Gender-Related Issues

All of the participants in the pre- and post-cooperative learning environment viewed males as being naturally exploitative.

The area of interest(s), values, work ethics, and time management appeared to be significant factors when involving males and females in group work utilizing cooperative learning. Further, the factors associated to piggybacking as identified by the respondents, other than availability to work with group members and personal views of an individual's capability, tended to describe males as lazy and had no interest in working with others. The males placed a higher value on their fields of interest that did not run parallel with activities in the classroom. Dominated activities outside of the school campus were the males main preoccupations. Findings of the study further revealed that males had lesser coping mechanisms to handle these outside classroom preoccupations. In effect, males tended to pass on their tasks to other group members - mostly females.

This occurrence appeared to explain findings of the study that males had a tendency to view group work as an opportune time for them to get good grades without putting forth very little effort. Meanwhile, females naturally empathized and understood male group members' preoccupations as indicated by their willingness to undertake assumed task or tasks left behind by male members or other members in general.

A significant element of the result of the case study across surveys and interviews revealed that lesser observable gender biases were noted when associated to higher levels of teamwork. The pre-cooperative learning experiences documented several cases of gender biases as compared to post-cooperative learning where higher levels of teamwork were observed.

Meantime, gender was seemingly not an important variable among the respondents surveyed in the post-survey. There were respondents who keenly observed the cooperative learning process and indicated that they had noticed that the males were indulging in the negative act of free riding, kite-tailing, or piggybacking – more so than females. However, it was stressed that gender played no role when students participated in free riding, kite-tailing, or piggybacking during the cooperative learning in group work. The level of perceived individualism among respondents showed that all members were working together to satisfy firstly their individual requirements, and secondly these members contributed their individual grades to constitute for the group grade.

Outcomes From Students Who Exploit Students in a Cooperative Learning Environment

Awareness of the exploitation and appreciation of the need for cooperation were factors that caused participants to disband in the cooperative learning environment, while

a passive attitude towards exploitation, as demonstrated by the participants in the post-cooperative learning, made it appear that teamwork was evenly developed and distributed. No efforts to work cooperatively were being made when there was a higher awareness of exploitation and need for cooperation, while efforts such as motivation and counseling of group members were invested where the group members seemed to ignore exploitation. The phenomenon, as revealed in this study, was a significant element requiring deeper analysis and understanding.

As revealed in this study, quitting or withdrawing from class, group dismissals, and a performance-based grading system were elements of cooperative learning that suggested exploitation was unwelcome. These particular findings were consistently observed across the surveys and interviews as possible options in dealing with this hot topic.

Although participants in the pre-and-post-cooperative learning agreed that sanctions were important in curbing exploitation, reluctance to impose sanctions on a free rider, kite-tailer, or piggy backer were observed.. Free riders, kite-tailers, or piggy backers often decided to quit when group members showed annoyed reactions towards them when they displayed this negative act.

Timidity to report exploitation reflected that free riders, kite-tailers, or piggy backers were in full control of the exploitation. Timidity, however, was observed among groups that needed good leadership.

Evolving Perspectives from Postsecondary Students on Cooperative Learning

Skills in group work, as revealed in the study, significantly appeared to be an important factor in the effective utilization of cooperative learning. Views from the

participants suggested that cooperative learning was effective when skills required to function in a group were developed. When skills in group work(s) were associated to teamwork, it was evident that the team must have at least one member who possesses good leadership skills. This team leader must possess skills in group work to guide others to the intended result of the cooperative learning outcome. However, it appeared that an individual who serves as a leader, yet, has no skills in group work, had the tendency to be exploited by other group members.

When the pre-and-post-experiences of the cooperative learning were compared, it appeared that the absence of skills in group work significantly needed the intervention of the instructors to deal with free riding, kite-tailing, or piggybacking. However, the post-experiences in cooperative learning, where there were skills in group work and good leadership, demonstrated the need to further develop their skills in learning how to avoid the occurrence of free riding, kite-tailing, or piggybacking to better function as a team.

The opportunity to curb exploitation seemed to be limited when group members have differing values of integrity, poor people management, and ineffective dialoguing skills. Mechanisms to support the effective utilization of cooperative learning, as revealed in the study, would include: (1) setting the tone of class requirement from individual to group work, (2) autonomy in the choice of topic(s), (3) learning sessions that develop skills in management and dialoguing, and 4) learning sessions that inculcate values and work ethics.

It is significant, however, that the pre- and post-cooperative learning experiences have taught students to appreciate the importance of teamwork and respect the facts that work(s) required different viewpoints.

Implications

Consistent with the earlier studies (Slavin, 1990; Millis, 1998; Putnam, 1993), elements such as positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing were evident in the post-cooperative learning experiences of the participants.

As analyzed in the study, the post-cooperative learning experience of the participants provided the truest cooperative learning environment where group members were interacting and communicating with each other to work toward a shared goal. Dialogue among members was important in the achievement of tasks, while at the same time learning the experiences and views of their teammates was crucial and paramount to the success of a cooperative learning environment. Team communication and dialogue between group members were significant elements in the success and achievement of the learning outcomes of a successful cooperative learning experience. Regular dialoguing among members resulted in developing skills in listening and critical thinking, developing friendships, and learning the values of respecting other people's ideas. Furthermore, communication lessened difficulties because members were sharing ideas to resolve issues, while decisions were evaluated more thoroughly in the cooperative learning environment than in individual work.

Good leadership encouraged participation from team members. The identified elements of the study that provided opportunities for free riding, kite-tailing, or piggy-backing to occur were: 1) poor work management, 2) poor monitoring, and 3) poor evaluation of students' performance in group work. Students in group work lost their interest to work when work directions were not set. Good leadership, then, encouraged

good participation, while tolerance toward exploitation bred more slackers. Conclusively, teamwork was a result of a good leader with the ability to work with other members.

A high level of motivation and enthusiasm existed among members who demonstrated positive team dynamics; however, this was also an opportunity where conflict arose.

Relationships among team members played a significant role in cooperative learning. The negative working relations stemmed from not being familiar with one's group members that resulted in heavier workloads assigned to some students on the team. Friendships and positive bondings were elements that allowed exploitation in group work utilizing cooperative learning.

When there was teamwork, gender issues were less felt. Gender bias, like the differing work attitude, appeared when works were delegated to members. Delegation of work(s) was an opportunity for group members to express hatred toward students who participating in free riding, kite-tailing, or piggybacking.

The areas of interest(s), values, work ethics, and time management appeared to be a significant factor in involving males and female's in group work utilizing cooperative learning. Males placed a higher value on their fields of interest that did not run parallel to activities in the classroom. Males had lesser coping mechanisms to handle preoccupations and tended to pass on their tasks to other group members.

Awareness of the exploitation and appreciation of the need for cooperation were factors that caused participants to disband in the cooperative learning environment.

There was a relationship between the factors that allowed acts of exploitation and their interest in developing their skills and values particularly related to group work.

Free riders, kite-tailers, or piggy backers might have strong and/or weak personalities. Some free riders, kite-tailers, or piggy backers tended to take such control that other members were too timid to report the exploitation to the instructor; others simply left the group.

Implications for Practitioners

The eight-week exposure of students to group work utilizing cooperative learning was influential in the change of participants' perception of cooperative learning from negative to positive. The cooperative learning structure and the activities intended to promote a cooperative learning environment produced several findings that contributed to the body of knowledge, particularly in the use of cooperative learning in the classroom setting and as an approach to learning.

These findings suggested that practitioners must be fully aware of the knowledge and skills of the learners and at the same time be able to understand the possible behaviors of the learners when exposed to cooperative learning.

Appropriate evaluation tools must also be established to determine the extent of participation and involvement of the group members. Practitioners must understand the characteristics of free riders, kite-tailers, or piggy backers when associated to group work. Hence, practitioners must have the interest to be involved in a group to verify the evaluation reports. I maintained active involvement in this cooperative learning project by using the following assessment tools: Team Member Follow-Up and On-Going Evaluations were administered at 30 percent and 60 percent intervals of the project

completion dates (see Appendix R); Self-Evaluation Assessment (see Appendix S); Group Assessment – Project Evaluations (see Appendix T); and Confidential Evaluations (see Appendix U) that were administered at the end of the term which was Week 8.

Likewise, there must be a constant reiteration that different activities have different learning outcomes. Procedures need to be observed in order to achieve desired learning(s) for students.

In addition, it is to be understood that cooperative learning required some group skills for cooperative learning outcomes to occur. Practitioners must not be compelled to implement cooperative learning when the characteristics of the majority of the students are not sufficiently adept in people skills and work delegation necessary for cooperative learning. If there is ever a need to use cooperative learning, however, practitioners must include learning sessions that develop social skills and work management.

Literatures on cooperative learning also suggested several approaches and strategies that practitioners may use to implement cooperative learning in the classroom setting.

Lastly, the findings and results of the study provided various cases of students' exploitation in group work utilizing cooperative learning. It is highly recommended that practitioners review this study and reflect whether the cases of exploitation are presently being experienced in their own classrooms.

Recommendations

The results and findings of the case study presented live cases of students exploiting students in group work utilizing cooperative learning. Hence, it offered new and various perspectives that required cooperation from the academic stakeholders.

Parents

Student values and social skills are two important factors to be developed for cooperative learning. Inculcation of values and development of social skills start at home. Therefore, it is recommended that opportunities to inculcate values and develop skills must be provided to children even during the toddler stage.

Teachers

The outcome of this study demonstrated positive results with the success of cooperative learning in my DeVry University critical thinking classroom. Therefore, it is recommended that teachers should frequently incorporate some, all, or as many as possible elements of cooperative learning in the team/group work activities along with other various teaching methods in order to avoid acts of free riding, kite-tailing, or piggybacking. It is further recommended that teachers understand the critical components for successful identification of free riding, kite-tailing, or piggybacking and closely monitor these negative acts by incorporating evaluative assessment tools

School Administration

Cooperative learning is widely accepted in the academic arena, which requires monitoring and evaluation of the learning outcomes. The result of the study highlights cases that offer significant interest for instructional policy formulation.

Recommendations for Future Research

The findings from this case study offered a new perspective of post-secondary students who free ride, kite-tail, or piggyback in a cooperative learning group work environment. Based upon the findings and conclusion of this study, recommendations are suggested for future research.

First, there should be a quantitative inquiry of the role that free riders, kite-tailers, or piggy backers play in cooperative learning. More research is needed to evaluate free riding, kite-tailing, or piggybacking in cooperative learning environments at post-secondary institutions while working on group projects that heavily accentuated the exploitation happening in a group.

