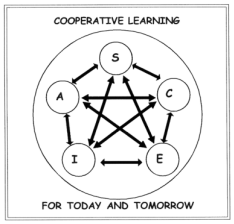

INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION
http://www.iasce.net
Newsletter - Volume 22 - Number 2 – July 2003

Dear IASCE Members,

First, the BIG news. Details are available for our upcoming conference in Singapore. Hold these dates—June 21-24, 2004, read Richard Dawson's dynamic description of the plans already in place, access complete conference details through our website www.IASCE.net, and remember that proposals for presentations are due in November. Starting with a day of pre-conference workshops and concluding with a day of post-conference Heritage Tours, we expect this to be an exciting "next step" in the evolution of IASCE.

As we work with Christine Lee and George Jacobs--both IASCE board members and residents of Singapore--to plan our first conference in Asia, Rachel Hertz-Lazarowitz reminds us of the origins of IASCE. Her article—the latest "calling card" in the Forum series designed to describe the development of cooperative learning around the world—provides us with the historical context for, and aspects of the current research and practice of, cooperative learning in Israel. Special thanks to board members Yael Sharan and Kathryn Markovchick for coordinating the Forum.

Once again, IASCE Newsletter editor George Jacobs presents us with a compilation of conference and article abstracts related to cooperation. This compilation is impressive and we are reminded just how broad and how deep is the study of cooperation. The works abstracted in this issue explore the benefits of cooperation in elementary schools, high schools, universities, and businesses. Several themes are examined in multiple articles. These themes include the need for good interpersonal and small-group learning skills, the value of cooperation in second language acquisition, the benefits of developing the use of electronic learning mediums to include cooperation, and the importance of teacher attitude towards, and skills in, cooperation. As I read the abstracts compiled for each issue of the newsletter, I am reminded that the power and potential of cooperation are great and that realization of this potential is through thoughtful, consistent, and value-added hard work.

We hope you enjoy this issue of the IASCE Newsletter. Please share it with your colleagues, encourage them to join IASCE, and remember to visit our website. IASCE will soon be 25 years old. Like most 25-year olds, we have energy, hopes, and dreams; we have a lot to share and still have a lot to learn. We value your help and your commitment and hope to see you all in Singapore.

Cooperatively yours,

Lynda

Lynda Baloche
IASCE Co-President

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IASCE EXECUTIVE BOARD OF DIRECTORS

This Is What You Have Been Waiting For!

IASCE Announces Its 2004 Conference
Singapore, 21 – 24 June 2004

"Cooperation and Collaboration: Diversity of Practice, Cultural Contexts and Creative Innovations"

Great news! The IASCE conference is coming to Asia for the first time. The National Institute of Education, Singapore is proud to join IASCE in hosting this exciting event right in the heart of our bustling city state. This is a conference for everyone. Beginning teachers, experienced teachers, principals, researchers and the plain curious - all will find this conference refreshing, rewarding and engaging.

Cooperation and collaboration are rapidly becoming essential learning strategies around the world. The pace has been especially quickening in Asia over recent years. What better time than now, then, to be party to a discourse on the global diversity of practices, cultural contexts and creative innovations in this growing trend? This conference will bring together local, regional and international experts, educators and researchers in the field of cooperative learning, to further their discussions.

To appeal to participants with differing foci of interest and cultural contexts, the conference will adopt a flexible approach to make it as enriching as possible to the widest possible audience. A variety of presentation formats will be employed allowing for more varied opportunities for interaction. There will be internationally renowned keynote speakers, specialized workshops, paper presentations, panel sessions, poster sessions, roundtable sessions and book exhibitions. Keynote speakers include Elizabeth Cohen of Stanford University, speaking on "cooperative conditions for creative cooperation," IASCE co-president Celeste Brody, speaking on "teacher beliefs and cooperative learning," and Chong Kim Chong of National University Singapore speaking on "Confucian perspectives on cooperation."

The conference will cover a wide range of issues that have been collected into seven broad strands. These strands are: cooperative learning in content areas, assessment, technology-supported cooperative learning, equity issues, creativity and innovation in cooperative contexts, cooperative learning and teacher education and building cooperation in schools and communities.

