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A Study on Perceptions of Open University Students about the Use of Effectiveness of Collaborative Teaching Methods during the Tutorial Group Meetings

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Abstract

Theorists in adult education tend to believe that in order to increase effectiveness, instructors-tutors should respect adult learning characteristics. Trainees - students should be in the center of the educational process and instructors-tutors should use collaborative training techniques that offer adult trainees opportunities for real participation. Our study aims at identifying and analyzing the perceptions of postgraduate students of the Hellenic Open University (E.A.P.), as regarding the use and the effectiveness of teaching techniques during the Tutorial Group Meetings (O.S.S.)

Keywords: Cooperative learning, Cooperative teaching methods, Adult education, Distance education, Effective teacher

1. Introduction

There is a wide acceptance in the international literature, that adult learning should avoid passive approaches, while embracing ones that serve student involvement. In adult learning environments, instructors-tutors are there to create the right conditions and the appropriate atmosphere that attracts the participants to learning. Under such conditions the adult learner is the center of teaching, even more he is responsible for his/her learning (von Foerster & Poerksen, 1998:65; Poerksen 2005: 472).

Heraclitus said that learning has nothing to do with the filling of vats but everything with the lighting of torches, whereas Socrates, with his maieutic method, actually did not teach; by creating the appropriate learning conditions and a motivating environment, Socrates introduced the personally achieved knowledge, which has been widely developed nowadays in the context of adult learning (Poerksen, 2005:478).

2. Cooperative learning in adult and distance education

2.1 Use and Effectiveness of cooperative teaching methods among adults

Cooperative, collaborative, action or investigative learning are some of the terms that are used, as partially synonyms in the literature, in order to define "the instructional use of small groups or teams, where peer interaction plays a key role in learning" (Yazici, 2005:217). The following elements have been defined as common characteristics in action learning models for adult participants (Zuber-Skerritt, 2002: 114): 'Learning by doing'; 'experiential learning'; reflecting on practice'; being open'; 'sharing ideas; 'collaborating'; 'synergy'; 'learning to learn'; 'lifelong learning' and 'learning in the workplace'. These characteristics are cooperating well with teaching techniques such as case studies, role plays, group working, simulations, projects, which have being proved effective in adult learning environments.

Resent research has shown that cooperative learning is highly valued especially among adult or non traditional students (Barkely, 2005 in Rowland, 2006: 328). Older mature students are often more motivated in working in small groups and learning through interaction, because of their richer life experiences and life roles (Hill et al., 2003:19).

In his study with business students Yazici (2005) tried to combine learning styles with teaching styles. His finding that "teaching for graduate and undergraduate groups requires different strategies" interests our study. Thus, older graduate students showed traits of *participant/collaborative/independent* learning styles, which were found to be compatible with *facilitator/personal model/expert* teaching styles (ib. 226). (Note 1) The facilitator's tutor role can be effectively performed in the classroom through the use of cooperative teaching methods, which increase the learner's participation in the learning process.

Bourner (1997) draws a clear connection line between teaching methods and teaching aims. He argues that one shouldn't choose and implement appropriate teaching methods, without connecting them to specific learning outcomes. Widening the instructors' repertoire of teaching methods provides wider opportunities to academic staff to choose the most effective method, in order to achieve a particular learning aim.

If some of the central aims in adult education are:

(a) to develop the learner's ability to generate ideas and evidence

(b) to facilitate the learner's personal development

(c) to develop the learner's capacity to plan and manage their own learning,

then, the use of collaborative teaching techniques, such as group working, workshops in problem solving, role plays, action learning, projects, work placement etc, is strongly recommended (Bourner, 1997: 346).

Other studies have dealt with the influence of team learning in the development of specific learner skills. Collaborative teaching methods were found to increase learner's involvement, improve social skills and learner's achievement (Bacon et al., 1999; Caldwell et al., 1996; Deeter-Schmeltz & Ramsey, 1998; Hampton & Grudnitski, 1996; Miglietti, 2002, in Yazici, 2005, 217). Yazici shared the same way of thinking through his study with graduate management students. The study showed that developing critical thinking, communication and implementation skills is a result of using collaborative instructional tools, such as role plays, discussions, computer simulations and projects (Yazici, 2005: 226). All the above mentioned skills are part of the nowadays so called 'key competencies', which everyone should acquire in order to achieve the goals of self fulfilment, employability, lifelong learning and social inclusion (OECD-DeSeCo, 2005; Trachtenberg et al., 2002).