Due to the extent and pervasiveness of the exploitation as related to cooperative learning, additional research is needed to examine whether students and faculty are taking action to extirpate free riding, kite-tailing, or piggybacking as it occurs in group projects.

Although gender issues were explored in this case study, a more wide-ranging comparative analysis between men and women who free ride, kite-tail, or piggyback in cooperative learning is needed. This study must compare the roles males play and the roles females play when evaluating gender differences of students who free ride, kite-tail, or piggyback in cooperative learning environments while participating in group work.

Consequently, a research study exploring and testing effective strategies for combating free riding, kite-tailing, or piggybacking is necessary. Individual roles, likewise, must be examined to identify whether roles of group members significantly cause exploitation in group work utilizing cooperative learning.

In addition, there is a need to develop naturalistic generalizations whereby an in-depth analysis of free riding, kite-tailing, or piggybacking, which occurs in cooperative learning, makes it possible for people to learn from the case either for themselves or by applying it to a population of cases.

Lastly, longitudinal post after three months self-assessments administered to students who have been exposed to free riding, kite-tailing, or piggybacking in

cooperative learning experiences in group work and have experienced being exploited or have exploited other students.

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APPENDICES

APPENDIX A

ON-SITE LOCAL REQUEST

FOR PILOT AND APPROVAL

Permission Letter to Conduct Pilot Study from Ray Perren, Dean of Academic Affairs, DeVry University, Decatur Campus and Dale Burgess, Dean, School of Arts and Sciences

DeVry University

October 14, 2005

Professor Sondra Saunders
DeVry University
250 North Arcadia Avenue
Decatur, GA 30030

Dear Professor Saunders:

Permission is hereby granted to Professor Sondra Saunders to conduct a research study to investigate and analyze the perspectives of post-secondary students and instructors regarding the exploitation of students exploiting students while implementing and utilizing "Cooperative Learning" in the Coll148 – Critical Thinking classes. This pilot study will take place on the Decatur campus during the fall term, Monday, October 24, 2005 through Friday, December 16, 2005.

There is no obvious risk to any student or faculty member participating in this study.

Sincerely,

Signatures of Authorized Approval Committee (Below)

Ray Perren
Dean, Academic Affairs
(404) 292-7900, ext.2216
Fax: (404) 292-8117

Dale Burgess
Dean, School of Arts and Sciences
(404) 292-7900, ext.2245
Fax: (404) 292-2248

Courtesy Copy:
Dr. Gene Gloeckner
Colorado State University

APPENDIX B

PILOT STUDY LETTER

DeVry University

Georgia

Alpharetta Campus
2555 Northwinds Parkway
Alpharetta
Georgia 30004-2232
770-521-4900
800-221-4771

Atlanta Campus
250 North Arcadia Avenue
Decatur
Georgia 30030-2198
404-292-7900
800-221-4771

www.devry.edu

Insert Date

Dear Pilot Study Participants:

You are part of a pilot program for cooperative learning at DeVry University. It is vital for you to understand that your role is to answer my questions regarding students exploiting students when utilizing cooperative learning, but only with the purpose to improve inquiries. This research is being done as part of my program as a doctoral student at Colorado State University at Ft. Collins, Colorado, as a participant in the Atlanta, Georgia cohort group.

I plan to learn about my research process, my interview questions, my observation techniques, and myself. I must remind myself as well as everyone else that I am not going after data. Therefore, no data will be collected or published during this pilot study.
My quest for the cooperative learning pilot program will attempt to aid in the following:

- Examine, check, and test language
- Evaluate the essence as well as substance of my questions
- Review the overall length of my interviews
- Identify if my introduction turns out well:
- Was introduction detailed enough?
- Was introduction too detailed?
- Was introduction too windy?
- Did the pilot study inform as broadly as necessary to reassure me about my proposed game plan?
- Identify what else would my audience need to know?
- Keep myself informed about the topic
- Identify if my research statements held up?
- Identify how many new research questions arose from this pilot program?
- What new learnings came about from this pilot program?

At the end of this pilot study, I will be able to revise my research statement, research plans, interview questions, as well as revise my way of presenting myself. Your participation in this pilot study will be greatly appreciated. All information received from this pilot study will be kept confidential and will be used only to fine-tune my research study which will begin in January 2008. After this pilot study has been completed, all recordings (video, tape, notes, as well as photographs) will be kept in a secure location at my place of employment for a period of one year then shredded and destroyed.

Sincerely,

Sondra Saunders
Senior Professor, School of Arts and Sciences
DeVry University
Atlanta, GA 30030
(404) 292-7900, Ext. 2139

APPENDIX C

PILOT STUDY - THANK YOU LETTER

DeVry University

Georgia

Alpharetta Campus
2555 Northwinds Parkway
Alpharetta
Georgia 30004-2232
770-521-4900
800-221-4771

Atlanta Campus
250 North Arcadia Avenue
Decatur
Georgia 30030-2198
404-292-7900
800-221-4771

www.devry.edu

Insert Date

Dear Pilot Study Participants:

Thank you for participating in the pilot program for cooperative learning at DeVry University. As you know, this research was done as part of my program as a doctoral student at Colorado State University located in Ft. Collins, Colorado.

Through this pilot study, I have learned much about my research process, my interview questions, my observation techniques, and myself. This pilot program has aided me as I have examined, checked, and tested language as well as overall length of my interviews. Finally, this pilot study has given me much information and reassurance about my proposed future game plan.

Now, I will start revising my research statement, research plans, interview questions, as well as revising my way of presenting myself when the official research activity begins. As a reminder to you, no data was collected or published during this pilot study.

Again, your participation in this pilot study has been greatly appreciated. All information received from this pilot study will be kept confidential and will be used only to fine-tune my research study that will begin January 7, 2008. After this pilot study has been completed, all recordings (video, tape, notes, as well as photographs) will be kept in a secure location at my place of employment for a period of one year then shredded and destroyed.

Sincerely,

Sondra Saunders
Senior Professor, School of Arts and Sciences
DeVry University
Atlanta, GA 30030
(404) 292-7900, Ext. 2139

APPENDIX D

PERMISSION LETTER

DATA REVIEW COMMITTEE

DeVry University

January 26, 2006

Data Review Committee
DeVry University
One Tower Lane
Oakbrook Terrace, IL 60181

Dear Review Committee:

Introductory Statement:
As per the directive of Marylou Lasater, Senior Research Analyst, DeVry University Corporate Office, I am officially resubmitting the DeVry Student Data Use Policy Statement Request Form in order to conduct a research study on DeVry University's Decatur campus to investigate and analyze the perspectives of post-secondary students and instructors regarding the exploitation of students exploiting students while implementing and utilizing "Cooperative Learning". If approved, research will be conducted in two Coll148 – Critical Thinking accelerated classes – beginning January 7, 2008, Spring Session B through February 29, 2008.

Pilot Study:
The pilot study took place on the Decatur campus during the fall term, which began on Monday, October 24, 2005 through Friday, December 16, 2005. As you are aware, during the pilot study, I did not go after data. Instead, I examined, checked and tested data; evaluated the essence and substance of my questions; reviewed overall length of my interviews; reviewed my introduction and identified new research questions and learnings. No data obtained in the pilot study will be used in the official research. Please refer to the attached documents requesting permission from Ray Perren, Dean of Academic Affairs and approval on email format.

DeVry Student Data Request:
Permission is now requested to officially start the research for my dissertation beginning January 7, 2008. Original date of first official submission request was November 1, 2005.

Doctoral Information:
University Attending: Colorado State University, Ft. Collins, CO
Doctoral Program Start Date: February 1999
Doctoral Program: Educational Leadership
Progress toward Degree: 99 Credit Hours (See Attached Transcript) and Committee
All Course work requirements are NOW Complete.

As per your request, there is a copy of a "Planned Procedure to Set Up Surveys, Conduct Interviews, and Record Group Meetings" that will be conducted during the entire research process (See Attachment).

Should you need additional information regarding this study, please feel free to contact me at (404) 292-7900, ext. 2139 office or at home (770) 207-9627. If I am not at home, the fax machine will automatically pick up on the fourth ring. My cell phone is (404) 735-2669.

Thank you in advance for your speediness in expediting this review. Looking forward to hearing from you soon.

Sincerely,

Sondra Saunders

Courtesy Copy:
Dr. Gene Gloeckner, Advisor
Colorado State University

Attachments Inside Planned Procedures Document:
In Progress/Rough Draft – Unfinalized Planned Procedures to Conduct Interviews, Set Up Surveys, Record Group Meetings, p. 1-5
Approval Request for Pilot Study-Ray Perren, pg. 6
DeVry Student Data Use Policy Statement Request Form, begins pp. 8-10
Email Confirmation of Approval from Ray Perren, DeVry Academic Dean
DeVry Student Data Request Form, pg. 10-23
Pilot Study Request, pg. 25

Attachments: (Continued)

Student Participant Research Request, pg. 26
Informed Consent, pg. 33-36
Open Ended Questions, Past and Current Experiences, pg. 40-50
Coursework Identification/CSU Transcript &
G-6 Form – Dissertation Committee Members, p. 50-54

APPENDIX E

DEVRY STUDENT DATA USE POLICY STATEMENT

DeVry Student Data Use Policy Statement

DeVry student data (such as those found in OSS reports/databases and the SPSS databases provided by the Office of Institutional Research at OBT) are not to be routinely shared outside of the campus in which a student is enrolled or to be used for purposes other than the normal business functions of DeVry, Inc. Persons other than DeVry employees will not have DeVry student data made available to them, except in the rare cases where it serves DeVry's interests to do so, and suitable arrangements have been made through OBT.

When a DeVry employee, either campus-based or OBT-based, wishes to obtain DeVry student data for purposes such as dissertation/thesis work, publications, conference presentations, or internal inter-campus comparisons, the following guidelines apply:

- ALL DeVry employees wishing to obtain student data such as (but not limited to) those relating to course grades, retention/completion, test scores, satisfaction, demographics, and enrollment must complete the attached "DeVry Student Data Request Form" and have it approved by the OBT Review Committee. In addition, before the request is reviewed by the Committee, it must be approved by the employee's President or Dean of Academic Affairs (if campus-based) or reporting Vice President (if OBT-based).

- DeVry employees with ready access to DeVry student data cannot treat those data any differently than those to which they do not have ready access. All such data are confidential and proprietary information owned by DeVry. Explicit approval must be obtained to use any DeVry student data for the aforementioned purposes.