In addition to the conference proper there will be a pre-conference day featuring a mixture of top-notch speakers and highly enriching workshops. The pre-conference day will address two very specific issues. One issue is the area of collaboration and cooperation in early childhood education. Local and regional demand for guidance and information on this issue has been particularly keen and registration is expected to be highly competitive. The other strand to the pre-conference day will address issues of collaboration and cooperation in levels other than early childhood.

There will also be post-conference heritage tours where participants will not only learn more about Singapore's culture and history, but also experience a local application of cooperative learning in fieldwork experiences of students. And, for the more adventurous, there will be the opportunity to go on a thrilling Night Safari where participants will get up-close-and-personal with Asia's nocturnal wildlife. The conference will close on a typically high note with participants engaging in experiential learning games and square dancing while sampling High Tea to the strains of a local band.

The entire conference will be held in the York Hotel, which is situated within two minutes walking distance of Singapore's famous Orchard Road. Bookshops, restaurants, large department stores and entertainment outlets are all but a stone's throw from the hotel. While being centrally located, York Hotel, nonetheless, offers a quiet retreat from the city's hectic hustle and bustle. Those who relish peace and quiet will not be disappointed.

Registration fees are deliberately kept absurdly low to be attractive to everyone. All fees are to be paid in Singapore dollars (US$1 = about S$1.73; the rate fluctuates). For IASCE members and Early Bird registrants (by 29 Feb 2004) the fee is S$360 (approximately US$200). Registration fees for non-IASCE members and those who register after 29 Feb 2004 (but before 31 Mar 2004) will be S$400 (approximately US$230). For those who wish to attend the pre-conference day, a separate fee will be charged.

More details are available at the conference website http://www.arts.nie.edu.sg/iasce and at http://www.iasce.net. So don't delay. Mark your calendar for 21 June – 24 June 2004 and book your date with collaboration and cooperation.

Richard Dawson
Vice-Chair, Local Organizing Committee
National Institute of Education, Singapore

Below is the latest in the series of Forum members' "calling cards" that describe the development of cooperative learning in their respective countries. As in most countries heard from till now, CL in Israel received its initial push at the university level. Forum coordinators are IASCE Board members Yael Sharan (yaelshar@zahav.net.il) and Kathryn Markovchick (kathrynm@maine.edu). In the next issue, they hope to bring you stories about how CL developed in Spain and in Germany.

Cooperative Learning in Israel

Prof. Rachel Hertz-Lazarowitz

Israel is a country of over six million people, with one and a half million school children. The school system is divided into three major sectors: the Israeli Arab sector, the Jewish religious sector, and the third and largest - the Jewish secular sector. The two Jewish sectors have had a steady influx of immigrants for the past 50 years, and have a more heterogeneous population than the Arab sector. All are under the umbrella of the Ministry of Education.

With time, the Ministry relaxed its hold on curricula and teaching methods, which made it easier for CL to make a significant difference. In the late 60s, there were several fledgling attempts to initiate cooperative learning in a few secular school districts, but the publication of the book *Small Group Teaching* by Shlomo

and Yael Sharan in 1973 gave the movement the exposure it needed. As Shlomo Sharan was at Tel Aviv University, the development of cooperative learning was spearheaded by a research team he led.

The first study was an exciting project in conjunction with the Israeli Educational Television Center. It focused on a Group Investigation (GI) project in elementary schools and the gradual development of the requisite cooperative skills. All the stages were video taped, and workshops for teachers were designed to accompany the tapes. Shlomo Sharan, several of his students, and I designed and researched the project; Yael Sharan and I were on the team that trained the teachers and designed the workshops. This was also a first because each of the participating schools had its own workshop. Thus, a school-based approach was used, with varying degrees of implementation. Two books came out of the project, which helped spread the word to teacher training colleges throughout the country. The by now well-known effects of cooperative learning in the elementary level were then adapted to the junior high school.

The second project, in the 80s, introduced GI to the Junior High School (JHS), which at the time was highly tracked by academic level and ethnicity. The study, funded by the Ford Foundation, was the first in Israel to untrack and integrate different academic levels and, as a result, different ethnic groups of students at the JHS level.

Between these two projects, in 1979, an international conference of researchers and educators in "small group teaching" was held in Tel Aviv. At the end of the conference, the International Association for the Study of Cooperation in Education was established. The next IASCE conference took place at Brigham Young University, in Provo, Utah, another in Regina, Saskatchewan… until the last one in 2002 in Manchester and the next one in 2004 in Singapore!