2.2 The Role of the Instructor-Tutor

2.2.1 The Effective Teacher

There is a large number of studies about the teachers effectiveness or the effective teacher, that have been conducted in the last five decades, which suggests that this topic attracted more than any other issue researchers and educators.

Traditional concepts of teacher effectiveness describe the effective teacher as someone who achieves the goals he/she sets by him/herself or the goals set by school administrators and parents. Furthermore, effective teachers should have an –essential for teaching– body of knowledge and the 'know how' to apply it, that is to possess professional knowledge, skills and attitudes (Anderson, 1991; Ornstein, 1991 in Cheng & Tsui, 1996).

Moreover, more modern concepts parallel effective teachers to effective managers, who use different styles of managing learning situations and processes in the classroom. According to Analui (1995:17-18) among five different teaching styles, (Note 2) that of the 'effective teacher' describes the instructor, who "takes his/her work seriously" and tries to satisfy the socio-psychological needs of the learners. He/she achieves high quality learning by motivating participation through the use of collaborative techniques. The list of conditions, which should be encouraged by an effective teacher, in all learning situations (Salter, 2003:140), supports our study:

- a learning environment rich in resources;

- multiple representations of content;
- authentic tasks and assessment;
- active engagement;
- opportunities for practice;
- modeling of metacognitive strategies;
- social negotiation and
- collaborative learning.

2.2.2 The instructor in Adult Distance Education: The case of the Hellenic Open University

The characteristics of the effective teacher, as described above, may remain common in all teaching-learning environments, but the instructor-tutor's roles differ from one learning environment to the other. Especially in the context of adult distance education the tutor's role differs in comparison to that of an instructor within a formal university context. This has to do with certain conditions, which are present in the field of distance education and demand a differentiation in the instructor-tutor's role:

1. The printed teaching materials' (e.g. workbooks) structure in distance learning guides the learner's study by giving him/her all the necessary material for knowledge, support and evaluation of his/her progress. Central aim of the workbooks is actually to 'teach', which means to compensate the limited direct communication between instructor and learner (Race, 1999: 99; E.A.P., 2002: 31).
2. The participants' age profile attending the open university and the variety of roles they are often called upon to play (working individuals, family keepers, active citizens, learners, etc) contrast sharply to those of the students who attend full time university studies. Subsequently, this requires from the tutor to know and use regularly teaching techniques, which are effective in adult learning, e.g. collaborative, active learning methods. The principles of effective communication between tutor and learner are of great importance in this context too (Kokkos & Lionarakis, 1998:16).
3. In an open university the formal faculty lectures do not take place as the common communication form between instructors and learners do. Furthermore, alternative communication forms have to be developed: tutors should have more frequent and essential contact with learners, such as e-mails, faxes, letters or telephone calls. Regular meetings among the instructor-tutor and the learners' groups are of a great importance (E.A.P., 2002:36; Kokkos, 1998: 43).

The communication developed between the adult distance learner and his/her instructor-tutor is decisive for the learning outcomes. Contact with peers and students is recognized by distance learners as the most important among six learning support features (Ul- Haq et al., 2003). (Note 3) This one-to-one relationship between teacher and student is described as 'unique' and 'beneficial' (Bartlett et al., 2006: 4). In comparison to students in a traditional classroom, distance students are more motivated to continue and finish their education by having this relationship. Moreover, knowledge process is supported, when learners are provided by the instructor with methods, which enable interaction not only between the instructor-tutor and the students but among learners, too. Therefore, distance instructors need to spend more time in preparatory activities than traditional teachers (ib.).