- No student identification (student ID numbers, names) will be provided under any circumstances for students other than those at the requestor's campus. OBT requestors will receive no student IDs.

- If the purpose of the data request is for a publication or presentation, in addition to gaining Committee approval of the data request, the publication or presentation itself must be reviewed and approved by the OBT Review Committee before it is to be published or presented.

- If the purpose of the data request is for a dissertation or thesis, in addition to gaining Committee approval of the data request, the dissertation or thesis must be reviewed and approved by the OBT Review Committee in draft form before it is presented to a student's graduate advisor or committee.

- If the purpose of the data request is for internal analysis of other DeVry campuses to improve one's own campus, the scope and boundaries of the project/analysis must be made clear prior to Committee approval, and the agreed-upon limitations of the proposed project must not be exceeded.

- Above all else, DeVry student data must not be used to injure DeVry's reputation or standing as an institution of higher education. It is expected that DeVry employees will guard against using the privilege of obtaining DeVry student data to in any way harm DeVry, Inc. It is also expected that data will be reported accurately and analyzed in an even-handed and scholarly manner without bias.

APPENDIX F

DEVRY STUDENT DATA REQUEST FORM

DeVry Student Data Request Form

Name: Professor Sondra Saunders, (404) 292-7900, ext. 2139

CAMPUS: 250 North Arcadia Avenue, Decatur, Georgia 30030

DEPARTMENT/TITLE: School of Arts and Sciences

DATE OF REQUEST: November 1, 2005

PURPOSE OF REQUEST (e.g., dissertation, publication, DeVry campus comparison analysis):

Purpose of the Research

The purpose of this research is to describe and analyze the perspectives of post-secondary students and instructors regarding the exploitation of students exploiting students while implementing and utilizing cooperative learning in group work. The theoretical framework guiding this study is to examine student talk in greater detail in order to provide insight into how peer groups function properly and improperly in cooperative learning situations. This study is being developed in response to students and faculty concerns about individual performance of group members who utilize free riding, kite-tailing, or piggybacking as well as the fair and accurate assessment of all group members in a cooperative learning situation.

Another primary purpose of this research is to find better ways to reduce free riding, kite-tailing, or piggybacking. For a number of years, there has been growing concerns and complaints from students and professors at the DeVry University campus in Decatur, Georgia, regarding cooperative learning in the classrooms. The majority of all classes taught at this private-for-profit university implement team projects or group work as the main element of classroom organization at some time during each course if not

implemented throughout the entire course process of a student's chosen curriculum. Both students and professors are in a quandary about the individual performance of group members. The biggest complaint from DeVry students is that certain team members do not pull their weight or fail to do their fair share of assigned work. The biggest complaint from DeVry professors is that it is difficult to determine if students are being assessed fairly and accurately based on their individual performance in group work with the overall assignment, project, or product. This same sentiment is echoed by Kneale (1996) when she stated, "The principal concern is to try to ensure fairness by not disadvantaging stronger students or over-marking the weaker students in a group." Consequently, the cooperative learning experience outcome can be very disconcerting to both the student and the professor when students exploit students in group work or team projects.

Finally, students will learn about their development of self-exploration in identifying "self" as well as "others" participating in free riding, kite-tailing, or piggyback riding experiences while working in group projects.

APPENDIX G

CORPORATE LETTER OF AGREEMENT FOR RESEARCH

DEVRY UNIVERSITY – HOME OFFICE

DeVry University

February 15, 2006

Professor Sondra Saunders
DeVry University
250 North Arcadia Avenue
Decatur, GA 30065

Dear Professor Saunders:

This letter is in response to your request to complete your doctoral research with Colorado State University at the Decatur campus on "Riding High – Riding Low – No Easy Ride": A Case Study on the Avoidance of Students Exploiting Students in Cooperative Learning. You have permission to conduct your research with DeVry University students and DeVry University faculty for your study during the following newly revised dates: Session B, January 7, 2008 – February 29, 2008.

I look forward to hearing about the results of your research.

Sincerely,

Patrick Mayers
Senior Vice President,
Academic Affairs/Dean, KGSM

PM/dp/sjs

APPENDIX H

LOCAL LETTER OF AGREEMENT FOR RESEARCH

ON-SITE – DECATUR CAMPUS

DeVry University

Alpharetta Campus
2555 Northwinds Parkway
Alpharetta, GA 30004
521-4900

Decatur Campus
250 N. Arcadia Avenue
Decatur, GA 30030(770)
(404) 292-7900

October 29, 2007

Dr. Gene Gloeckner
School of Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Gloeckner and CSU Human Research Committee:

This letter is to convey to you the decision of DeVry University/Georgia to approve the data collection plan set forth in the dissertation proposal of Sondra Saunders. Since DeVry University is exclusively a teaching university, we do not have a formal Institutional Review Board. However, as President of DeVry University/Georgia, I am authorized to approve Mrs. Sondra Saunders' request.

In supporting Mrs. Saunders' dissertation research, I understand that archival student records data and archival Accuplacer data will be used with all identifying information removed and not disclosed in the reporting of the research. Interviews will be administered to strictly voluntary participants on the DeVry University Decatur campus with the results of the interviews remaining anonymous in the reporting of the research. Additionally, participation in the interview process by students will be strictly voluntary and will be conducted only after receiving signed consent from the student.

To conclude, I am satisfied that Mrs. Saunders has taken the necessary steps in her data collection plan to minimize the risk and maximize the protection of the participants involved in her research. Mrs. Saunders is a highly regarded and responsible senior professor at DeVry, and I am confident that this research will assist DeVry University in its goal to continuously improve.

Sincerely,

Jeffrey Moore
President
DeVry University

APPENDIX I

STUDENT INVITATION TO PARTICIPATE IN RESEARCH

This is my written presentation letter given to research participants in order to explain who I am, what I am doing, and what role I would like participants to play in the research.

Colorado State University
Knowledge to Go Places

School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Insert Date

Dear Student:

You are invited to participate in a research study to learn about students exploiting students in a cooperative learning environment. Also, you will learn about the development of self-exploration in identifying "self" as well as "others" participating in free riding, kite-tailing, or piggyback riding experiences while working in group projects. Free riding, kite-tailing, or piggybacking are synonymous terms that are used to identify strong and weak students who do not work up to their potential. Cooperative learning involves groups of students working to complete a common task. This research is being done as part of my program as a doctoral student at Colorado State University at Ft. Collins, Colorado, as a participant in the Atlanta, Georgia cohort group.

PURPOSE OF THE RESEARCH:

I am requesting your participation because I believe that your ideas, feelings, and reactions about past exploitation and avoidance of future exploitation will be important to my research. Your ideas, feeling, and reactions would help me to better understand your cooperative learning experiences during your college years as well as to prepare other college students for "group work" endeavors. **Your participation in this study is strictly voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without prejudice to your grade in this class. Also, your decision to participate or not to participate in this study will not have an impact on the relationship with the instructor as well as any other services to which you are otherwise entitled.**

RISKS INHERENT IN THE PROCEDURES:
Please note that there is a risk that some individuals have had negative group-work experiences in the past and may become uncomfortable with the discussion. If this is the case and participants start to experience any discomfort, these individuals will have the option to leave the classroom and not participate. It is not possible to identify all potential risks in research procedures, but Dr. Gene Gloeckner and Professor Sondra Saunders have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

BENEFITS:
There is no known benefit to the participant. We anticipate that your participation in this research study might possibly be to: 1) better understand and learn how to avoid allowing others to take advantage of you when utilizing cooperative learning situations; 2) possibly better work out situations where assignments must be done in a fair and equitable way; and 3) share your ideas and feelings about cooperative learning. In addition, we hope that your participation in this study might help us to: 1) better understand as well as your peers, teachers, and administrators how to divide work tasks; 2) obtain fair evaluations and grades, and 3) feel better about working in group projects overall.

As a whole, the educational community will hopefully benefit in that the results will provide information about identifying successful factors so that teachers can adjust and meet the educational needs of potential students who participate in cooperative learning situations.

CONFIDENTIALITY:
Anytime I use the information you give me, I will always identify you with an identification (in this study you will use your D#). Your real name will not be placed on any surveys; information obtained from this research study will be coded by gender, age, ethnicity, program of study, and student characteristics.

Your information will be combined with information from other people taking part in the study. When I write about the study to share it with other researchers, I will write about the combined information gathered. You will not be identified in these written materials. I may publish the results of this study, however, I will keep your name and other identifying information private.

PROCEDURES/METHODS TO BE USED:

While participating in this study, I will spend quality time with you and your group members over the course of the next eight weeks. My first interview with you will be by yourself for 30 minutes; I will inquire in-depth about your past experiences in

cooperative learning situations as positive, negative, and neutral. After individual interviews are complete; I will provide detailed instructions regarding cooperative learning and how to work in teams.

PROCEDURES/METHODS TO BE USED: (Continued)

Your weekly group meetings will be observed by me regarding how you interact in your group members. I will talk with you and group members about current experiences while working as a team in the cooperative learning Media Analysis Project, as well as your overall experience when the project is completed. I will spend time audio taping you again during Week 7 to find out about your experiences while working in a cooperative learning environment.

After evaluating group members while participating in the oral group presentation that is held during Week 8 (1 hour participation) for this cooperative learning research situation, the last part of this study will consist of a final interview regarding your experiences throughout this study (approximately 30 minutes participation - individually). However, depending on the results, you might want to talk longer about your experiences. Total interview meeting time will be for one hour.

While participating in this research study with me, the most important thing for you to remember is that there is no right or wrong answers to the questions that I ask. You are not being graded on what you perceive to be a correct response that as a teacher you think that I want to hear. Please remember that I am looking for your opinions, feelings, ideas, or reactions; do not give responses that will please me as your instructor. If I ask you to tell me more, or ask you to explain your answer in more depth, it is because I really want to be sure that I understand your responses. Please remember that in this study, you are the expert and you are explaining to me what your cooperative learning experience has been for you and for your group members.

LIABILITY:
The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed with 180 days of the injury.

Questions about participants' rights may be directed to Janell Barker, Administrator, at Colorado State University, Research Integrity and Compliance Review Office at (970) 491-1655.

PARTICIPATION:
Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. .

