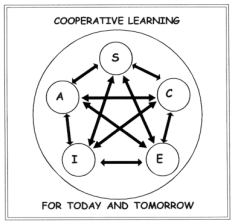



# INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

http://www.iasce.net

***Newsletter - Volume 22 - Number 1 – MARCH 2003***


Dear IASCE Members,

This issue of the IASCE Newsletter---our first for 2003---brings together an extraordinary list of resources and references related to cooperative learning. What is striking about this compilation is the depth and breadth of voices. For instance, recently, Elizabeth Cohen, David and Roger Johnson, and Robert Slavin have all published new work in the field. These contributions represent the continuation of life-long programs of research that have contributed immeasurably to our understanding of the power and potential of cooperation.

ASCD, the Association of Supervision and Curriculum Development, has published a new resource that examines cooperative learning and assessment; this suggests that encouraging effective implementation of cooperative learning continues to be a priority for the organization that first published Circles of Learning more than 20 years ago.

Indra Odina and Ivy Tan, members of the IASCE Forum, continue the Forum contributions with descriptions of the implementation of cooperative learning in Latvia and Singapore, respectively; these two pieces remind us that cooperative learning is a journey, a theme with many variations, and a song that requires many voices—both old and new—to be well sung and well sustained.

As part of our commitment to cooperative learning, IASCE is delighted to announce that our next international conference will be held in Singapore from June 21st to June 24th, 2004. IASCE will join with the National Institute of Education (Singapore) to host this event. The 2004 conference will be IASCE's first on the Asian continent. It coincides with a tremendous growth in cooperative learning and related educational approaches in the world's most populous continent.

As with our 2002 conference in Manchester, England, IASCE 2004 promises to bring together a fruitful mix of new and old faces, all dedicated to promoting cooperation in education. Further details will be available soon—including a Request for Proposals. Watch out for them on the IASCE website: www.iasce.net. Please mark your calendars and tell your colleagues; we expect this to be a genuinely exciting event.

Special thanks to George Jacobs, our Newsletter Editor. Please remember to send any abstracts, reviews, or other information for the Newsletter to gmjacobs@pacific.net.sg

As always, we have Joyce Lang and her colleagues at the Maine Support Network www.mainesupportnetwork.org to thank for the layout, printing, and distribution of the Newsletter.

Cooperatively yours,

*Lynda*

Lynda Baloche
IASCE Co-President

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## IASCE EXECUTIVE BOARD OF DIRECTORS

# IASCE Forum

In the previous issue of the IASCE Newsletter, the IASCE Forum presented articles about CL is Italy, Lebanon, and Lithuania. The IASCE Forum serves as a venue for the global exchange of ideas among IASCE members about how we teach, train facilitators, conduct research, and disseminate co-operative learning. Forum coordinators are IASCE Board members Yael Sharan (yaelshar@zahav.net.il) and Kathryn Markovchick (kathrynm@maine.edu). This issue of the Newsletter features articles from Singapore and Latvia.

## Cooperative Learning in Singapore

Ivy Geok-Chin Tan
National Institute of Education (Singapore)
gcitan@nie.edu.sg

At the opening of the Thinking Conference in 1997, the Prime Minister of Singapore shared Singapore's vision of meeting future challenges as encapsulated in the concept of "Thinking Schools and Learning Nation." Following this vision, new initiatives emphasizing Thinking Skills, Information Technology, and Inter-disciplinary Project Work were introduced to schools. To realize this vision, teaching practices have to shift from the prevailing teacher-centred mode to a more student-centred one. Cooperative learning is one way of reorganizing the classroom to promote such student-centred learning. Furthermore, Singapore is a multi-racial and multi-cultural society and the use of cooperative learning in schools seeks to promote inter-group and inter-racial relations.

The National Institute of Education (NIE) in Singapore, the country's sole teacher-training institute, has for several years advocated the use of cooperative learning in pre-service and in-service courses. We introduce the different methods of cooperative learning to achieve different instructional goals. Other educational agencies and departments that have also supported the cooperative learning movement in Singapore are the Singapore Teachers' Union and the Curriculum Planning and Development Division of the Ministry of Education in Singapore. Since 1998 the Singapore Teachers' Union has invited Spencer Kagan to lead cooperative learning workshops. The Curriculum Planning and Development Division has encouraged the use of cooperative learning methods by incorporating them in the revised curriculum materials for both primary and secondary schools in subjects like social studies, history and geography. Detailed notes on the procedures for some of the cooperative learning methods like Aronson's Jigsaw and techniques (e.g., Lyman and Tighes' Think-Pair-Share, and Kagan's Roundrobin and Roundtable) are provided in teachers' "resource files". By now most teachers are familiar with these.

