Abstract

The present work studies the effects of a cooperative methodology in mathematics classes focusing on the interactions between processing and content. The authors start from the results obtained by other researchers that support the idea of cooperative learning methods been more effective in complex tasks, and focusing on a class of the 4th course of Compulsory Secondary Education (ESO), they develop the activities starting from a mix methodology (cooperative-individualistic), they divide academic content into three large-scale sections. The first block refers to the numerical operativity, the second segment is the one that belongs to algebra, and the third one corresponds to the contents that refer closely to the operational scheme (combinatory, probability, etc.). The results confirm that the dissimilarities in performance, however they are always in fa-vour of cooperation, they are more noticeable in more innovative and complex contents, even though this contents are straight away linked to the cognitive tool (scheme) of the individual.

Keywords

Mathematics learning, cooperative learning, academic achievement.