Sincerely,

PI1: Gene Gloeckner
Professor
School of Education
Colorado State University
241 Education Building
Ft. Collins, CO 80523-1588

PI2: Sondra Saunders
CSU Doctoral Students
DeVry University
Senior Professor
250 North Arcadia Avenue
Decatur, Georgia 30030-2198

APPENDIX J

STUDENT CONSENT FORM TO PARTICIPATE IN RESEARCH

COLORADO STATE UNIVERSITY
Student Consent Form to Participate in a Research Study

TITLE OF STUDY: "Riding High – Riding Low – No Easy Ride": A Case Study on Students Exploiting Students in Cooperative Learning

PRINCIPAL INVESTIGATOR:
Gene Gloeckner, Ph.D.
School of Education
ED241- Education
Colorado State University
Ft. Collins, CO 80523
(970) 491-7661
gloeck@cahs.colostate.edu

CO-PRINCIPAL INVESTIGATOR:
Sondra Saunders
School of Arts and Sciences
DeVry University
250 North Arcadia Avenue
Atlanta, GA 30030
(404) 292-7900, Ext. 2139
ssaunders@faculty.atl.devry.edu

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH?
You are invited to participate in a research study to learn about students exploiting students in a cooperative learning environment as well as the development of self exploration in identifying "self" as well as "others" participating in free riding, kite-tailing, or piggybacking. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Cooperative learning involves groups of students working to complete a common task.

Your participation in this study is strictly voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without prejudice to your grade in this class. Also, your decision to participate or not to participate in this study will not have an impact on the relationship with the instructor as well as any other services to which you are otherwise entitled. There will be no extra credit or any points added to the standard grading course assignments for participation or non-participation this voluntary study. In order for students to not feel pressured in participating in this voluntary program as well as being comfortable participating in this study, Professor Sondra Saunders will give a 24-hour time option for students to "think about their decision" to participate in the study.

WHO IS DOING THE STUDY?

Gene Gloeckner is the principal investigator and Sondra Saunders' academic advisor. Sondra Saunders is the co-principal investigator who will be conducting the individual interview as well as group interviews.

WHAT IS THE PURPOSE OF THIS STUDY?

We are asking you to participate in the study because we believe that your ideas, feelings, and reactions about past exploitation and avoidance of future exploitation would help to better understand your cooperative learning experiences during your college years. Also, we anticipate our findings will help to prepare other college students for group work endeavors as well as those group assignments, which you will become involved in after graduation during your world of work exposure.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?

The surveys, interviews, evaluations, and follow-up interviews will take place either in your classroom, interviewer's reserved conference room, reserved library conference room, or another convenient location that will be private and confidential. The surveys, interviews, audiotapes, and follow-ups will be expected to last about two hours during the eight-week accelerated term/period.

WHAT WILL I BE ASKED TO DO?

You will be **interviewed** about your "past experiences" utilizing cooperative learning **(beginning Week 1 interview–30 minutes** as well as "current term" experiences **(ending Week 7 interview-30 minutes** utilizing cooperative learning when you encountered free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. During these sessions, you will be encouraged to discuss your responses thoroughly and expansively.

You will be asked to complete a **pre-survey** during **Week 1** in order to assess your perceptions and understanding of how cooperative learning was used in past classroom experiences at any college, university, or school attended. A **post-survey** will be conducted during **Week 8** in order to assess your perceptions and understandings of how cooperative learning was used in this current accelerated eight week Coll148 course. Each survey will take approximately **10-15 minutes** to complete.

BENEFITS:

There is no known benefit to the participant. We anticipate that your participation in this research study might possibly be to: 1) better understand and learn how to avoid allowing others to take advantage of you when utilizing cooperative learning situations, 2) possibly better work out situations where assignments must be done in a fair and equitable way; and 3) share your ideas and feelings about cooperative learning. In addition, we hope that your participation in this study might help us to: 1) better understand as well as your peers, teachers, and administrators how to divide work tasks; 2) obtain fair evaluations and grades, and 3) feel better about working in group projects overall.

As a whole, the educational community will hopefully benefit in that the results will provide information about identifying successful factors so that teachers can adjust and meet the educational needs of potential students who participate in cooperative learning situations.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY?
There is no reason that you should not take part in this study.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
Please note that there is a risk that some individuals have had negative group-work experiences in the past and may become uncomfortable with the discussion. If this is the case and participants start to experience any discomfort, these individuals will have the

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS? (Continued)

option to leave the classroom and not participate in this study. It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

DO I HAVE TO TAKE PART IN THE STUDY?

Your participation in this research is voluntary and will not affect your grade. You will not receive extra credit for voluntary participation, and you will not be penalized if you do not participate. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHAT WILL IT COST ME TO PARTICIPATE?

There is no cost for you to participate.

WHO WILL SEE THE INFORMATION THAT I GIVE?

We will keep private all research records that identify you, to the extent allowed by law.

Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in any of these written materials. We may publish the results of this study; however, we will keep your name and any other identifying information private.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your D# will be kept separate from your research records and these two things will be stored in different places under lock and key (the co-principal investigator's safe deposit box).

CAN MY TAKING PART IN THE STUDY END EARLY?

Participants will be excluded involuntarily from the research and not the Coll148 course if they are not abiding by the protocol set forth for the process (i.e., not responding to the questions being asked, purposely disrupting the interview process and or research process, etc.).

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY?

There is no monetary or tangible compensation involved in this study.

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH?

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

WHAT IF I HAVE QUESTIONS?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind. Later, if you have questions about the study, you can contact the principal investigator and/or the co-principal investigator.

Dr. Gene Gloeckner
School of Education
ED241-Education
Colorado State University
Ft. Collins, CO 80523
(970) 491-7661
gloeck@cahs.colostate.edu

Sondra Saunders
Colorado State University
Doctoral Student

Senior Professor
School of Arts and Sciences
DeVry University
250 North Arcadia Avenue, North
Atlanta, GA 30030
(404) 292-7900, ext. 2139
ssaunders@faculty.atl.devry.edu

If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator, (970) 491-1655. We will give you a copy of this consent form to take with you.

WHAT ELSE DO I NEED TO KNOW?

Your signature acknowledges that you have read the information stated and willingly have signed his consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 6 pages.

_____
Printed name of person agreeing to take part in the study

_____ _____
Signature of person agreeing to take part in the study — Date

Sondra Saunders _____ _____
Name of person providing information to participant — Date

_____
Signature of Research Staff

"Obtain your parent's permission ONLY if you are under 18 years of age."

PARENTAL SIGNATURE FOR MINOR

As parent or guardian, I authorize _____ to become a participant
(Insert Son or Daughter's Name)
for the described research. The nature and general purpose of the project have been satisfactorily explained to me by Sondra Saunders, and I am satisfied that proper precautions will be observed.

_____
Parent/Guardian's Name (Printed)

_____ _____
Parent/Guardian Signature Date

 Participant's initials _____ Date_____

APPENDIX K

STUDENT SURVEY – COOPERATIVE LEARNING (PAST EXPERIENCES)

Colorado State University
Knowledge to Go Places
School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Individual Student Perceptions of Past Experiences Utilizing Cooperative Learning

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Introduction and Privacy Statement

The purpose of this research is to assess student perceptions and understanding of how cooperative learning was used in past classroom experiences at any college, university, or school that you have attended. I am mostly interested in your perceptions as well as actual experiences (positive, negative, or neutral) regarding your cooperative learning experiences when you encountered free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Cooperative learning involves groups of students working to complete a common task.

I will break this interview into two sections. **Section I** - will include your descriptive personal data; **Section II** - will include discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. **All individual data collected will be kept strictly confidential.** Only summarized results and analyses will be made public. This survey should take approximately 10 - 15 minutes to complete.

SECTION 1: DESCRIPTIVE/PERSONAL DATA

Please shade in the circle, which best represents your response.

---

1. Identifier Code (Use D#): _____
   (Do Not Use Real Name)

2. Level of Education (Completed Hours):
   Insert hours for each level that has been completed
   - o Freshman (00 Hours - 28 Hours)
   - o Sophomore (29 Hours - 58 Hours)
   - o Junior (59 Hours - 88 Hours)
   - o Senior (89 Hours - Above)

3. Age as of March 1, 2008: _____

4. Gender:
    - o Male
    - o Female
5. Ethnicity: _____
    - o African American/Black (non-Hispanic)
    - o Asian/Pacific Islander
    - o Hispanic/Latino
    - o American Indian/Native American
    - o White (non-Hispanic)
    - o Multi-racial
    - o Other (Identify)_____

6. Identify Type of Disability (If Any):
    - o Hearing
    - o Sight
    - o Learning
    - o Physical
    - o Mental
    - o Other – (Identify): _____
    - o None

7. Experience with Cooperative Learning–Group Work (Number of Times):_____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

8. Experience with Free Riding/Kite-tailing/Piggybacking:
(Number of Times): _____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

9. Occupation _____Full Time or Part Time: _____

SECTION II: Role Playing with Free riding, Kite-tailing, or Piggybacking Encountered in Cooperative Learning. Directions: This survey will include discussion of individual role-playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing or piggybacking in a cooperative learning environment. For each item, please select the response that best applied to you.

---

10. How often have you observed students' free riding, kite-tailing, or piggybacking in a group project and/or teamwork?
    a. Numerous times
    b. Occasionally
    c. Seldom
    d. Never observed

11. What have you done to restrict free riding, kite-tailing, or piggybacking in a cooperative learning environment?
    a. Met with my group members to discuss free riding, kite-tailing, or piggybacking problems.
    b. Talked with student who was identified as a free rider, kite-tailer, or piggy backer outside of group meeting.
    c. Identified group member in a progress report, email, written note, etc., to teacher.
    d. Dismissed student from group to complete project on own.
    e. Ignored the situation.
    f. Evaluated student poorly in a confidential evaluation form.
    g. Other (Please specify) _____

12. What grading methods would you prefer the instructor use to grade fairly group members when using cooperative learning assignments in team projects?
    a. Average members' individual scores
    b. Total members' individual scores
    c. Individual score plus group bonus
    d. Group score on a single product/project/assignment
    e. All members receive lowest member's score
    f. Bonus points based on lowest score
    g. Individual score plus group average
    h. Average Academic and Cooperative Learning performance score
    i. Randomly selecting one member's paper or exam to score
    j. Other (Please specify)_____

13. When working on a team project, have you noticed if there were gender issues when students participated in free riding, kite-tailing, or piggybacking?
    a. Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males.
    b. Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males.
    c. Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females
    d. Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females.
    e. I noticed, but never gave any thought to gender identifications when addressing free riding, kite-tailing, or piggybacking.
    f. I have never noticed gender playing a role when addressing free riding, kite-tailing, or piggybacking.