In Israel, CL continued to make a significant impact on the educational system. In the 80s and 90s, field projects flourished in all sectors, headed by researchers at several universities, dedicated to advancing CL in the schools. Researchers and educators published about 20 books and over one hundred papers in Hebrew and in English on CL. Some projects were in conjunction with American researchers, among them Robert Slavin and Elizabeth Cohen. CL methods were widely used in pre- and in-service programs. In a national survey on methods used by teachers in Israel, over 70% of the teachers reported knowing and using CL methods. Till the present, some degree of cooperative learning is included in all sectors, especially at the elementary level.

The cooperative learning team at Haifa University has worked in very diverse schools in all sectors to train, implement, test, and refine our CL work. We have by now schools that have worked with us over 10 years. In recent years we have been involved in implementing an Israeli version of Success for All (SFA) for the early grades, and "ALASH," a literacy program for the higher grades. These two projects have established CL methods in over 100 Israeli Arab and Jewish schools. This work is accompanied by research conducted by graduate students and the project's Arab and Jewish staff.

Another project which introduced and developed CL methods in Israeli Arab schools was run for 12 years by the Center for Educational Technology, together with the Israel Educational Television Center. At Bar Ilan University, the Institute for Integration developed cooperative learning curricula in several content areas for the elementary and JHS levels in all sectors of the educational system.

Between 1984 and 1994 the study of CL expanded to new content areas and contexts. Reuven Lazarowitz conducted many studies of cooperation in the learning and teaching of Biology. Different contexts for CL were studied, such as the kibbutz and the city. Nationality was studied in relation to cooperation and coexistence between Arabs and Jews in schools and universities. Ethnicity was studied in relation to inter-group school integration of Jews of Sepharadic and Ashkenazi origins. CL and gender have also been

studied, indicating that CL promotes girls' participation and feeling of relevance in the classroom. In 1987, I began an affiliation with researchers from Johns Hopkins University, the University of Texas at El Paso, and the University of California at Santa Barbara on cross-cultural CL with Anglo and Mexican-American students in literacy and bilingual development. During this time, I developed my conceptual model of the "six mirrors" of the classroom, widely used in research in Israel and the US.

In reflecting about where to go with CL in Israel and elsewhere, I've come to the realization that CL principles can empower larger systems than I thought before. A colleague and I have developed models for large-scale and long-term research-based projects in the hope that they affect people in mixed and multicultural communities in Israel and in El Paso, Texas. Based on a model that integrates Cooperation, Investigation, Literacy and Community (CILC), we strive to effect change in communities and empower them to cooperate and coexist even in these difficult times of conflict.

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What Makes a Good Leader? Fairness, Selflessness

by Alison McCook

Reprinted with permission and retrieved 15 June 2003 from
http://preventdisease.com/news/articles/good_leader_selflessness_fairness.shtml

NEW YORK (Reuters Health) - Leaders who want to inspire members of a group to cooperate would do well to appear willing to sacrifice their own wants for the good of the group, new study findings show.

Alternatively, Dr. David De Cremer of Maastricht University in the Netherlands and New York University in New York and his co-author found that leaders can inspire cooperation in group members if they simply treat everyone fairly, and give group members a voice in decision making.

"These types of leader characteristics are able to influence people's motives in such a way that they no longer care only about their self-interests, but also the goals of the group and the organization," a transition that is crucial to the success of the entire group, de Cremer told Reuters Health.

The researcher added that this study was designed to apply to small groups, teams or businesses, but may also hold meaning for leaders of relatively large, international organizations.

De Cremer and his colleague Dr. Daan van Knippenberg of the University of Amsterdam obtained their findings from a series of experiments designed to determine which leader characteristics inspired the most group cooperation.

In one experiment, 62 students were told they were members of a group that had to make decisions about how much of their own money to invest in an investment plan. If the group as a whole contributed enough money, students were told the money would double and become equally divided among them. In this situation, the dilemma focuses on how much individual group members are willing to contribute of their own money, knowing that if they give more than another person but the group as a whole gives enough, each person will receive the same amount in return.

