

# Research design challenges

Business, Human Resources



And as each one of us may agree, for an intellectually-endowed student, it would be difficult to be paired with a low-performing classmate, considering the fact that it would not cause the former to gain intellectual benefits from the latter. In a similar way, the low-performing student would find it intimidating to be paired with a highly-competitive classmate, where the former is perceived to be having a hard time coping with the latter's exemplary abilities. These challenges only typify the proposition that the classroom environment and the schools, in general, are least characterized by cooperative activities (Slavin, 1985). In regard to the aforementioned facts, conscientious implementation of the research design is hereby warranted in order to meet those challenges. Furthermore, adequate orientation and information dissemination pertaining to the purpose of cooperative learning- to help each other achieve the goals (Kennesaw State University., 2009) - will surely enhance the confidence of both classifications of students (the achievers and the low-performing ones), thereby promoting cohesiveness.

The audience

The target audience for this study would encompass the students and individuals who are most likely involved in group/team activities. In this manner, this paper shall enlighten its audience regarding the essence of cooperative learning and how it could help enhance their performance as a group. Moreover, the structuring of the report shall incorporate all the necessary elements that would lead to better understanding among the audience such as providing an understandable definition of terms and facilitating substantial discussion in due course of this report. Hence, the

target audience definitely has an impact on how the rest of the contents of this paper shall be presented, that is, it must address and jive with the audience's perceived needs for guidance and additional instruction on cooperative learning.