Despite these efforts, many teachers in Singapore were reported to be skeptical of the potential applicability of cooperative learning methods in the classrooms. Some of the reasons the teachers gave for not using small group teaching were: limited curriculum time and demanding syllabus, difficulty in managing groupwork as the average class-size is forty, need to prepare students for examination and poor language proficiency of the students. The teachers who professed using cooperative learning in their classrooms were mainly using Kagan's structures and Jigsaw. Christine Lee (IASCE Board member) presented a critical account of the current practice and pitfalls of cooperative learning in Singapore at the recent IASCE conference in Manchester.

Research on cooperative learning in Singapore is still in its infancy, but further efforts are underway. An experimental study using cooperative methods Jigsaw, Learning Together and the Structural Approach was conducted in eight fifth-grade classes in two primary schools by a team of researchers in NIE. Four classes (N=144) in one school were the experimental group and four other classes (N=143) from a comparable

school were the control group. The results of the experimental study were reported in four separate papers (Lee et al., 1999; Lee, Ng & Phang, 1999 & 2002; Ng & Lee, 1999; Tey et al., 1999) which were summarized in the IASCE Newsletter, vol. 19, no. 1, 2000. Research at the secondary level is also limited. Recently, one experimental study was conducted in two secondary schools in Singapore (Tan, Lee & Sharan, 2002). Four eighth-grade classes (N=138) used the Group Investigation method of cooperative learning while three classes (N=103) used the Whole-Class method of instruction. The preliminary results were reported at IASCE conference in Manchester.

We recognize the need to expose Singapore teachers to more complex forms of cooperative learning methods like Group Investigation and Complex Instruction. My department in NIE conducted a school-based training workshop on the Group Investigation method to a group of Humanities teachers in two secondary schools. The department has also recently introduced a new inservice course on Group Investigation for primary social studies teachers. In 1999 Yael Sharan conducted a weeklong workshop on Group Investigation for the faculty staff members of NIE. This effort was further supported by Shlomo Sharan who was a Visiting Professor at the Institute in 2000/2001.

**References:**


Lee, C., Chew, J., Ng, M. & Tey, S.H. (1999). Teachers' use of cooperative learning in the classrooms: Case studies of four elementary school teachers. Paper presented at the Annual Meeting of American Educational Research Association. Montreal, Canada. Social Studies Development Center of Indiana University: ERIC Clearinghouse for Social Studies/Social Science. ED 434071. 22 pages.

Lee, C., Ng, M. & Phang, R. (1999). A school-based study of cooperative learning and its effects on social studies achievement, attitude towards the subject and classroom climate in four social studies classrooms. Paper presented at the Annual Meeting of American Educational Research Association. Montreal, Canada. Social Studies Development Center of Indiana University: ERIC Clearinghouse for Social Studies/Social Science Education. ED 434070.

Lee, C., Ng, M. & Phang, R. (2002). Effects of cooperative learning on elementary school children in Singapore. Asia Pacific Journal of Education, 22(1), pp. 3 - 15. Singapore: Oxford University Press.

Lee, K.E.C. (2002). Cooperative learning in Singapore schools: Potential, practice and pitfalls. Paper presented at IASCE Conference: Cooperative Learning and Responsible Citizenship in the 21st Century. Manchester, England.

Ng, M. & Lee, C. (1999). The effects of cooperative learning on the cross-ethnic friendship choices of children. Paper presented at the Annual Meeting of American Educational Research Association. Montreal, Canada. Social Studies Development Center of Indiana University: ERIC Clearinghouse for Social Studies/Social Science Education. ED 436284.

Tan, G.C.I., Lee, K.E.C. & Sharan S (2002). Effects of group investigation on academic achievement and motivation of high and low ability students in Singapore secondary schools. Paper presented at IASCE Conference: Cooperative Learning and Responsible Citizenship in the 21st Century. Manchester, England.

Tey, S.H., Lee, C., Ng, M. & Chew, J. (1999). Primary five pupils' cooperative behaviours and perceptions of the use of cooperative learning in social studies classes in Singapore. Paper presented at the Annual Meeting of American Educational Research Association. Montreal, Canada. Social Studies Development Center of Indiana University: ERIC Clearinghouse for Social Studies/Social Science Education, ED 436286. 25 pages.