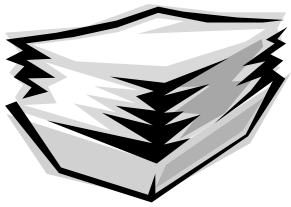
The students were then told that they had a leader, and received descriptions about that person. Some were told the leader would spend a lot of his or her own time on the project, while others learned their leader would likely receive a promotion as a result of the project, and may withhold money from the project to pay his or her expenses. Some students learned the leader would ask them their opinion about decision making, and others were told they would have no say in the process.

The investigators found that people tended to contribute more money when they were told their leader would ask their opinion when making decisions than when they were offered no option to contribute. Participants also gave more money when they learned the leader would be self-sacrificing, and may not benefit personally from the project.

Interestingly, de Cremer told Reuters Health in an interview that students did not contribute more money when leaders exhibited both of the positive characteristics (self-sacrificing and inclusive) than when the leaders had only one positive quality and another negative quality. These findings suggest that both characteristics encourage cooperation through the same process, and that both are not needed to achieve the same result, the researcher explained.

However, de Cremer noted that in real-life situations, there may be instances where people will prefer a leader who both is self-sacrificing and includes group members in decision-making to one who does just one but not the other. "I can imagine certain situations where both will be needed," he said.

De Cremer added that a leader who uses his or her personality to instill people with a personal motivation to cooperate can be more successful than one who relies on so-called "extrinsic" motivations, such as denying them a promotion or raise if they don't work for the group. In these situations, "they are just motivated to get around all these negative things," de Cremer explained, and once the penalties are lifted for not cooperating, people are often no longer inspired to do so.
SOURCE: Journal of Applied Psychology 2002; 87:858-866.



FROM THE JOURNALS

Thanks to Lynda Baloche and Rashmi Kumar for help in compiling this list of articles

***** Indicates that the abstract was written especially for this compilation.

Webb, N. M. [Email: webb@ucla.edu], Nemer, K. M. [knemer@ucla.edu], & Zuniga, S. (2002). Short circuits or superconductors? Effects of group composition on high-achieving students' science assessment performance. *American Educational Research Journal, 39*, 43-989.

Although many cooperative learning methods advocate grouping students heterogeneously in order to maximize the diversity of perspectives, skills, and backgrounds, past research shows that heterogeneous grouping generally benefits low-ability students but does not necessarily benefit high-ability students. This

study investigates the effects of group ability composition (homogeneous versus heterogeneous) on group processes and outcomes for high-ability students completing science performance assessments. High-ability students working in homogeneous groups uniformly performed well, and high-ability students in some heterogeneous groups performed as well as high-ability students in homogeneous groups; but high-ability students in other heterogeneous groups did not perform as well. The quality of group functioning served as the strongest predictor of high-ability students' performance and explained much of the effect of group composition.

Billings, L. [Email: labillin@uncg.edu], & Fitzgerald, J. (2002). Dialogic discussion and the Paideia Seminar. *American Educational Research Journal, 39,* 907-941.

Discussion is currently at the center of educators' attention, and Paideia Seminars are discussions that increasingly are being advocated. In particular, Paideia Seminars embody dialogic discussion. However, little is known about the extent to which principles of dialogic discussion are manifested in classrooms during the enactment of the seminars. The main purpose of this case study was to examine types of discussion in Paideia Seminars. Data were collected through observations, questionnaires, and interviews. "Grand case analysis," "micro-examination" of the seminar discussions, and "narrative research" analyses were done. The overarching conclusion of the study was that the observed discussions reflected the teacher's transitional status in conducting dialogic discussion, with some features of "ideal" Paideia Seminar dialogue represented and some features of "teacher-fronted" discussion represented.

Soonthornmanee, R. (2002). The effect of the reciprocal teaching approach on the reading comprehension of EFL [English as a Foreign Language] students. *RELC Journal, 33*(2), 125-141.

The purpose of the study was to investigate whether metacognitive awareness and comprehension monitoring, as employed by reciprocal teaching involving summarization, question-generation, clarification, and prediction, helps EFL readers to comprehend texts and whether this method could be applied to both skilled and less-skilled learners. A group of 42 students [at a university in Thailand] was taught using the reciprocal teaching approach (RT) while the other of 42 students was given skill-oriented instruction (ST). Findings indicate that reciprocal teaching had a significant positive effect on these EFL learners' reading. In addition, while both skilled and less-skilled learners in the RT group benefited from the reciprocal teaching method, the skill-based teaching method helped the less-skilled learners, not the skilled learners, improve their reading comprehension. The RT students also reported their preference for the reciprocal teaching method.