14. Have you had more difficulty with males or females participating in free riding, kite-tailing, or piggybacking (more frequently) when students are put in a team project?
    a. Males use free riding, kite-tailing, or piggybacking more frequently.
    b. Females use free riding, kite-tailing, or piggybacking more frequently.
    c. I noticed, but never gave any thought to gender when students participated in free riding, kite-tailing, or piggybacking.
    d. I have never noticed if there were gender identifications when addressing free riding, kite-tailing, or piggybacking.

15. Have you ever condoned acts of free riding, kite-tailing, or piggybacking from a group member when participating in a cooperative learning assignment or project?
    a. Yes
    b. No

16. Have you ever confronted a student that did not pull their weight in a group project?
    a. Yes
    b. No

17. Have you ever noticed that group members inflicted payback in some form or possible repercussions were given to students who participated in free riding, kite-tailing, or piggybacking - then or at a later date?
    a. Yes
    b. No

18. Would you identify repercussions (seen or heard) to students who participate in free-riding, kite-tailing or piggybacking in a cooperative learning assignment?
    a. Group members no longer communicated with the free rider, kite-tailer, or piggy backer.
    b. Free rider, kite-tailer, or piggy backer was ignored by team members.
    c. Free rider, kite-tailer, or piggy backer was evaluated poorly by team members.
    d. Students distanced themselves from working with the free rider, kite-tailer, or piggy backer on any other class assignments or projects.
    e. Free rider, Kite-tailer, or piggy backer was gossiped about in other classes.
    f. Physical altercations occurred.
    g. Verbal altercations occurred.
    h. Student's reputation was marred.
    i. Other: _____
    j. Other: _____
    k. Other: _____

19. Why do you think students free ride, kite-tail, or piggyback in a cooperative learning assignment or project?
    a. Lack of motivation
    b. Lazy
    c. They know others will do their work
    d. No Interest
    e. Assignment or project (particular grade) has small weight
    f. Outside school activities and responsibilities are too demanding
    g. Lacks self confidence to perform assignments
    h. Not a team player
    i. Other: _____
    j. Other: _____
    k. Other: _____

APPENDIX L

STUDENT GROUPING CRITERIA SHEET

COOPERATIVE LEARNING
Student Grouping Criteria Sheet

Student D# _____ Age: _____
Gender: Male _____ Female _____ Birth Date: _____
(Month) (Day) (Year)

ETHNICITY:

- ☐ African-American/Black (Non-Hispanic)
- ☐ Asian/Pacific Islander
- ☐ Hispanic/Latino
- ☐ American Indian/Nat. American
- ☐ White (Non-Hispanic)
- ☐ Other: Identify _____

PROGRAM OF STUDY

- ❑ Biomedical Engineering Technology
- ❑ Biomedical Informatics
- ❑ Computer Engineering Technology
- ❑ Computer Information Systems
- ❑ Electronics and Computer Technology
- ❑ Electronics Engineering Technology
- ❑ Game and Simulation Programming
- ❑ Health Information Technology
- ❑ Network and Communications Mgmt.
- ❑ Network Systems Administration
- ❑ Technical Management
- ❑ Accounting
- ❑ Business Information Systems
- ❑ E-Commerce
- ❑ General Business
- ❑ Health Services Management
- ❑ Hospitality Management
- ❑ Human Resource Management
- ❑ Project Management
- ❑ Sales and Marketing
- ❑ Security Management
- ❑ Small Business Management and Entrepreneurship
- ❑ Other _____

Accuplacer Results Score:
Writing Abilities:

- ❑ Weak
- ❑ Average
- ❑ Above Average
- ❑ Excellent

Writing Score: _____
Reading Score: _____
ACT Scores: _____
SAT Scores: _____
(ACT or SAT Scores if available)

WriterPlacer Breakdown:

1 – 2
3 – 4
5 – 6
7 +

Reading Breakdown:

01-44
45-61
62-77
78+

APPENDIX M

PERMISSION TO AUDIOTAPE

STUDENT INTERVIEW

COLORADO STATE UNIVERSITY PERMISSION TO AUDIOTAPE STUDENT INTERVIEW

Permission to Audiotape

Investigator's Name: Sondra Jean Saunders
Department: School of Education
Project Title: "Riding High – Riding Low – No Easy Ride:" A Case Study on Students Exploiting Students in Cooperative Learning
Subject: Free riding, Kite-tailing, or Piggybacking in Cooperative Learning
Date: _____
(Month) (Day) (Year)
Log Number: _____

I, _____, give the above designated investigator permission to audiotape me. This audiotape will be used only for the following purpose:

RESEARCH

This audiotape will be used as a part of a research project at Colorado State University and/or DeVry University. I have already given written consent for my participation in this research project. At no time will my name be used.

Description:

WHEN WILL I BE AUDIOTAPED?

I agree to be recorded by audiotape during the time period:
January 8, 2008 to March 1, 2008.
Month Day Year Month Day Year

HOW LONG WILL THE TAPES BE USED?

I give my permission for these tapes to be used from:
January 8, 2008 to January 1, 2010.
Month Day Year Month Day Year

Federal Regulations require that study data and consent documents be kept for a minimum of three years after the completion of the study by the PI. Data will be stored on the campus of Colorado State University so it is available should an audit be necessary. Since these interviews will reveal personal views and situations as well as individual and group circumstances, every precaution will be taken to minimize the risk of exposure to the participants and their school where research is being conducted. Anonymity and confidentiality will be maintained in written and verbal responses as well as in any published documents by using D#s in order to protect the identities of all individuals and sites. Upon completion of the project, all scripts, tape recordings, and documents will be turned over the researcher's advisor who will secure them in a locked file according to Colorado State University procedures. The linked list will be destroyed when the project has been completed.

WHAT IF I CHANGE MY MIND?

I understand that I can withdraw my permission at any time. Upon my request, the audiotape(s) will no longer be used. This will not affect my career or relationship with Colorado State University and/or DeVry University in any way.

OTHER

I understand that I will not be paid for being audio taped or for the use of the audiotapes.

FOR FURTHER INFORMATION

If I want more information about the audiotape(s), or if I have questions or concerns at any time, I can contact:

Investigator's Name: Sondra Saunders

Department: School of Arts and Science

Institution: DeVry University

Street Address: 250 North Arcadia Avenue

City: Decatur State: Georgia Zip Code 30030-2198

Phone: (770) 207-9627 – Home (404) 292-7900, ext. 2139 - Work

 Participant's initials _____ Date _____

This form will be placed in my records and a copy will be kept by the person(s) named above. A copy will be given to me.

Please Print

Date: _____

Subject's Name: _____

Address: _____
(Street Address, Post Office Box, or Apt.)

_____
(City) (State) (Zip)

Phone: _____

Subject's Signature: _____

_____
Witness Signature Date

_____
Witness Signature Date

APPENDIX N

INTERVIEW QUESTIONS

INDIVIDUAL STUDENT PERCEPTIONS (PAST EXPERIENCES)

UTILIZING COOPERATIVE LEARNING

Colorado State University
Knowledge to Go Places
School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Interview Questions
Individual Student Perceptions of Past Experiences Utilizing Cooperative Learning

---

Introduction and Privacy Statement

The purpose of this research is to assess individual perceptions and understanding of how cooperative learning was used in past classroom experiences at any college, university, or school that you have attended. I am mostly interested in your perceptions as well as actual experiences (positive, negative, or neutral) regarding your cooperative learning experiences when you encountered free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Cooperative learning involves groups of students working to complete a common task.

I will break this interview into three sections. **Section I** - will include your descriptive personal data; **Section II** - will include your perceptions of students in cooperative learning situations who have encountered free riding, kite-tailing, or piggybacking in group assignments and projects; **Section III** - will include discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. **All individual data collected will be kept strictly confidential.** Only summarized results and analyses will be made public. The interview should take approximately 30 minutes to complete.

SECTION 1: DESCRIPTIVE/PERSONAL DATA
Please place a check mark (X) in the box that best represents your response.

---

1. Identifier Code (Use D#): _____
   (Do Not Use Real Name)

2. Level of Education (Completed Hours):
   Insert hours for each level that has been completed
   - o Freshman (00 Hours - 28 Hours)
   - o Sophomore (29 Hours - 58 Hours)
   - o Junior (59 Hours - 88 Hours)
   - o Senior (89 Hours - Above)

3. Age as of March 1, 2008: _____

4. Gender:
   - o Male
   - o Female

5. Ethnicity: _____
   - o African American/Black (non-Hispanic)
   - o Asian/Pacific Islander
   - o Hispanic/Latino
   - o American Indian/Native American
   - o White (non-Hispanic)
   - o Multi-racial
   - o Other (Identify)_____

6. Identify Type of Disability (If Any):
   - o Hearing
   - o Sight
   - o Learning
   - o Physical
   - o Mental
   - o Other – (Identify): _____
   - o None

7. Experience with Cooperative Learning–Group Work (Number of Times):_____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

8. Experience with Free Riding/Kite-tailing/Piggybacking:
(Number of Times): _____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

9. Occupation _____Full Time or Part Time: _____

SECTION II: PERCEPTIONS OF STUDENTS IN COOPERATIVE LEARNING SITUATIONS WHO HAVE ENCOUNTERED FREE RIDING, KITE-TAILING, OR PIGGYBACKING IN GROUP ASSIGNMENTS OR PROJECTS. Again, the definitions regarding free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Directions: For each of the following questions, please give a detailed explanation. Your response will be recorded by the interviewer via audiotape. Your response should be based on your past experience or past experiences in a cooperative learning environment while at DeVry or any other college or university. Responses should be based on your overall perception.

---

10. I would like you to tell me about your past experiences concerning cooperative learning in group work? How would you describe them?
Probe for individual role, group role, number of times student has been in cooperative learning – group work situations. Were your cooperative learning experiences good, bad, or indifferent?

11. Through your group work experiences, what were the "positive" aspects of cooperative learning? Probe all positive aspects!

12. Through your group work experiences, what were the "negative" aspects of cooperative learning? Explain why! Probe the biggest problem that student encountered to the smallest problem – put in order?

13. If you had the choice of doing a project or assignment by yourself or working in a group, what would be your preferred choice? Explain why!

14. Have you ever felt that there were **repercussions for your actions** when confronting a group member or informing an instructor of problems within a cooperative learning situation – then or at a later date?
If so, identify the impact in detail.