According to Bartlett et al. (2006: 4) communication between the instructor-instructor and the adult learner grows deeper and becomes more effective, when teacher and students have the chance to meet in regular meetings. Group meetings with the tutor form actually a constituent part of the function of the Hellenic Open University. These meetings, known as 'Tutorial Group Meetings' (O.S.S.) take place five times per academic year and are considered an essential part of each course. The meetings' duration is about four hours. During these meetings, information and guidelines about the educational material, the workbooks and the written essays are given by the tutor, relevant questions are asked and discussed, learning support is offered, next study steps are planed, dialogue and group work are practiced (E.A.P., 2002:37). Within this framework the use of collaborative methods is strongly recommended (Kokkos, 1998: 125.).

Below we describe a research that examined the perceptions of the Hellenic Open University postgraduate students about the use and effectiveness of collaborative methods, during the O.S.S.. (Note 4)

3. Purpose of the study and research questions

The purpose of the study is to identify and analyse the perceptions of postgraduate students of the Hellenic Open University (E.A.P.), as regards the use and the effectiveness of teaching techniques during the O.S.S.

The research objectives were: a) the identification of E.A.P. postgraduate students' perceptions concerning the way of organizing the educational process in the O.S.S., b) the identification of E.A.P. postgraduate students' perceptions concerning the role of the Instructor-Tutor in the O.S.S., c) the identification of E.A.P. postgraduate students'

perceptions concerning the use of traditional and action oriented teaching methods in the O.S.S., d) the identification of E.A.P. postgraduate students' perceptions concerning the quality and effectiveness of teaching techniques that are used in the O.S.S..

Based on the research objectives mentioned above, we came up with the following research questions:

- E.A.P. postgraduate students' perceptions which concern the way of organizing the educational process in the O.S.S. depend on their demographic data (questions: 1-13).
- E.A.P. postgraduate students' perceptions which concern the role of the Instructor as a Tutor in the O.S.S. depend on their demographic data (questions: 1-11 and 14).
- E.A.P. postgraduate students' perceptions, which concern the use of traditional and action oriented teaching methods in the O.S.S. depend on their demographic data (questions: 1-11 and 15-21).
- T E.A.P. postgraduate students' perceptions, which concern the quality and the effectiveness of teaching methods that is used in the O.S.S. depend on their demographic data (questions: 1-11 and 22-25).

4. Method

4.1 Research instrument

A survey questionnaire was used as the technique of data collection, an instrument that is utilized widely in social sciences, since a large amount of data is collected in a short period of time. The parts of the questionnaire were based on the research questions as follows: (a) E.A.P. postgraduate students' demographic data, b) E.A.P postgraduate students' perceptions concerning the role of the Instructor-Tutor, c) E.A.P. postgraduate students' perceptions concerning the use and effectiveness of teaching methods that are used in the O.S.S. d) E.A.P. postgraduate students' perceptions concerning the quality and effectiveness of teaching methods that are used in the O.S.S..

Concerning the validity assurance, a pilot study was conducted to ensure that adequate time was allowed for the questionnaire's completion and that all students were capable of comprehending its items. The questionnaire was first given to 20 students of the postgraduate program "Adult Education" and to 18 students of other E.A.P. postgraduate programs. As a result of the pilot study, the revised questionnaire could identify postgraduate students' perceptions concerning this research.

4.2 Sample

A total of 162 E.A.P. postgraduate students, enrolled in the program "Studies in Education", in the 2007-2008 academic years, completed the questionnaire.

Table 1. Demographic data

5. Data analysis and results

5.1 E.A.P. postgraduate students' perceptions, concerning the way of organizing the educational process in the O.S.S.

In the question "*Do you wish your education to be more autonomous than dependent?"* 31 subjects (19.1%) answered that they wish their education to be autonomous in an *extremely high degree*, 68 subjects (42%) answered in a *very high degree*, while 63 subjects (38.9%) answered in a *high degree*.

Table 2. Autonomous Education

Concerning the subjects' wish *that the content of O.S.S. is based on their experience and their previous knowledge* 31 subjects (19,2%) answered positively in an *extremely high degree*, 106 subjects (65,4%) in a *very high degree*, while 25 subjects (15,4%) in a *high degree*.