Crank, V. [Email: crank.virg@uwlax.edu] (2002). Asynchronous electronic peer response in a hybrid basic writing classroom. *Teaching English in the Two-Year College, 30,* 145-155.

***** The author describes how she uses peer feedback in a hybrid (combination of face-to-face instruction and distance learning) composition course at a U.S. community college. Crank believes that the asynchronous feedback via email has several benefits. She concludes the article by stating:

> The hybrid class … which allows for all the advantages of asynchronous electronic peer response as well as the dynamic interaction and reinforcement of the more traditional classroom, offers a chance to guide basic writing students into conversation and contemplation, to encourage them to "try out" the lessons they're learning in the classroom, and to demonstrate to them that the process of writing, indeed, of learning, extends beyond the four walls of the college buildings and beyond the confining traditions of writing instruction. In the process of guiding them to online peer response, we activate their learning, calling upon them to demonstrate and trust both their innate and their recently acquired standards for good writing. We create a more fully integrated writing

community, in which peer response is a natural extension of writing rather than "busywork" of "class filler" or even a teacher-driven exercise.

Ghaith, G. M. [gghaith@aub.edu.lb] (2003). The problems and prospects of using cooperative learning structures in educating teachers of English as a foreign language. *Journal of Student Centered Learning, 1,* 97-104.

This article describes the aim, preparation, and procedures of five cooperative learning activities for educating teachers of English as a foreign language. The activities integrate content and methodology, motivate student teachers, and maximize communication, reinforcement, and cognitive work. The prospects and problems of implementation are documented and solutions are suggested.

Collazos, C. A., [Email: ccollazo@unicauca.edu.co] Guerrero, L. A., & Pino, J. A. [jpino@dcc.uchile.cl] (2003). Knowledge construction awareness. *Journal of Student Centered Learning, 1,* 77-86.

Recent research in CSCL (Computer Supported Collaborative Learning) and CSCW (Computer Supported Cooperative Work) has provided insights into how various forms of awareness information should be computer supported to enable collaboration in distributed environments. Researchers are investigating how awareness through technology can effectively support interactions among people. This paper presents a new kind of awareness, Knowledge Construction Awareness (KCA), and the design of a software tool that allows us to capture information about group work and evaluate how this kind of awareness affects the collaborative work process in computer-mediated interactions. We present an exploratory study of ten groups that used our software tool.

Bangert, A. W. [abangert@montana.edu] (2003). An exploratory study of the effects of peer assessment activities on student motivational variables that impact learning. *Journal of Student Centered Learning, 1,* 69-76.

Two classes of graduate-level statistics students were randomly assigned to either a Peer Assessment or Traditional Assessment condition. The Peer Assessment class scored classmates' statistics problems while statistics problems for the Traditional Assessment class were instructor-scored. Peer assessors were found to display greater increases in statistical self-efficacy as well as larger reductions in math and test anxiety as compared to students in the Traditional Assessment group.

Panitz, T. [tpanitz@capecod.net] (2003). Why more teachers do not use student centered learning technique & policies needed to encourage positive changes. *Journal of Student Centered Learning, 1,* 55-60.

***** The article begins by describing ten reasons why teachers resist student centered learning (SCL) techniques, e.g., loss of control and lack of familiarity with alternative assessment techniques. Next to be described are two reasons why administrators lack an understanding of collaborative learning techniques and philosophy, followed by two reasons why students resist collaborative learning. The article concludes with 17 policy suggestions for the full implementation of collaborative learning, e.g., involvement of textbook manufacturers, modeling of SCL in institutional decision making, creation of a library of SCL materials, and implementation of SCL at all levels of education.

Bartels, N. [Email: nbartels@cc.usu.edu] (2003). Written peer response in L2 writing. *English Teaching Forum, 41*(1), 34-37.