# Cooperative Learning in Latvia

**Indra Odina**
Latvian Association of University Lecturers for Cooperation in Education
indraodina@hotmail.com

Cooperative learning principles correspond to the current educational policy of Latvia and its aim to develop students' all-round personality, to promote socialization, and to help students become citizens who seek to live and work in a democratic society. Cooperative learning is used more and more in different educational institutions in Latvia for different types of courses, e.g., in general, professional, pre-service, in-service, and various qualifying courses.

The implementation of the cooperative learning in Latvia started at the university level. In the autumn of 1997, a project entitled "Developing Skills for Experiential and Cooperative Learning in Latvian Teacher Education" was launched by the Soros Foundation of Latvia as part of a program called "Transformation of Education." Fifteen university lecturers from six Latvian teacher education institutions participated in the project.

We met twice a year for a week's studies with lecturers from Teachers College, Columbia University, USA: Lin Goodwin (pre-school and primary school pedagogy), Gita Steiner-Khamsi (international and comparative education), and Carol Anne Spreen (assessment and evaluation of teaching objectives). During these two weeks we were exposed to different models of experiential and cooperative learning techniques. We experienced cooperative learning and team teaching and videotaped our experience.

Between these two study weeks, we Latvian lecturers met once a month to discuss our readings, share class assignments, give and receive feedback of video recorded demonstration models, work on our university courses, and utilize e-mail, Internet, and video technologies. Additionally, we continued to communicate with our colleagues at Teachers College. Very importantly, we also implemented cooperative learning courses in our universities. At the end of the project, at a regional conference, we demonstrated the cooperative and experiential learning/teaching skills we had learned to other faculty members, school administrators, and prospective teachers.

The project gave rise to the professional association which we named LAPSA (Latvian Association of University Lecturers for Cooperation in Education).

What is LAPSA?

LAPSA is a professional association, formed on September 11, 1998. It is a non-governmental organization. The association was founded by the university lecturers of Latvia pedagogical institutions (Daugavpils Pedagogical University, University of Latvia, Latvia Academy of Sports Pedagogy, Liepaja Academy of Pedagogy, Rezekne Higher School, and Riga Higher School of Pedagogy and Education Management).
The aim of the association is to facilitate research and implementation of cooperative learning and other interactive learning methods in education and to promote experience exchange, collaboration and in-service education among university lecturers, students and school teachers.

LAPSA works in the following directions:

- cooperation (with higher schools and schools, with other associations);
- professional development (in-service courses, workshops, teaching practice, study courses, projects);
- research (conferences, scientific papers, publication files);
- teaching and learning materials (development, translation, publishing);
- information and sharing experience (home page, publications, resource/information centers, mass media).

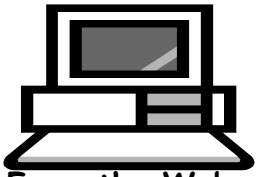
We have:

- published a book "Mācīsimies sadarbojoties"(Let's Learn Collaboratively). It deals with the basic elements of cooperative learning and gives practical class examples of cooperative learning in different subjects and at different grade levels;
- produced films that depict real classroom life and encourage reflection on learning and teaching;
- built an Internet home page (www.eduinf.lu.lv) in Latvian, where it is possible to learn more about "cooperators", their accomplishments, future plans, and course proposals;
- designed new pre-service courses for the students of pedagogical universities and in-service education programs for teachers. The participants learn the theory of cooperative learning and other interactive methods and practice them as well;
- taken part in conferences in Latvia, Hungary, Finland, Belgium, England and the USA;
- organized three conferences on cooperative learning in Riga;
- translated materials on cooperative learning and terminology;
- developed resource centers with books, video films, and students' works and translated materials on cooperative learning;
- compiled and piloted the teaching practice portfolio that is successfully implemented in Daugavpils Pedagogical University;
- gained cooperative learning experience in the USA – three lecturers studied one semester at Columbia University, Teachers College and seven lecturers visited it for a fortnight studies in 1999/2000.
- Some of the original project participants are working on new projects and joined other projects that deal with the implementation of interactive teaching and learning methods. For instance, several of us (Ligita Grigule, Gunārs Strods, Juris Grants, Ieva Gundare, Inga Belousa, Indra Odiņa, Ilze Miķelsone, Irēna Kaminska, Žermēna Vazne) participated in the planning, implementation and evaluation of the Soros Foundation of Latvia project "Open School". In keeping with another important aim of implementing cooperative learning, the popularization of intercultural education, we've begun to collaborate with IAIE (International Association for Intercultural Education).