Table 3. Wish that Structure of the O.S.S. content is based on students' experience and previous knowledge

As regards the subjects' wish *to be in the centre of the educational activity during the O.S.S.* 64 subjects (39,5%) answered positively in an *extremely high degree*, 63 subjects (38,9%) in a *very high degree*, while 35 subjects (21,6%) in a *high degree*. Based on the two-variable analysis, statistical significance ($a < 0,05$) was observed among the variables Sex ($p = 0,000$) and Age ($p = 0,00\ 0$) of the subjects.

In the question "*Do you wish your learning objectives and preferences to be taken into consideration by the instructor-tutor during the learning activity?",* 129 subjects (79,6%) answered positively in an *extremely high degree*, while 33 subjects (20,4 %) in a very *high degree*.

In the question "*Do you wish the 'self- directed learning' method to be followed during the O.S.S.*?" 94 subjects (58%) answered *positively in an extremely high degree,* while 68 subjects (42%) in a *very high degree.* Based in the

two-variable analysis, statistical significance (a<0,05) was observed among the variables Age (p = 0,000) and Profession (p = 0,000) of the subjects.

Table 4. Wish that "Self-directed learning" method is followed during the O.S.S

In the question "*Do you wish the O.S.S. content to contribute to the development of critical thought?"* 104 subjects (64,2%) answered positively in an *extremely high degree*, 33 subjects (20,4%) in a *very high degree*, while 25 subjects (15,4%) in a *high degree*.

Table 5. Contribution of the *O.S.S. content* to the development of critical thought

As regards the subjects' wish *to participate more actively during O.S.S.,* 94 subjects (58 %) answered positively in an e*xtremely high degree*, while 68 subjects (42%) in a *very high degree*. Based on the two-variable analysis statistical significance (a < 0,05) was observed among the variables Age (p = 0,000) and Profession (p = 0,000) of the subjects.

5.2 E.A.P. postgraduate students' perceptions, concerning the role of the instructor as a tutor in O.S.S.

In the question "*would you wish the instructor-tutor to be supportive during the O.S.S.?"* 91 subjects (56,2%) answered positively in an *extremely high degree*, while 71 subjects (43,8%) in a *very high degree.* Based on the two-variable analysis statistical significance (a < 0,05) was observed among variables Sex (p = 0,000), Age (p = 0,000) and Profession (p = 0,000) of the subjects.

Concerning the subjects' wish that *the instructor-tutor should act as a catalyst, during the O.S.S.* 127 subjects (78,4%) answered positively in an *extremely high degree*, while 35 subjects (21,6 %) in a *very high degree*. Based on the two-variable analysis statistical significance was observed among the variables Sex (p = 0,000), Age (p = 0,000), Profession (p = 0,000) and University Graduate Degree (p = 0,01) of the subjects.

As regards the subjects' wish *that the instructor-tutor should act as an authority during the O.S.S.,* 64 subjects (39,5%) answered positively in an *extremely high degree*, 60 subjects (37 %) in a *very high degree*, while 38 subjects (23,5%) in a *high degree*. From the two-variable analysis statistical significance (a < 0,05) was observed among the variables Sex (p = 0,000) and Age (p = 0,016) of the subjects.

Table 6. Wish that the instructor-tutor should act as an authority during the O.S.S.

Concerning the subjects' wish *that the instructor-tutor should act as an animator during the O.S.S.* 73 subjects (45,1%) answered positively in an *extremely high degree,* 58 subjects (35,8 %) in a *very high degree*, while 31 subjects (19,1%) in a *high degree*.

In the question *"would you wish the instructor-tutor to act as a mediator during the O.S.S.?"* 91 subjects (56,2%) answered positively in an *extremely high degree*, 71 subjects (43,8%) in a *very high degree*. From the two-variable analysis statistical significance (a < 0,05) was observed among the variables Sex (p = 0,00), Age (p = 0,0 0 1) and Profession (p = 0,002) of the subjects.

As regards *the subjects' wish that their instructor-tutor should act as a collaborator during the O.S.S.* 71 subjects (43,8%) answered positively in an *extremely high degree*, while 91 subjects (56,2%) in a *very high degree*. From the two-variable analysis statistical significance (a < 0,05) was observed among the variables Sex (p = 0,00), Age (p = 0,0 0 1) and Profession (p = 0,001) of the subjects.