* This article situates peer response to second language (L2) student writing within the Process Approach to writing instruction. The value of positive responses is highlighted. The author describes eight reasons why written, rather than oral, peer response can be useful, particularly in certain contexts. Reasons cited for favoring written response are: greater opportunity for students to use writing as a communication tool (as their peers read their feedback), quicker feedback to students and more opportunities for negotiation of meaning, possible participation by students who are not in class, easier teacher monitoring of peer responses, clearer identification of the contribution of peers to students' final drafts, more class time for other matters, easier future reference to the feedback by students who may forget what was said during oral feedback, and useful practice for students who go on to be second language teachers.

Chesbrough, H. W. [Email: henry@chesbrough.com] (2003). The era of open innovation. *MIT Sloan Management Review, 44*(3), 35-41.

* This article is primarily focused on the benefits of collaboration within and among Information Technology companies; however, the lessons learned can be adapted to diverse workplaces. Included is an interesting example from Hollywood. The author explores the attributes of "closed" and "open" innovation, "In closed innovation, a company generates, develops and commercializes its own ideas. In the model of open innovation, a company commercializes both its own ideas as well as innovations from other firms." The author contends that even companies and industries which were able to thrive so far on closed innovation policies could benefit by adopting open innovation models, "Innovators must integrate their ideas, expertise and skills with those of others outside the organization to deliver the result to the marketplace, using the most effective means possible."

Jalongo, M. R. [Email: mjalongo@iup.edu] (2003). The child's right to creative thought and expression. *Childhood Education, 79*(4), 218-228.

* Often we think of creativity as a process that is enhanced by collaboration. Here the author emphasizes that "the creative process is collaborative." The author explores various attributes of fostering creativity among school age children—an important one is the role of groups, organizations, and societal networks.

> Educators need to abandon the misconception that creativity flourishes only in isolation and only at the margins of society….Education at its best uses creative, collaborative processes to generate work that builds relationships….From a sociological perspective, intellectual innovations are not properties of individuals or ideas, but rather of dynamic networks and organizations.

Jacobs, G. M., & Small, J. [Email: spiri39@yahoo.com] (2003, April). Combining dictogloss and cooperative learning to promote language learning. *The Reading Matrix, 3*(1). Available at http://www.readingmatrix.com/articles/jacobs/article.pdf.

This article describes dictogloss, an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. The article begins for explaining the basic dictogloss technique, contrasting it with traditional dictation, and citing research related to the use of dictogloss in second language instruction. Next, dictogloss is situated in relation to eight current, overlapping trends in second language teaching. Then, in the key section of the article, a description is provided of how the literature on cooperative learning enables teachers to better understand how dictogloss works and to use dictogloss more effectively. Included in this section is a rationale

for using dictogloss with global issues content. Finally, eight variations on the basic dictogloss procedure are presented.

Anderson, L. E., & Carta-Falsa, J. S. (2002). Factors that make faculty and student relationships effective. *College Teaching, 50*(4), 134-138.

Through qualitative analyses of narratives of what students and faculty wanted in their relationships, the authors identified three themes. The Teaching/Learning Environment theme illustrated needs for nurturing, open, non-threatening, and respectful attitudes in student-faculty relationships. Exchange of Information students reported a desire to learn and interact with each other, but not with the instructor. With regard to Mentor/Peer Association theme, students wanted to develop networks of friends to help with course work, whereas teachers wanted to find principles of effective teaching to help students learn. Applications of this data for improving student-faculty interactions and instructional processes are discussed.

McClanahan, E. B., & McClanahan, L. L. (2002). Active learning in a non-majors biology class: Lessons learned. *College Teaching, 50*(3), 92-96.

This article describes how a traditional biology lecture course was transformed into an interactive class. A review the activities used, changes made to grading policy, and practical tips for integration of active learning in the classroom are provided. Analysis of student responses to course assessments indicated that active learning experiences helped them focus on and understand key concepts of the course. Students performed as well as, or better than, those in previous classes that used a more traditional lecture technique. Active learning enriches the classroom learning experience and can be incorporated into a large lecture setting with relative ease.

Gallavan, N. P., & Kottler, E. (2002). After the reading assignment: Strategies for leading student-centered classroom conversations. *The Social Studies, 93*(6), 267-271.

Describes teaching strategies that integrate social studies and literacy by connecting assigned readings to students' contemporary knowledge and concerns. Guidelines for grouping students; Elements of Bloom's taxonomy of thinking skills; Requirements for Taking a Stand strategy; Steps to DRAFT strategy; Applications and effects of the strategies.