LAPSA is a member of IASCE (International Association for the Study of Cooperation in Education).
Reflecting on the current situation in pedagogical universities of Latvia and the outcomes of LAPSA's project "Developing Skills for Experiential and Cooperative Learning in Latvian Teacher Education", we can conclude that there is still more work to be done. Although student centered teaching and learning methods have a special place in education reform in Latvia, in practice they have not been completely implemented. They are seldom included in teachers' pre-service and in-service education programs; there is a lack of institutional support and skills for the efficient implementation of new information and ideas.
LAPSA continues to offer teachers the opportunity to experience new teaching and learning methods "on your own skin," share this experience, collaborate with colleagues in learning and planning, and learn about new teaching materials and information on the latest evaluation and assessment methods.

## Conference Announcement

The second annual *Peace as a Global Language* conference, focusing on teaching about minority rights, gender issues, environmental awareness, conflict resolution, alternative educational approaches (including CL), and peace in the language classroom, will be held in Tokyo, September, 2003.
The two special guest speakers will be Spencer Kagan and Mizuho Fukushima. Spencer Kagan has published over 75 scientific books, book chapters, and journal articles focusing on the development of cooperation, cooperative learning, multiple intelligences, social development, cognitive styles and cognitive abilities. Mizuho Fukushima is a well-known human rights lawyer and Japanese Parliament member. For more information, please visit the conference website: >http://www.eltcalendar.com/PGL2003.



**From the Web**

1. http://www.ascd.org/frametutorials.html

The Association for Supervision and Curriculum Development (ASCD) has online tutorials on more than 20 topics, including CL. The tutorials feature articles from ASCD's *Educational Leadership* journal and other print materials in addition to video. Elsewhere on ASCD's website, you can find books, videos, and other materials on CL, as ASCD has long been interested in CL.

2. This is an online handbook entitled *Assessment in and of Collaborative Learning*

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**Assessment in and of Collaborative Learning**

***Developed and edited by the Washington Center's Evaluation Committee***

2. **Writing Portfolios: What Teachers Learn from Self-Assessment** *Kim Johnson-Bogart*
3. **Sample Self-Evaluation Prompts**

**II. Assessment of Collaborative Learning: Assessing the Effectiveness of Collaborative Learning Environments**

- **A. My Mind Exploded: Intellectual Development as a Critical Framework for Understanding and Assessing Collaborative Learning** *William Moore*
- **B. Post-Program Interviews** *Valerie Bystrom*
- **C. Assessing Learning Community Effectiveness: An Institutional View** *Gail Wilkie*
- **D. Assessment of Collaborative Learning Programs: The Promise of Collaborative Research** *Vince Tinto, Anne Goodsell Love, and Pat Russo*
- **E. Simple Approaches to Assessing Collaborative Learning Environments** *Candace Byrne*

**III. Appendices**

**Bibliography on Assessment, Collaborative Learning, and Learning Communities**
**Glossary of Terms**
**Brief Biographies of Authors**

3. William Heard Kilpatrick (1871-1965) was a teacher, principal, university professor of the philosophy of education, an author of books on education, and a colleague of John Dewey. Dewey, Johann Heinrich Pestalozzi, and Francis Parker were key influences on his work.

   From the perspective of CL, Kilpatrick is perhaps most remembered for "The Project Method." This method was described in a 1918 article in the Teacher's College Record. In the Project Method students' interests are the focus. Kilpatrick believed that projects based on solving problems and on topics of interest to students make learning becomes more relevant and meaningful. He urged that students take a lead role in all are four phases of projects: purposing, planning, executing and judging.

To read more about Kilpatrick, including web links and a print bibliography, go to:
http://www.education.miami.edu/ep/html/william_heard_kilpatrick.html

## From the Bookshelves

**1. Slavin, R. E., & Madden, N. A. (2001). *One million children: Success for all*. Thousand Oaks, CA: Corwin.**

Those who are familiar with cooperative learning will also, no doubt, be familiar with the work of Robert Slavin, Nancy Madden, and their colleagues who have done a great deal of research and implementation work involving CL. The Success for All program, chronicled in this book, represents a current phase of their work. CL is just one component of this whole-school reform effort. From its beginnings in one Baltimore school in 1987, by 2000 Success for All was being used in about 1800 schools in six countries serving one million children (thus, the book's title).