15. What are **your feelings** about students who free ride, kite-tail, or piggyback in group work?

16. After much reflection regarding group work when you identified students who participated in free riding, kite-tailing, or piggybacking, did you **notice** which **gender** (male or female) participated most often in this activity? If so, identify:

17. Should **instructors play a more active role** in assuring students that free riding, kite-tailing, or piggybacking will not be tolerated in group work?
If so, what suggestions would you have for the instructor?

18. Identify **possible repercussions** that **instructors could implement** when students are identified as free riding, kite-tailing, or piggybacking in a cooperative learning situation?

19. In your opinion, what could be done to **reduce or eliminate** free riding, kite-tailing, or piggybacking in a cooperative learning situation?

20. Do you see the **need for cooperative learning** (group work) in the world of work?
If so, do you plan on participating in group projects?

SECTION III: INDIVIDUAL ROLE PLAYING IN ALLOWING OR DISALLOWING FREE RIDING, KITE-TAILING, OR PIGGYBACKING IN GROUP ASSIGNMENTS OR PROJECTS AS WELL AS SHARED THOUGHTS ON DEALING WITH FREE RIDING, KITE-TAILING, OR PIGGYBACKING.
Directions: For each of the following questions, please give a detailed explanation. Your response will be recorded by the interviewer via audiotape. Your response should be based on your past experiences in a cooperative learning environment while at any college, university, or school. Responses should be based on your overall perception.

---

21. Have you ever observed acts of free riding, kite-tailing, or piggybacking from a group member when participating in a cooperative learning assignment or project? Why? Probe - How many times have you observed this act?

22. Have you ever condoned acts of free riding, kite-tailing, or piggybacking from a group member when participating in a cooperative learning assignment or project? Why? Probe - How many times have you condoned this act?

23. Have you ever participated in free riding, kite-tailing, or piggybacking on a cooperative learning assignment or project? (Be specific – Probe - Why did you take such a role?)

24. Have you ever confronted someone in group work that did not pull his or her weight? If so, how did you feel? Be specific! If not, why not? Explain.

25. Have you ever had to discuss with a teacher that certain students were not pulling their weight in group assignments or projects? Be specific! If not, why not?

APPENDIX O

INTERVIEW QUESTIONS

INDIVIDUAL STUDENT PERCEPTIONS (CURRENT EXPERIENCES)

UTILIZING COOPERATIVE LEARNING

Colorado State University
Knowledge to Go Places
School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Interview Questions
Individual Student Perceptions of Current Experiences
Utilizing Cooperative Learning

Introduction and Privacy Statement

The purpose of this research is to assess individual perceptions and understanding of how cooperative learning is being used in current classroom experiences at DeVry University. I am mostly interested in your perceptions as well as actual experiences (good, bad, and indifferent) regarding your cooperative learning experiences if and when you encountered free riding, kite-tailing, or piggybacking while students exploited students in group assignments or projects. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Cooperative learning involves groups of students working to complete a common task.

Section I - will include your descriptive personal data; **Section II** - will include your perceptions of students in cooperative learning situations who have encountered free-riding, kite-tailing, or piggybacking in group assignments and projects; **Section III** - will include discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. **All individual data collected will be kept strictly confidential.** Only summarized results and analyses will be made public. The interview should take approximately 30 minutes to complete.

SECTION I: DESCRIPTIVE/PERSONAL DATA
Please place a check mark (X) in the box that best represents your response.

---

1. Identifier Code Name (Use D#): _____
   Do Not Use Real Name

2. Level of Education (Completed Hours):
   Insert hours for each level that has been completed
   - o Freshman (00 Hours - 28 Hours)
   - o Sophomore (29 Hours - 58 Hours)
   - o Junior (59 Hours - 88 Hours)
   - o Senior (89 Hours - Above)

3. Age as of March 1, 2008: _____

4. Gender: Male _____ Female _____

5. Ethnicity: _____
   - o African American/Black (non-Hispanic)
   - o Asian/Pacific Islander
   - o Hispanic/Latino
   - o American Indian/Native American
   - o White (non-Hispanic)
   - o Multi-racial
   - o Other (Identify) _____

6. Identify Type of Disability (If Any):
   - o Hearing
   - o Sight
   - o Learning
   - o Physical
   - o Mental
   - o Other _____

7. Experience with Cooperative Learning (Number of Times):_____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

8. Experience with Free Riding/Kite-tailing/Piggybacking:(Number of Times): _____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

9. Occupation (Outside of School): _____
   - o Full Time
   - o Part Time
   - o Unemployed

SECTION II: PERCEPTIONS OF STUDENTS IN COOPERATIVE LEARNING SITUATIONS WHO HAVE ENCOUNTERED FREE RIDING, KITE-TAILING, OR PIGGYBACKING IN GROUP ASSIGNMENTS OR PROJECTS. Again, the definitions regarding free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good.
Directions: For each of the following questions, please give a detailed explanation. Your response will be recorded by the interviewer via audiotape. Your response should be based on your experience with cooperative learning while at DeVry University. Responses should be based on your overall perception.

---

10. I would like for you to tell me about your current experience(s) concerning cooperative learning in group work after participating in this research study? How would you describe them?
    Probe for individual role and group roles,

11. Through your group work experiences, what were the "positive" aspects of cooperative learning? Probe all positive aspects!

12. Through your group work experiences, what were the "negative" aspects of cooperative learning? Explain why! Probe the biggest problem that student encountered to the smallest problem – put in order?

13. If you had the choice of doing this project or assignment by yourself or working in a group, what would be your preferred choice? Explain why!

14. Did you feel that there were repercussions for your actions when you confronted a group member or informed your instructor of problems within a cooperative learning situation?
    If so, identify the impact in detail.

15. What are your feelings about students who free ride, kite-tail, or piggyback in group work?

16. After much reflection regarding group work when you identified students who participated in free riding, kite-tailing, or piggybacking, did you notice which gender (male or female) participated most often in this activity?
    If so, identify:

17. Should instructors play a more active role in assuring students that free riding, kite-tailing, or piggybacking will not be tolerated in group work?
    If so, what suggestions would you have for the instructor?

18. Identify possible repercussions that instructors could implement when students are identified as free riding, kite-tailing, or piggybacking in a cooperative learning situation?

19. In your opinion, what could be done to reduce or eliminate free riding, kite-tailing, or piggybacking in a cooperative learning situation?

20. Do you see the need for cooperative learning (group work) in the world of work?
    If so, do you plan on participating in group projects?

SECTION III: INDIVIDUAL ROLE PLAYING IN ALLOWING OR DISALLOWING FREE RIDING, KITE-TAILING, OR PIGGYBACKING IN GROUP ASSIGNMENTS OR PROJECTS.

Directions: For each of the following questions, please give a detailed explanation. Your response will be recorded by the interviewer via audiotape. Your response should be based on your experience with cooperative learning while at DeVry University. Responses should be based on your overall perception.

---

21. Did you observe acts of free riding, kite-tailing, or piggybacking from a group member when participating in this cooperative learning assignment or project? Why? Probe - How many times have you observed this act?

22. Did you condone any acts of free riding, kite-tailing, or piggybacking from a group member when participating in this cooperative learning assignment or project? Why? Probe - How many times did you condone free riding, kite-tailing, or piggybacking?

23. Did you participate in free riding, kite-tailing, or piggybacking in this cooperative learning assignment or project? (Be specific – Probe - Why did you take such a role?)

24. Did you confront someone in your group work that did not pull their weight? If so, how did you feel? Be specific! If not, why not? Explain.

25. Did you discuss with your teacher (in person, e-mail, or through progress reports) that certain students were not pulling their weight in group assignments or projects? Be specific! If not, why not?

APPENDIX P

STUDENT SURVEY - COOPERATIVE LEARNING

(CURRENT EXPERIENCES)

Colorado State University
Knowledge to Go Places
School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Insert Month, Day, and Year

Individual Student Perceptions of Current Experiences Utilizing Cooperative Learning

---

Introduction and Privacy Statement

The purpose of this research is to assess student perceptions and understanding of how cooperative learning was used in this accelerated eight week Coll148 course. I am mostly interested in your perceptions as well as actual experiences (positive, negative, or neutral) regarding your cooperative learning experiences when and if you encountered free riding, kite-tailing, or piggybacking while students exploited students in your recent group assignment. Free riding, kite-tailing, or piggybacking are synonymous terms that reflect the drawbacks of the cooperative learning paradigm that consists of benefiting from a collective good without paying the costs of providing that good. Cooperative learning involves groups of students working to complete a common task.

I will break this interview into two sections. **Section I** - will include your descriptive personal data; **Section II** - will include discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing, or piggybacking. **All individual data collected will be kept strictly confidential.** Only summarized results and analyses will be made public. This survey should take approximately 10 - 15 minutes to complete.

SECTION I: DESCRIPTIVE/PERSONAL DATA

Please select the answer which best represents your response.

---

1. Identifier Code (Use D#): _____
   (Do Not Use Real Name)

2. Level of Education (Completed Hours):
   Insert hours for each level that has been completed
   - o Freshman (00 Hours - 28 Hours)
   - o Sophomore (29 Hours - 58 Hours)
   - o Junior (59 Hours - 88 Hours)
   - o Senior (89 Hours - Above)

3. Age as of March 1, 2008: _____

4. Gender:
   - o Male
   - o Female

5. Ethnicity: _____
   - o African American/Black (non-Hispanic)
   - o Asian/Pacific Islander
   - o Hispanic/Latino
   - o American Indian/Native American
   - o White (non-Hispanic)
   - o Multi-racial
   - o Other (Identify)_____

6. Identify Type of Disability (If Any):
   - o Hearing
   - o Sight
   - o Learning
   - o Physical
   - o Mental
   - o Other – (Identify): _____
   - o None

7. Experience with Cooperative Learning–Group Work (Number of Times):_____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

8. Experience with Free Riding/Kite-tailing/Piggybacking during this term:
(Number of Times): _____

o 01	o 11	o 21	o 31	o 41
o 02	o 12	o 22	o 32	o 42
o 03	o 13	o 23	o 33	o 43
o 04	o 14	o 24	o 34	o 44
o 05	o 15	o 25	o 35	o 45
o 06	o 16	o 26	o 36	o 46
o 07	o 17	o 27	o 37	o 47
o 08	o 18	o 28	o 38	o 48
o 09	o 19	o 29	o 39	o 49
o 10	o 20	o 30	o 40	o 50+

9. Occupation _____Full Time or Part Time: _____

SECTION II: Role Playing with Free riding, Kite-tailing, or Piggybacking Encountered in Cooperative Learning

Directions: This survey will include discussion of individual role playing in allowing or disallowing such actions as well as shared thoughts on dealing with free riding, kite-tailing or piggybacking in a cooperative learning environment. For each item, please select the response that best applied to you during this term.