McArthur, J. R. (2002). The why, what, and how of teaching children social skills. *The Social Studies, 93*(4), 183-185.

Discusses the importance of teaching pro-social behavior to children in the classroom. Need for teaching social skills; People who must decide what social skills to teach; Activities to teach social skills.

Gillies, R. M. (2002). The residual effects of cooperative-learning experiences: A two-year follow-up. *Journal of Educational Research, 96*(1), 15-20.

The author investigated how training in small-group and interpersonal behaviors affected children's behavior and interactions as they worked in small groups 2 years later. The authors assigned 52 fifth graders, who had been trained 2 years previously in cooperative group behaviors, to the trained condition and 36 fifth graders, who had not previously been trained, to the untrained condition. Both were reconstituted from the pool of students who had participated previously in group activities. The results

showed a residual training effect, with the children in the trained groups being more cooperative and helpful than their untrained peers.

Vaughan, W. (2002). Effects of cooperative learning on achievement and attitude among students of color. *Journal of Educational Research, 95*(6), 359-364.

The author examined the effects of cooperative learning on the achievement in and attitudes toward mathematics of a group of 5th-grade students of color in a culture different from the United States (i.e., Bermuda). Students participated in 12 weeks of R. Slavin's (1978) Student Teams Achievement Division method of cooperative learning in mathematics during the fall semester. Students completed 2 measures: the computation and application sections of the California Achievement Test (1985) Form E (Level 14) and Penelope Peterson's Attitude Toward Mathematics Scale for Grades 4–6 Students at 4 different intervals. The measures were completed as pretests at the beginning of the semester (before students were exposed to cooperative learning) and as posttests at the end of Weeks 5, 9, and 13. Data were analyzed with a 1-factor (4 levels) repeated measures analysis of variance design to ascertain whether there were significant differences among the pre- and posttest scores. Results suggest that there were positive gains in attitudes and achievement.

Chang, K-E. [Email: kchang@ice.ntnu.edu.tw], Sung Y-T, & Lee, C-L. (2003). Web-based collaborative inquiry learning. *Journal of Computer Assisted Learning, 19*, 56-69.

This study proposes a web-based collaborative inquiry learning system. This system uses the World-wide web (WWW) as a source of knowledge exploration, and provides exploratory problems to guide students to think and explore. A concept map is used as a tool of anchoring and representing knowledge during the inquiry process. In the process of learning, learners are allowed to exchange the evidence they have collected, their personal opinions, and the concept maps that they have built. In order to effectively integrate the inquiry learning, collaborative learning, and concept map in the system, this study proposes a collaborative inquiry learning model and related learning activities. Two studies were constructed based on the collaborative inquiry learning model to investigate students' learning processes in the collaborative inquiry learning on the web.

Mueller, A. (2002). Time to talk: Creating classroom contexts where students begin to talk science. *The Alberta Journal of Educational Research, 48*, 287-301.

This study describes and examines how a classroom teacher and a teacher educator create educational contexts where students begin to talk science. Specifically, a grade 6/7 teacher and a teach educator team planned and team-taught science to 29 students throughout one school year. The study was qualitative in nature, and an ethnographic approach was used in data collection. Through inductive data analysis, distinct opportunities to talk science are identified. Talking science in this study includes small-group unguided talk, large-group guided talk, and open-ended talk with an outside audience. A framework for talking science emerges as a guide for teachers to begin teaching science in ways that allow students time to talk science with their peers and with outside audiences.

Ghaith, G. (2003). The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Researcher, 45*(1), 83-93.

This study examined the relationship between cooperative, individualistic and competitive forms of instruction, achievement in English as a foreign language (EFL) and perceptions of classroom climate. A total of 135 university-bound learners of EFL participated in the study. The participants completed a modified

version of the classroom life script and their responses were correlated with achievement. In addition, the participants were divided into high and low cooperation groups and were compared across the variables of achievement and selected aspects of class climate. While the results indicated that cooperative learning is positively correlated with learners' perceptions of fairness of grading, class cohesion and social support, individualistic and competitive instruction were found to be unrelated to any of the aspects of class climate under study. Likewise, the results revealed certain statistically significant differences between the low and high cooperation groups in favour of the latter in their achievement and perceptions of fairness of grading, class cohesion and social support. The results are discussed in light of previous research and recommendations for further research are suggested.