Chapter 1 of the book provides a brief history of Success for All and a brief description of its components. These are detailed in subsequent chapters on:

Ch. 2 – Reading, writing, and language arts programs
Ch. 3 – Tutoring
Ch. 4 – Pre-kindergarten and Kindergarten Programs
Ch. 5 – Roots and Wings: Adding Social Studies, Science and Mathematics to Success for All
Ch. 6 – Family and Student Support
Ch. 7 – Facilitators and the Change Process
Ch. 8 – Research on Success for All and Roots and Wings
Ch. 9 – Success for All, Roots and Wings and School Reform

For more information on Success for All, their URL is: http://successforall.com.

2. **Jacobs, G. M. [gmjacobs@pacific.net.sg], Power, M. A. [Mike_Power@misd.wednet.edu], Loh, W. I. [wiloh@singnet.com.sg] (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Thousand Oaks, CA: Corwin Press.**

This book attempts to serve as a fairly concise introduction to cooperative learning. The main part of the book consists of nine chapters. The first eight of these chapters each center around a particular CL principle. These eight principles are cooperation as a value, heterogeneous grouping, positive interdependence, individual accountability, simultaneous interaction, equal participation, collaborative skills, and group autonomy. A final, ninth, chapter discusses assessment in CL.

The second, and smaller, part of *The teacher's sourcebook for cooperative learning* deals with a wide variety of frequently asked questions about CL. These questions are organized into eight sections: preparing our classes for CL, managing CL classes, creating CL tasks, enhancing thinking when using CL, using CL in special situations, helping groups that aren't functioning well, collaborating with other teachers, and working with administrators and parents.

3. **Steineke, N. [nsteineke@hotmail.com] (2002). *Reading and writing together: Collaborative literacy in action*. Portsmouth, NH: Heinemann.**

*Below is information on this book abridged from the publisher's website.*

Meaningful literacy experiences and exchanges in the classroom depend on a core set of values. That set of values depends on an environment of trust. Literature circles work only if students will talk. And students will talk only if they're willing to take a risk. Which brings us full circle: success in literacy takes participation born of trust, a positive group dynamic built on sharing tasks, maintaining good working relationships, and examining group functioning. Nancy Steineke has taught 9-12 English at Victor J. Andrew High School in Tinley Park, Illinois, since 1984. She believes that a truly collaborative environment is at the heart of all she accomplishes with literacy. Her book tells why and how.

Nancy moves students through a series of lessons that refine their skills while deepening their interests in reading, writing, and listening to the opinions of others—essential academic skills at the core of any collaborative literacy task. She offers a multitude of practical strategies that include:

- practices that encourage students to take responsibility for their work and behavior
- teaching collaborative skills, then reinforcing their use
- careful listening, questioning, and meaningful conversation about text
- Literature Circle management and troubleshooting

- timesaving and effective assessments for SSR, writing, Literature Circles, projects, and performances
- high-interest writing projects and peer revision
- developing portfolios that celebrate accomplishment.

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A reviewer on amazon.com (Jeffrey A See) wrote: I stumbled across Nancy's book very close to the beginning of the new school year and boy has it caused me nothing but sleepless nights! Sleepless because I have spent late nights creating new handouts, student guides, and materials. In addition, student work of high quality takes much longer to score.

To read Chapter 8 of the book, which discusses Literature Circles, please go to this address: http://heinemann.com/shared/onlineresources/E00443/chapter8.pdf

**Learning opportunity**

Nancy Steineke will be a featured speaker at the Walloon Institute July 13-17, 2003 in Lake Geneva, Wisconsin, USA. Among the other speakers are Nancie Atwell and Harvey Daniels. For more information, please see http://www.walloon.com.

4. **Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.**

This book explains and describes instructional strategies that, based on a review of the research, the authors believe to be effective. This research enables teachers to better serve their students. The authors take an optimistic view of what schools and individual teachers can do to help their students.

Below is the book's Table of Contents. Please note the chapter on CL. Indeed, on p. 91, the authors state, "Of all classroom grouping strategies, cooperative learning may be the most flexible and powerful." They also state that although CL is one of the most popular and effective classroom strategies, it is not always used effectively and that, while CL should be used frequently, perhaps it can be used too much.

Chapter 6. Nonlinguistic Representations

Chapter 7. Cooperative Learning

Chapter 8. Setting Objectives and Providing Feedback

Chapter 9. Generating and Testing Hypotheses

Chapter 10. Cues, Questions, and Advance Organizers

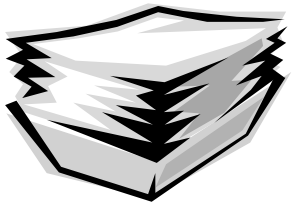
Chapter 11. Teaching Specific Types of Knowledge

Chapter 12. Using the Nine Categories in Instructional Planning

Chapter 13. Afterword

There is also a companion book that has a chapter on the instructional use of groups:

Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA: Association for Supervision and Curriculum Development.