10. How often did you observe students' free riding, kite-tailing, or piggybacking in this group project and/or teamwork?
    a. Numerous times
    b. Occasionally
    c. Seldom
    d. Never observed

11. What did you do to restrict free riding, kite-tailing, or piggybacking in your group project and/or teamwork?
    a. Met with my group members to discuss free riding, kite-tailing, or piggybacking problems.
    b. Talked with student who was identified as a free rider, kite-tailer, or piggy backer outside of group meeting.
    c. Identified group member in a progress report to teacher.
    d. Dismissed student from group to complete project on own.
    e. Ignored the situation.
    f. Evaluated student poorly in a confidential evaluation form.
    g. Other (Please specify) _____

12. What grading methods did you prefer the instructor use to grade fairly group members when using cooperative learning assignments in team projects?
    a. Average members' individual scores
    b. Total members' individual scores
    c. Individual score plus group bonus
    d. Group score on a single product/project/assignment
    e. All members receive lowest member's score
    f. Bonus points based on lowest score
    g. Individual score plus group average
    h. Average Academic and Cooperative Learning performance score
    i. Randomly selecting one member's paper or exam to score
    j. Other (Please specify)_____

13. When working on the team project, did you notice if there were gender issues when students participated in free riding, kite-tailing, or piggybacking?
    a. Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males.
    b. Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other males.
    c. Males indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females
    d. Females indulged in free riding, kite-tailing, or piggybacking more frequently when in groups with other females.
    e. I noticed, but never gave any thought to gender identifications when addressing free riding, kite-tailing, or piggybacking.
    f. I have never noticed gender playing a role when addressing free riding, kite-tailing, or piggybacking.

14. Did you have more difficulty with males or females participating in free riding, kite-tailing, or piggybacking (more frequently) when students were put in your team project?
    a. Males use free riding, kite-tailing, or piggybacking more frequently.
    b. Females use free riding, kite-tailing, or piggybacking more frequently.
    c. I noticed, but never gave any thought to gender when students participated in free riding, kite-tailing, or piggybacking.
    d. I have never noticed if there were gender identifications when addressing free riding, kite-tailing, or piggybacking.

15. Did you condone acts of free riding, kite-tailing, or piggybacking from a group member when participating in your group project?
    a. Yes
    b. No

16. Did you confront any group member that did not pull their weight in your group project?
    a. Yes
    b. No

17. Did you notice that group members inflicted payback in some form or possible repercussions were given to students who participated in free riding, kite-tailing, or piggybacking?
    a. Yes
    b. No

18. Would you identify repercussions (seen or heard) to students who participate in free-riding, kite-tailing or piggybacking in a cooperative learning assignment?
    a. Group members no longer communicated with the free rider, kite-tailer, or piggy backer.
    b. Free rider, kite-tailer, or piggy backer was ignored by team members.
    c. Free rider, kite-tailer, or piggy backer was evaluated poorly by team members.
    d. Students distanced themselves from working with the free rider, kite-tailer, or piggy backer on any other class assignments or projects.
    e. Free rider, Kite-tailer, or piggy backer was gossiped about in other classes.
    f. Physical altercations occurred.
    g. Verbal altercations occurred.
    h. Student's reputation was marred.
    i. Other: _____
    j. Other: _____
    k. Other: _____

20. Why do you think students free ride, kite-tail, or piggyback in a cooperative learning assignment or project?
    a. Lack of motivation
    b. Lazy
    c. They know others will do their work
    d. No Interest
    e. Assignment or project (particular grade) has small weight
    f. Outside school activities and responsibilities are too demanding
    g. Lacks self confidence to perform assignments
    h. Not a team player
    i. Other: _____
    j. Other: _____
    k. Other: _____

APPENDIX Q

COOPERATIVE LEARNING

TEAM MEMBER FOLLOW-UP AND ON-GOING EVALUATION

COOPERATIVE LEARNING
TEAM MEMBER FOLLOW-UP AND ON-GOING EVALUATION
(Administer at 30% and 60% Intervals of Project Completion Dates)

Team Member's D# _____

Rate this team member's performance on the assessment project using this below scale:
Excellent = 5 Good = 4 Fair = 3 Poor = 2 No Contribution = 1

Evaluation Criteria	Rating	Provide Comments and Constructive Feedback
1. Prompt attendance at team meetings, as well as stayed for entire meeting process.	_____	_____
2. Met agreed upon as well as pressing deadlines.	_____	_____
3. Handled fair share with regard to overall workload.	_____	_____
4. Contributed and completed assigned and agreed-upon parts of project.	_____	_____
5. Showed enthusiasm and a positive attitude about team activities.	_____	_____
6. Listened and showed respect for one another.	_____	_____
7. Talked about "we" and less about "I" and "me"!	_____	_____
8. Showed appreciation for help received from team members.	_____	_____
9. Recognized and dealt with differences and disagreements.	_____	_____
10. Encouraged development of other team members	_____	_____

Overall Evaluation

_____ Score

Overall Feedback (Mandatory Comments)

APPENDIX R

COOPERATIVE LEARNING

SELF-EVALUATION ASSESSMENT

Team Member's D# _____

Cooperative Learning
Self-Evaluation Assessment

Self-Evaluation
Rate yourself on your performance on the assessment project using the following scale:
Excellent = 5 Good = 4 Fair = 3 Poor = 2 No Contribution = 1

Evaluation Criteria	Rating
1. I read assigned materials and contributed ideas to the group.	5 4 3 2 1
2. I understood team goals and was committed to them.	5 4 3 2 1
3. I asked other team members for their ideas.	5 4 3 2 1
4. I attempted to use group member's expertise and know how.	5 4 3 2 1
5. I encouraged other team members to participate in the group.	5 4 3 2 1
6. I stayed on task.	5 4 3 2 1
7. I helped group members to stay on task.	5 4 3 2 1
8. I did my fair share of the work.	5 4 3 2 1
9. I contributed to group dialogue.	
10. My overall performance in the group should be rated:	5 4 3 2 1

Overall Evaluation

_____ Score

Feedback (Mandatory Comments)

_____
_____
_____
_____

APPENDIX S

COOPERATIVE LEARNING

GROUP ASSESSMENT - PROJECT EVALUATION

Team Member's D# _____

Cooperative Learning
Group Assessment Project Evaluation

Group Evaluation

Rate yourself on your performance on the assessment project using the following scale:

Excellent = 5 Good = 4 Fair = 3 Poor = 2 No Contribution = 1

Evaluation Criteria Rating

Evaluation Criteria	Rating
1. Our group was task-oriented.	5 4 3 2 1
2. Everyone was prepared (researched and read assigned materials).	5 4 3 2 1
3. Everyone was encouraged to participate.	5 4 3 2 1
4. Everyone's quality ideas were respected.	5 4 3 2 1
5. Everyone listened attentively to other members' remarks.	5 4 3 2 1
6. Everyone contributed their fair share.	5 4 3 2 1
7. Everyone recognized and dealt with differences and disagreements.	5 4 3 2 1
8. The quality of our written report can be described as:	5 4 3 2 1
9. The quality of our oral presentation can be described as:	5 4 3 2 1
10. The quality of our PowerPoint or handout(s) can be described as:	5 4 3 2 1

Were there members of your group who made exceptional contribution?
Identify?

_____ _____

_____ _____

Were there members of your group who did not "pull their weight?"
Identify?

_____ _____

_____ _____

From "Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies," (p. 167), by Excellence in the Academy, The NEA Professional Library Higher Education Series, T. S. Azwell, 1995, Washington, D.C.: National Education Association. Copyright (1995) by the National Education Association. Adapted with permission.

APPENDIX T

COOPERATIVE LEARNING

CONFIDENTIAL EVALUATION

TEAM MEMBERS

Cooperative Learning
Confidential Evaluation-Team Members

Your Student Identification D#_____
Student Being Evaluated (D#): _____
Date of Evaluation: Spring 2005
Topic: _____
Number of Group Members (Total) _____

Grading Scale: 5 = Excellent 4 = Very Good 3= Fair 2=Poor 1 = Failed

1. Did the group member show interest in the Coll148 Project?	5	4	3	2	1
2. Did the group member fully understand the research process of the Coll148 Project?	5	4	3	2	1
3. Did the group member contribute to the written report?	5	4	3	2	1
4. Did the group member show up on time for the planned meetings?	5	4	3	2	1
5. Did the group member prepare adequately for the oral presentation?	5	4	3	2	1
6. Would you work with this group member again on another project?	5	4	3	2	1
7. Did the group member do their "fair share" of work on this project?	5	4	3	2	1
8. Did group member possess and conduct themselves in a professional manner?	5	4	3	2	1
9. Did group member have a good overall understanding of of the Coll148 Project?	5	4	3	2	1
10. What was the overall performance of the group member?	5	4	3	2	1

TOTAL SCORE _____

COMMENTS: _____

_____

APPENDIX U

THANK YOU LETTER

TO PARTICIPANTS

School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523
(970) 491-6317
FAX: (970) 491-1317

Insert Date

Dear Research Participants:

Thank you for participating in the cooperative learning volunteer research study regarding students exploiting students in a cooperative learning environment. This study assisted in identifying types of individuals who work in group projects that participate in free riding, kite-tailing, or piggybacking as well as reasons why students participate in this act.

I truly appreciate your assistance in helping me obtain the individual interviews, group interviews, group meetings, and evaluations that were part of my doctoral studies. Your openness to my questions and overall participation were invaluable to the completion of this study. Again, thanks for contributing to this research.

A summary of the results will be available at the following web site: http://**www.ssaunders1@devry.edu/studentresearch** upon completion of the study. You will be notified when the results are completed.

Sincerely,

PI1: Gene Gloeckner
Professor
School of Education
Colorado State University
241 Educational Building
Ft. Collins, Colorado 80523

Co-PI2: Sondra Saunders
Colorado State University
Doctoral Student

Senior Professor
DeVry University
250 North Arcadia Avenue
Atlanta, GA 30655

APPENDIX V

PERMISSION FOR COPYRIGHT MATERIAL

Instructional Design & Technology

Instructional Design and Technology
idt.emporia.edu

1200 Commercial St.
Emporia, KS 66801-5087
620.341.5829 idt@emporia.edu Fax 620.341.5785

EMPORIA STA
UNIVERSI

November 13, 2007

Dear Sondra Saunders,

You have my permission to use the book materials (evaluation forms) in the manner that you propose. You may make the changes that you have indicated via telephone today and this email message.