5.3 E.A.P. postgraduate students' perceptions concerning the use of traditional and collaborative teaching methods in O.S.S.

In the question *"Does the instructor-tutor use the lecture as the main teaching method during the O.S.S.?"* all subjects answered positively. Justifying their opinion the subjects answered as following: 38 subjects (23,5%) because *it is effective*, 31 subjects (19,1%) because of *saving time*, 33 subjects (20,4%) because *of the certainty it provides to the instructor-tutor*, 25 subjects (15,4%) because *it is commonly used* and 35 subjects (21,6%) because of *attracting the students' interest*.

Table 7. Justification of the use of lecture in O.S.S

In the question *"Are you satisfied from the use of lecture as a teaching method during the O.S.S.;"* 25 subjects (15,4%) reported *too much*, 33 subjects (20,4%) *very much*, while 104 subjects (64,2%) *very little*.

In the question "*Which from the following collaborative teaching methods does the instructor-tutor use as an alternative to the lecture during the O.S.S.?"* the subjects' answers were: 25 subjects (15,5%) reported *Brainstorming*, 34 subjects (20,9%) *Teamwork*, 12 subjects (7,4%) *Role-playing*, 15 subjects (9,3%) *Case Study*, 35 subjects (21,6%) *Questions - Answers*, 22 subjects (13,6%) *Simulation*, while 19 subjects (11,7%) *Demonstration*.

Table 8. The use of collaborative teaching methods in O.S.S.

Concerning the *frequency of the use of collaborative teaching methods during the O.S.S.* the subjects' positive answers to the question were 137: 35 subjects (25,5%) reported *once* at the beginning of the O.S.S., 33 subjects (24,1%) *once* during the O.S.S., while 69 subjects (50,4%) *more than once*.

Graph 1. Frequency of the use of collaborative teaching methods in O.S.S.

5.4 E.A.P. postgraduate students' perceptions, concerning the quality and effectiveness of the teaching methods, used during the O.S.S._

In regard to the subjects' perceptions in the question "*Do you think that the effectiveness of the O.S.S. is increased through the use of the above mentioned collaborative teaching methods?"* 137 subjects (84,6%) answered positively, while 25 (15,4%) negatively.

Table 9. Effectiveness of O.S.S. through the use of collaborative teaching methods

The reasons for answering positively were: 15 subjects (10,9%) because the use of collaborative techniques promotes a more self-directed learning, 54 subjects (39,4%) because it contributes to an essential communication, 31 subjects (22,6%) because it promotes an effective evaluation, while 38 subjects (27,1%) because it improves the quality of education. From the bivariate analysis statistical significance ($a < 0,05$) was observed among the variables Sex ($p = 0,00$), Age ($p = 0,001$) and Profession ($p = 0,002$) of the subjects.

In the question "*Do you consider that the use of the collaborative methods mentioned above ensures better learning results for the participants?",* all the subjects answered positively. The reasons given were the following: 73 subjects (45,1%) because the use of *collaborative methods* increases their *motivation*, 31 subjects (19,1%) because it promotes *better team-working*, 33 subjects (20,4%) reported that it contributes to the *Development of New Learning Styles*, while 25 subjects (15,4%) because it contributes to *Skills Development*. From the bivariate analysis statistical significance ($a < 0,05$) was observed among the variables Sex ($p = 0,0\ 0$), Age ($p = 0,000$), and University Graduate Degree ($p = 0,0\ 02$) of the subjects.

Table 10. Effect of collaborative methods in learning results

6. Conclusions - Discussion

Examining the results of this research, we realize that all participants, no matter what their demographic data are, wish their education, in the framework of O.S.S., to be more autonomous and not dependent. Below, we present our basic conclusions grouped according to the research questions.

6.1 1st Research Question

The Subjects' perceptions, with regard to their wish to find themselves in the centre of the educational process, during the O.S.S., were differentiated based on Sex and Age. Women, as well as the individuals aged 25-35, wish to be in the centre of the educational process to a higher degree than men. Having that in mind, firstly, women participate in the O.S.S. having left behind many obligations (family, social, professional duties) and, secondly, bearing in mind that they have little spare time, we realise that they wish the attendance of the O.S.S. to have meaningful content (Rogers, 1998).