## FROM THE JOURNELS

1. Guest, M. [Email: michael@post1.miyazaki-med.ac.jp] (2002). Competition and cooperation in the classroom. *The ETJ Journal* (English Teachers in Japan), *3*(2), 25-26.

* This opinion piece begins with a discussion of the pros and cons of the use of competition in EFL (English as Foreign Language) classrooms. The author's view is that competition can at times play a useful role in motivating students. Six suggestions are given to overcome possible ill effects of competition: a) keep the focus on learning, rather than on winning or losing; b) do not use competition too often; c) monitor student reaction to competition to gauge whether there are ill effects; d) have rules and promote sportsmanship; e) foster success for less proficient students; and f) do not force students to compete if they do not want to do so.

2. Gray, J. (2000, March). Group work: Using job duties in the classroom. *The Language Teacher Online, 24*(3) http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/00/mar/sh_gray.html

* This brief article discusses the use of roles to improve the effectiveness of group activities among Japanese students studying English in Japan. Advantages of group activities are proposed. Five roles are described: leader, secretary, time keeper, brainstormer, and co-leader (optional). Rules are given for playing the roles, and a sample scenario is presented.

3. Collier, C. [Catherine.collier@rochester.edu or catherine.collier@gte.net], & Morse, F. K. (2002). Requiring independent learners to collaborate: Redesign of an online course. *Journal of Interactive Online Learning, 1*(1) http://www.ncolr.org/journal/current/collier/8.html

"Technology in the Language Arts Curriculum" is an elective course that falls midway through the eleven-course sequence for the Masters of Education in Technology in Education at Lesley University. When the

course was prepared for online delivery it incorporated a major collaborative writing assignment that featured the use of networking and peer feedback in the writing process. Data collected during the first two sections of the course indicated serious problems with the collaborative writing assignment. The problems experienced by students and instructors were similar to those reported in the emerging literature about online teaching and learning. The course was redesigned to adjust for these problems. Data was collected for three additional sections, and the lessons learned will be useful to other online course designers and instructors. We point out faulty assumptions in the course design regarding student preparedness, and we recommend that, early in the course, instructors teach and test for mastery of technical and other skills normally assumed in graduate students. We emphasize the need for instructor-to-student and student-to-student trust prior to major collaborative assignments. We propose a thoughtful approach to options and accountability for collaborative assignments.

This paper reports a study focused on the redesign of an online course to achieve its major learning objectives with all participating students. The instructors collected data for five consecutive sections of the course and redesigned the course after the second section to adjust for problems. The improvements measured in the last three sections of the course (following redesign) indicated greater student and instructor satisfaction, as well as improved quality of student work. The lessons learned through the study and redesign process will be useful to other online course designers and instructors.

The paper calls into question the assumptions that underlay the course design; emphasizes the need for instructor-to-student and student-to-student trust prior to major collaborative assignments; and recommends that online instructors teach and test for mastery of technical and other skills normally assumed in graduate students. Finally, the paper introduces a thoughtful approach to accountability for online collaborative assignments that the instructors have found to work effectively, especially with those online students who are independent learners.

4. Johnston, S., & Kotabe, T. (2002). A Japanese 3rd-grade classroom: The individual within the group. *Childhood Education*, *78*(6), 342-348.

*[From the editor's introduction]*
The 3rd-grade teacher's goal, as described here, is to develop students' thinking skills, their ability to express ideas, and their commitment to development of heart and body. The students often work in *hans*--groups of 6 or 7--that take on responsibilities as a group; nevertheless, individualism is not suppressed. Balance remains the key.

*[An excerpt from the article]*
Often I say to my students, "You don't have to be number one, just be one. Just be a student. You don't have to be the best. [Say to yourself] 'This is me and I can do this.' " I want them to show their ability in front of everyone. I say, "Everyone will know that this is your [strength], so then we can use your ability the next time we solve a problem. We can solve a problem. We can cooperate, and we can learn from each other and help each other."

5. Johnson, D. W., & Johnson, R. T. (2002). Cooperative learning methods: A meta-analysis. *Journal of Research in Education, 12*(1), 5-24.