You should cite the source, page numbers, etc. in your References.

Thank you for adapting and sharing this material with others.

Good efforts on your work at Colorado State University.

Harvey C. Foyle, Ph.D.
Instructional Design & Technology Department
Emporia State University
Box 4037, 1200 Commercial Street
Emporia, KS 66801

November 13, 2007

Sent via Email Address: hfoyle@Emporia.edu

Dr. Harvey Foyle
Emporia State University
2002 Schaeffer Way
Emporia, KS 66801-5758

Dear Dr. Foyle:

I hereby request permission from Harvey C. Foyle, Editor, *Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies* by – Excellence in the Academy, The NEA Professional Library Higher Education Series, - Copyright 1995 by National Education Association, located in Washington, D. C. of the United States for an **assessment figure** that I would like permission to adapt. This figure titled, "Group Assessment Project Evaluation" authored by Tara S. Azwell would fit nicely into my dissertation proposal with necessary modifications. Would you consider allowing me to utilize this figure into my dissertation proposal at Colorado State University located in Ft. Collins, Colorado?

What is the proper procedure to "obtain permission" to utilize and modify this particular form into my dissertation proposal? For your review, I am attaching my adapted two pages of the one page document located on page 167 of your text.

Your assistance to the above request would be greatly appreciated! I hope you are feeling better - soon!

Sincerely,

Sondra Saunders
Senior Professor
DeVry University
Colorado State University Doctoral Student
Home: (770) 207-9627 – Fax picks up on the 4th Ring Tone!
Work: (404) 292-7900, ext. 2139
Cell: (4040 735-2669

PERMISSION REQUEST TO USE COPYRIGHT MATERIAL

Name:	Sondra Jean Saunders – ssaunders1@devry.edu Senior Professor
Current Employer:	DeVry University 250 North Arcadia Avenue Decatur, GA 30030
Address:	309 Nunnally Farm Road Monroe, GA 30655
Telephone Number:	(770) 207-9627 – Home (404) 292-7900, ext. 2139 – Work (404) 735-2669 – Cell
Organization:	Doctoral Student – Colorado State University
Purpose:	To adapt assessment forms in my dissertation proposal.

Title of Proposed Dissertation: – "Riding High, Riding Low, No Easy Ride:" A Case Study on Students Exploiting Students in Cooperative Learning

Material to be published in dissertation proposal (see attached two pages).

Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies

Harvey C. Foyle – Editor
The NEA Professional Library Higher Education Series

Printing History – First Printing: May 1995
ISBN 0-8106-2679
Chapter 11 – Alternative Assessment Forms by Tara S. Azwell, Page 167
Figure 11.2 – Group Assessment Project Evaluation
Intention: To adapt to Class Assessment for Self-Evaluation Assessment and Group Assessment Project Evaluation
To adapt (See Attachment) into two pages of Self-Evaluation and Group Evaluation

APPENDIX W

SURVEY RESULTS - I

INDIVIDUAL STUDENT PERCEPTIONS OF "PAST EXPERIENCES"

UTILIZING COOPERATIVE LEARNING

SURVEY RESULTS – I
Individual Student Perceptions of "Past Experiences" Utilizing Cooperative Learning

Identifier Code	Q -2	Q -3	Q -4	Q -5	Q -6	Q -7	Q -8	Q -9
2689	A	18	F	E	G	50	30	NA
5625	A	20	F	A	G	5	1	NA
4432	A	18	M	A	G	50	1	NA
7201	A	18	M	A	G	30	50	PT
4981	A	19	M	F	G	NA	NA	NA
8004	A	25	M	A	B	20	5	PT
7380	B	28	M	C	G	3	3	FT
1202	A	18	M	A	G	50	50	PT
5419	A	18	M	AD	B	20	20	PT
3248	A	18	F	A	G	15	12	NA
5467	A	19	M	A	G	10	5	PT
8159	A	18	M	A	G	50	10	NA
2536	A	26	M	F	G	3	2	NA
3345	A	23	M	A	G	4	0	FT
1844	A	46	F	A	C	1	0	NA
8003	B	48	F	E	G	50	50	NA
4772	A	19	M	E	G	30	25	NA
6538	A	21	M	A	G	8	20	NA
2883	A	19	F	A	G	1	7	PT

SURVEY RESULTS - I (Continued)
Individual Student Perceptions of "Past Experiences"
Utilizing Cooperative Learning

Identifier Code	Q -10	Q -11	Q -12	Q -13	Q -14	Q -15
2689	A	BCF	C	F	A	A
5625	C	B	H	E	B	A
4432	A	ABDEG	A	AC	A	B
7201	B	A	H	E	C	B
4981	C	BCD	ACG	ABCD	AB	B
8004	B	A	G	C	A	B
7380	A	ABCD	AH	AC	A	A
1202	A	ABCDEFG	ABCDG	F	C	B
5419	A	BE	B	AC	A	B
3248	A	C	CGHI	C	A	B
5467	B	ACE	C	C	A	B
8159	A	B	ACDG	AC	A	B
2536	C	C	B	F	A	B
3345	D	E	A	E	D	B
1844	D	NA	H	F	D	B
8003	B	F	D	E	C	B
4772	B	AEF	CG	C	A	B
6538	A	E	C	B	B	A
2883	B	E	C	F	A	B

SURVEY RESULTS - I (Continued)
Individual Student Perceptions of "Past Experiences"
Utilizing Cooperative Learning

Identifier Code	Q -16	Q -17	Q -18	Q -19	Notes:
2689	A	B	ABCDE	BCD	
5625	A	B	CD	BCD	
4432	A	A	CG	ABCDH	11g: Let student ride until presentation dropped them off.
7201	A	B	DEG	BCD	Package Handler
4981	A	B	BDE	ABDG	
8004	A	A	D	ABCDFGH	Volunteer
7380	A	A	CDG	ABCD	Network Administrator
1202	A	A	ABCDFGH	ABCDGH	Military 19i: Just to get by.
5419	A	A	FGI	ABDFG	Computer Repair 18i: We just pretended they helped.
3248	A	A	CDEFG	BCFH	
5467	A	A	BCEGH	ABDGH	HMS Host Associate
8159	A	A	ABCDEGH	ABCDGH	
2536	A	A	D	DGH	Prior Military
3345	B	B	G	ABCDEFGH	Maintenance Tech
1844	B	B	NA	NA	
8003	B	A	BDE	ABCFH	Not working at this time.
4772	A	A	CDG	ABCF	
6538	B	B	G	ABCDFG	
2883	B	A	G	C	McDonald's

APPENDIX X

SURVEY RESULTS - II

INDIVIDUAL STUDENT PERCEPTIONS OF "CURRENT EXPERIENCES"

UTILIZING COOPERATIVE LEARNING

SURVEY RESULTS - II
Individual Student Perceptions of "Current Experiences" Utilizing Cooperative Learning

Identifier Code	Q -2	Q -3	Q -4	Q -5	Q -6	Q -7	Q -8	Q -9
2689								
5625	A	20	F	A	G	4	4	FT
4432								
7201	A	18	M	A	G	40	0	PT
4981								
8004								
7380	A	28	M	C	G	11	11	FT
1202	A	18	M	A	A	50+	50+	FT
5419	A	18	M	A	G	30	10	PT
3248								
5467	A	19	M	A	G	30	1	PT
8159	A	18	M	A	G	50+	3	PT
2536	A	26	M	F	G	4	1	FT
3345	A	23	M	A	G	5	1	FT
1844								
8003	B	48	F	E	G	4	4	FT
4772	A	19	M	E	G	35	20	FT
6538								
2883	A	19	F	A	G	5	4	PT
9636	A	18	M	A	G	11	4	PT
2599	A	19	M	A	B	15	7	FT
6389	A	19	M	A	G	20	0	FT
7210	A	25	M	E	G	26	26	PT
8239	A	19	F	A	G	15	1	PT
6037	A	23	M	A	G	15	7	FT
9545	B	19	F	A	B	6	4	FT
0225	A	23	M	A	G	1	0	FT
4689	A	45	M	A	G	1	2	PT

SURVEY RESULTS - II (Continued)
Individual Student Perceptions of "Current Experiences"
Utilizing Cooperative Learning

Identifier Code	Q -10	Q -11	Q -12	Q -13	Q -14	Q -15	Q -16
2689							
5625	C	EF	D	A	A	B	A
4432							
7201	D	B	A	F	D	B	A
4981							
8004							
7380	A	D	AC	AC	A	A	A
1202	B	A	AB	F	D	B	A
5419	A	D	C	E	B	B	A
3248							
5467	C	EF	H	A	D	B	B
8159	C	E	C	F	D	B	B
2536	D	C	B	A	A	B	A
3345	C	E	ABC	F	D	B	B
1844							
8003	A	D	G	E	C	B	A
4772	B	E	G	C	A	A	A
6538							
2883	B	A	ABCFG	C	A	B	A
9636	C	E	B	B	C	B	B
2599	B	B	D	E	C	B	B
6389	D	G	G	F	D	B	B
7210	A	D	D	F	D	B	B
8239	D	B	A	A	D	B	A
6037	C	F	I	C	C	B	A
9545	A	E	A	A	A	B	A
0225	D	B	C	F	D	B	B
4689	B	D	A	E	C	B	B

SURVEY RESULTS – II
Individual Student Perceptions of "Current Experiences"
Utilizing Cooperative Learning

Identifier Code	Q -17	Q -18	Q -19	Notes:
2689				
5625	B	C		Seeking employment
4432				
7201	B	I		Package handler
4981				
8004				
7380	A	AC		Tech support
1202	B	ABCDGH		Military
5419	A	AC		Federal work study
3248				
5467	B	C		AMS host associate
8159	B	D		Military
2536	B	A		Unemployed
3345	B	B		Unemployed
1844				
8003	B	BD		Unemployed
4772	A	ABCD		Unemployed
6538				
2883	B	D		Part-time at McDonald's
9636	B	B		Part-time at QuikTrip
2599	B	D		Electrician
6389	B	I		Unemployed
7210	B	CDI		Retail/They were removed from group
8239	B	A		Part-time at Victoria Secret
6037	B	A		Unemployed
9545	A	D		Unemployed
0225	B	G		Forklift operator
4689	B	A		Warehouse worker