The way which leads to knowledge is considered to be an effective method by the teachers, to a higher degree than all the other subjects. This perception stems from their professional experience, during which they find that knowledge discovered by the students and which is connected to their pre-existing experiences, is qualitatively differentiated from the one that is offered by the instructor (Frey, 1986, Chrisafidis, 1994).

Differentiations were observed in the subjects' perceptions, with regards to the degree of their wish for more active participation, during the O.S.S. Individuals of 36-45 years, as well as the graduates of educational departments and departments of economics and administration wish they had a more active role in the layout of the O.S.S.'s content. The perception of older subjects derives from the fact that they have important professional and social experience, which they wish to use at the layout of the O.S.S.'s content. This finding agrees with the results of other international research (Yazici, 2005). On the other hand, teachers and graduates of economics and administration departments, due to the nature of their work, take decisions and solve problems daily, which could explain their need for more active attendance of the O.S.S. (Kalaitzopoulou, 2001).

6.2 2nd Research Question

As for the subjects' perceptions concerning the role of the Instructor- Tutor, women, the elder individuals and the civil servants wish that the Instructor-Tutor had mainly an instructive role, in the framework of O.S.S. The elder individuals,

due to their formal education, are expected to have adopted the traditional model of instructor- knowledge carrier as the model of "good instructor". On the other hand, public employees, due to the hierarchical model of their organization, hesitate to take initiatives during their work and prefer to be guided by their superiors (Fragoulis, 2008).

However, the majority of the answers showed that they wish the Instructor-Tutor to have concrete characteristics/ competencies, so that he/she is able to perform successfully in his/her work. This opinion agrees with that of the experts, who support that the role of the adult instructor is multi-dimensional and should have concrete competencies and characteristics so that they are effective in their work (Rogers 1998, Kokkos 2005, Jarvis 2007).

6.3 3rd Research Question

Instructors-Tutors in O.S.S. use basically lectures and sometimes participative educational techniques. Differentiation was observed as for the type of the used participative techniques and the frequency of their use. The participative techniques (dialogue, questions- answers, brainstorming) that require less preparation than others, such as role playing and case studies, which demand much time and special education, are preferred more (Kokkos & Lionarakis, 1998).

Women participants and the graduates of economics departments declared, in a higher degree, that they do not like lectures. The individuals of these categories have important social, educational and work experience and, consequently, they need practical knowledge and competencies, which can be applied in their daily life. (Fragoulis, et.al, 2008).

However, most of the participants prefer the use of participative educational techniques during the O.S.S., since they consider that they create motives for learning, they cultivate the team spirit, they strengthen the discovery of new ways of learning and they promote some important competencies (Kolb 1984, Goleman 2000, Fragoulis & Fillips 2008). (Note 5)

In conclusion, we ascertain that the research questions were verified to a great extent, since the demographic data of subjects appear to influence a lot their perceptions regarding the O.S.S. organization, the role of the Instructor-Tutor and the use and effectiveness of the educational techniques.

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Notes

Note 1. According to the Teaching Style Inventory (Yazici, 2005: 225):

(a) teachers, acting as *experts*, are considered to transmit knowledge and information and pay great attention to the students' preparation, (b) instructors, who follow the *personal model* style , teach through their personal example and guide students to emulate them, and (c) through their teaching style *facilitators* try to develop in students responsibility, initiative and independent action skills.

Note 2. The other four teaching styles are: (a) *soft teacher*, (b) *hard teacher*, (c) *run-down teacher* and (d) *So-so teacher* (Analui 1995:18)

Note 3. The research aimed to examine the learning style expectations of 135 Henley MBA distance learners. Six learning support elements are used, based on two learning styles: the cognitive and the experiential. The six elements were: workbook, groupware, workshops, World Wide Web (WWW), telephone links and business simulation.

Note 4. O.S.S.: The Greek abbreviation for Tutorial Group Meetings in Hellenic Open University (E.A.P.)

Note 5. See results of other researches mentioned in this article.