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. Reviews of the research, however, have focused either on the entire literature which includes research conducted in noneducational settings or have included only a partial set of studies that may or may not validly represent the whole literature. There has never been a comprehensive review of the research on the effectiveness in increasing achievement of the methods of cooperative learning used in

schools. An extensive search found 164 studies investigating eight cooperative learning methods. The studies yielded 194 independent effect sizes representing academic achievement. All eight cooperative learning methods had a significant positive impact on student achievement. When the impact of cooperative learning was compared with competitive and individualistic learning, Learning Together (LT), Group Investigation (GI), and Academic Controversy (AC) tended to promote the greatest effect on achievement followed by Student-Team-Achievement-Divisions (STAD), Teams-Assisted-Individualization (TAI), Jigsaw, Cooperative Integrated Reading and Compositions (CIRC), and finally Teams-Games-Tournaments (TGT). The consistency of the results and the diversity of the cooperative learning methods provide strong validations for its effectiveness.

6. Johnson, D. W., & Johnson, R. T. (2002). Teaching students to be peacemakers: A meta-analysis. *Journal of Research in Education, 12*(1), 25-39

Concern about violence in schools has resulted in numerous conflict resolution and peer mediation programs being implemented on very little evidence that they are effective. The exception is the Teaching Students to be Peacemakers Program. Between 1988 and 2000 we conducted sixteen studies on the effectiveness of conflict resolution training in eight different schools in two different countries. Students involved were from kindergarten through ninth grades. The studies were conducted in rural, suburban, and urban settings. The findings indicate that students learn the conflict resolution procedures taught, retain their knowledge throughout the school year, apply the conflict resolution procedures to actual conflicts, transfer the procedures to nonclassroom and nonschool settings, use the procedures similarly in family and school settings, and, when given the option, engage in problem-solving rather than win-lose negotiations. The studies demonstrate that conflict resolution procedures can be taught in a way that increases academic achievement.

7. Levine, A. <levina@mail.biu.ac.il>, Oded, B. <odedbr@mail.biu.ac.il>, Connor, U. <uconnor@iupui.edu>, Asons, I. <iasons@languagetrainingcenter.com>. (2002). Variation in EFL-ESL peer response. *TESL-EJ, 6*(3), A-1. http://www.kyoto-su.ac.jp/information/tesl-ej/ej23/a1.html

The present study attempts to answer the need for more focused research on peer response among EFL [English as a Foreign Language, i.e., studying English in a country where it is not the main language, e.g., China] students and the need to compare the findings with those of ESL [English as a Second Language, i.e., studying English in a country where it is the main language, e.g., New Zealand] students. The paper examines the nature of peer response in foreign language and second language writing of student populations in two different learning settings: Israel (EFL) and U.S. (ESL). Two research questions are addressed by the study: 1) Are there differences in peer responses because of the different learning environments in EFL and ESL? 2) Is there a difference in attitudes toward peer response between students in EFL and ESL learning environments? The following data collection instruments were used: a background questionnaire, pre-tests for language proficiency and writing skills, two peer response sheets, writers' statements, pre- and post-course questionnaires on attitudes to peer review, a classroom behavior profile, and teacher observation reports of students' behavior in the classroom during peer response. Both similarities and differences were found in the revision behavior of Israeli and U.S. students. There were notable differences in the quality and quantity of responses between the two groups as well as in the dynamics of the peer response sessions. Some variation was found between the two groups in the attitude towards peer response and to the authority of the teacher.

8. Mendelsohn, D. [davidmen@yorku.ca] (2002). The learning buddy project: An experiment in EAP [English for Academic Purposes] listening comprehension. *TESL Canada Journal, 20*, 64-73.

This article describes a study of the listening comprehension of first-year, non-native speakers of English (NNSs) in a large North American university. The goal was to find out how the students, who were all economics majors, were coping with listening to economics lectures and to try an experiment in mentoring by linking them with a "lecture buddy": a native speaker in their course who would meet with them weekly and help them with notetaking. ... The mentoring project was judged to be helpful to the informants, and the help that the lecture buddies gave was found to go far beyond working on notetaking.

9. Cohen, E. G. [egcohen@stanford.edu], Lotan, R. [rlotan@stanford.edu], Scarloss, B. [scarloss@stanford.edu], Schultz, S. E. [ses@stanford.edu], & Abram, P. [pabram@stanford.edu] (2002). Can groups learn? *Teachers College Record, 104*, 1045-1068.

This is a study of assessment of the work of creative problem-solving groups in sixth-grade social studies. We test the proposition that providing students with specific guidelines as to what makes an exemplary group product (evaluation criteria) will improve the character of the discussion as well as the quality of the group product. To assess the group's potential for successful instruction, we examine the character of the group conversation as well as the quality of the group product. We present a statistical model of the process of instruction that connects the use of evaluation criteria, group discussion, creation of the group product, and average performance on the final written assessment.