Table 1. Demographic data

Demographic data	**N**	**%**
Gender		
Males	71	43.80%
Females	91	56.20 %
Age		
25-35 years	38	23.50%
36-45 years	38	23.50%
46-55 years	68	41.90%
56-65 years	18	11.10%
University Graduate degree	38	23.50%
Schools of Education	60	37.00%
Schools of Economics	31	19.10%
Schools of Philosophy	33	20.40%
Schools of Health - Social Welfare		
Profession		
Teachers	69	42.60%
Bank Employees	68	42.00%
Civil Servants	25	15.40%
Total	**162**	**100%**

Table 2. Autonomous Education

1.	EXTREMELY HIGH DEGREE …..……. 9.1 %
2.	VERY HIGH DEGREE ……..……42.0 %
3.	HIGH DEGREE …….38.9 %

Table 3. Wish that Structure of the O.S.S. content is based on students' experience and previous knowledge

1.	EXTREMELY HIGH DEGREE ……..19.2 %
2.	VERY HIGH DEGREE ..……... . 65.4 %
3.	HIGH DEGREE ……15.4 %

Table 4. Wish that "Self-directed learning" method is followed during the O.S.S.

1.	EXTREMELY HIGH DEGREE .....58 %
2.	VERY HIGH DEGREE .....42 %

Table 5. Contribution of the *O.S.S. content* to the development of critical thought.

1.	EXTREMELY HIGH DEGREE .....64.2 %
2.	VERY HIGH DEGREE .....20.4 %
3.	HIGH DEGREE ……..…… 15.4 %

Table 6. Wish that the instructor-tutor should act as an authority during the O.S.S.

1.	EXTREMELY HIGH DEGREE .....39.5 %
2.	VERY HIGH DEGREE .....37.0 %
3.	HIGH DEGREE ……23.5%

Table 7. Justification of the use of lecture in O.S.S

1.	EFFECTIVENESS .....23.5 %
2.	SAVING TIME .....…….19.1 %
3.	CERTAINTY……..... 20.4 %
4.	COMMON USE……. 15.4 %
5.	INTERESTING……... 21.6 %

Table 8. The use of collaborative teaching methods in O.S.S.

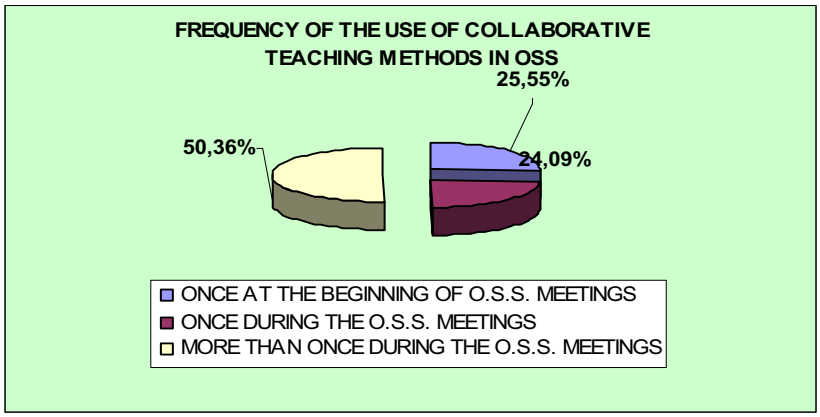
1.	BRAINSTORMING .....15.5 %
2.	TEAMWORK .....20.9 %
3.	ROLE-PLAYING.....7.4 %
4.	CASE STUDY ……9.3 %
5.	QUESTIONS - ANSWERS .....21.6 %
6.	SIMULATION .....13.6 %
7.	DEMONSTRATION …….11.7%

Table 9. Effectiveness of O.S.S. through the use of collaborative teaching methods

1.	POSITIVE ANSWER .....84.6 %
2.	NEGATIVE ANSWER .....15.4 %

Table 10. Effect of collaborative methods in learning results

1.	MOTIVATION …… 45.1 %
2.	TEAM WORKIN…… ..19.1 %
3.	DEVELOPMENT OF NEW LEARNING STYLES ……..…… …20.4%
4.	SKILLS DEVELOPMENT ……..…….. 15.4 %



Graph 1. Frequency of the use of collaborative teaching methods in O.S.S.