10. Pisters, B., Bakx, A. W. E. A., & Lodewijks, H. (2002). Multimedia assessment of social communicative competence. *International Electronic Journal for Leadership in Learning, 6*(1). http://www.ucalgary.ca/~iejll/

For many professionals, mastery of adequate and effective interpersonal communication skills is of vital importance nowadays. Thus, assessing and improving the communication competence of students are issues of interest in training situations. In this study, we examined the effectiveness of diagnostic multimedia assessment of communication competence of first-year radiological technology students. For this purpose, a series of ten multimedia tests was developed and put on the Internet, enabling flexible use. Each test contained a video conversation, where fragments were alternated with questions.

We supposed that individually working at one's own pace behind a computer screen, being able to see a videotaped real-life setting, as well as getting immediate elaborate feedback after answering questions would be appreciated by students who grew up in a multimedia world.

First, we examined how students value working with multimedia communication tests. As was expected, we found that students showed a great deal of enthusiasm with respect to the multimedia test, reporting that they liked to make use of the test. Next, we wanted to know if participation in the multimedia test would improve the results on their final regular end of the school year exam on communication competence. Therefore, we offered part of the student population the opportunity to participate in the multimedia test. The control group did not get this opportunity. We compared the results on the regular school exam of both groups and noticed that there was a slight difference. Although no strong significant effects were found, we believe that the regular use of multimedia tests can improve the students' communication competence in a way that is attractive for both students and their coaches.

11. Willson, K., & Wolodko, B. (2000). Exploring the use of peer tutors in introducing software to young children. *International Electronic Journal for Leadership in Learning, 4*(1). http://www.ucalgary.ca/~iejll/

Two primary school children, acting as peer tutors were videotaped introducing the game, The Logical Journey of the Zoombinis, to classmates. This popular problem solving mathematical software immerses children in dynamic learning environments. The peer tutors were effective. Unlike traditional peer tutoring

situations, the power of the computer to change the variables modified the role of the tutors. They became actively engaged in problem solving. We recommend peer tutoring as it benefits children, peer tutors and teachers. Management issues surrounding the use of computers in classrooms may also be reduced by allowing the teacher to become more of a facilitator.

12. Glaser, J. P. (2001). Walking the talk: Collaborating and thriving in an adversarial culture. *International Electronic Journal for Leadership in Learning, 5*(2). http://www.ucalgary.ca/~iejll

Years of cultural conditioning have trained us to respond to conflict from a "closed" perspective in which we are either competitive or self-protective against the possibility that others will exploit us. This habit can be problematical for transformational leaders who recognize that it is easier to get their own needs met when someone is not actively opposing their efforts.

It is possible to nurture habits of collaboration in a traditionally adversarial world by finding ways for the system and its key actors to foster an "open flow of information" that encourages more productive responses to conflict and a reframing of customary organizational interactions and functions. There are specific habits and behaviors that can be mindfully cultivated by organizational leaders in order to ensure that they are maximizing their ability to collaborate without worsening the risks of exploitation by those who are more inclined to compete.

13. Sonnenfeld, J. A. [jeffrey.sonnenfeld@yale.edu] (2002). What makes great boards great. *Harvard Business Review, 80*(*9*), 106-113.

*What makes great boards great: It's not rules and regulations. It's the way people work together.*

In the wake of meltdowns at WorldCom, Tyco, and Enron, enormous attention has been focused on the companies' boards. It seems inconceivable that business disasters of such magnitude could happen without gross or even criminal negligence on the part of board members. And, yet, a close examination of those boards reveals no broad pattern of incompetence or corruption. In fact, they followed most of the accepted standards for board operations: Members showed up for meetings; they had money invested in the company; audit committees, compensation committees, and codes of ethics were in place; and the boards weren't too small or too big, nor were they dominated by insiders. Corporate governance expert Jeffrey Sonnenfeld suggests that it's time for some new thinking about how corporate boards operate and are evaluated. He proposes thinking not only about how to structure the board's work but also about how to manage it as a social system. *Good boards are, very simply, high-functioning work groups. They're distinguished by a climate of respect, trust, and candor among board members and between the board and management. Information is shared openly and on time; emergent political factions are quickly eliminated. Members feel free to challenge one another's assumptions and conclusions, and management encourages lively discussion of strategic issues. Directors feel a responsibility to contribute meaningfully to the board's performance. In addition, good boards assess their own performance, both collectively and individually.*

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