Huber, G. L. [Email: huber.paedpsy@uni-tuebingen.de] (2003). Processes of decision-making in small learning groups. ***Learning and Instruction, 13*****, 255-269.**

This article focuses on possible interactions of students' inter-individual differences and features of cooperative learning. In a first study the uncertainty- vs. certainty-orientation of 209 students (88 males, 121 female; age 13-14) in nine classrooms (8th grade) of two schools was assessed. Three uncertainty-oriented and three certainty-oriented students were selected in each classroom. In varying sequence they solved three tasks (subject matter: German, social studies, mathematics) first individually, then in orientation-homogeneous groups of three. While there were almost no differences in decision-making between uncertainty-oriented vs. certainty-oriented learners during individual sessions, learning in small groups instigated significant differences. These differences diminished with an increased structure/certainty of learning tasks. In a second study 138 students (52 female, 86 male) in all 12th grade classrooms of three schools learned for six weeks according to a modified 'Jigsaw Puzzle Technique.' At one of the schools the teachers did not implement the cooperative learning method completely, but tried to stay 'in control.' This had consequences for the study's ability to observe students in situations of uncertain and certain learning tasks, but the researchers were able to include this school for testing variables.

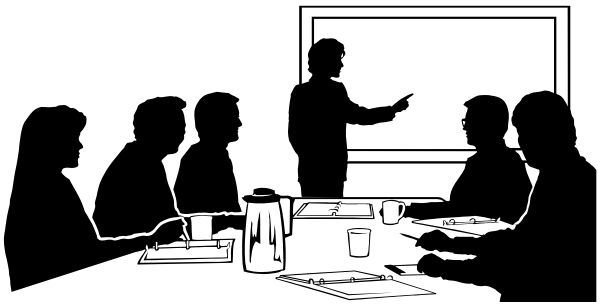
Jun, Y. C. [Email: ycjun@sunchon.ac.kr] (2003). Facilitating mathematical learning with a peer tutoring system: Lessons learned. *Journal of Computers in Mathematics and Science Teaching 22*(1), 75-92. [Online]. Available: http://dl.aace.org/11574

The purpose of this study was to develop and evaluate a peer tutoring program for school mathematics that was equipped with a term-rewriting system. Linear Kid is a compter-based peer tutoring system where students become active learners who are guided to learn by teaching a computer. Different from the conventional Computer Assisted Instruction (CAI) program, Linear Kid has three parts: (a) the student, (b) the computer learner, and (c) the computer coach. While the students watch how the computer expert solves a set of linear equations, Linear Kid helps the human student act as a teacher in order to learn more about the subject matter. At this time, the computer plays a role of a students and a coach. Linear Kid was tested in two high schools in the United States. Empirical findings of formative evaluation revearled how Linear Kid can be improved according to the students' mathematical learning process.

White, C. M. (2003). To share is to care: The dynamics of academic sharing in peer groups in a South Pacific island school. ***International Education, 37*****(2), 27-39.**

***** *Excerpted from the article's first two paragraphs*
The notion of knowledge and ideas as forms of intellectual property, the equivalent of other types of property that can be stolen or used without proper authorization, is the fining principle behind which academic integrity boards and copyright laws operate. In Western societies, the sanctity of individuals, their rights to create, and their authorship of those creations are highly regarded values catapulted to the level of moral principles, first instilled through school. … Teachers invoke students to "do you own work!"

and fulminate on the evils of "copying from your neighbor" and other forms of "cheating." … Yet, is it possible to consider an alternative morality that actually privileges sharing answers as an expression of fellowship rather than as a form of cheating? The following case study, based on 18 months of research among 9th and 10th grade students in the South Pacific does just that. … I show that rote teaching methods, coupled with an emphasis upon egalitarianism within Fijian peer groups, create conditions that render the sharing of ideas, both in written and oral form, a normative expression of moral conduct.



From the Conferences

Gobel, P. [pgobel@cc.kyoto-su.ac.jp] (2002, December). Communication strategy use: A theoretical model based on empirical research. Paper presented at the triennial congress of the International Association for Applied Linguistics, Singapore.

Many recent studies offer compelling evidence for the use of negotiated interaction in the L2 (second language) classroom. If communication strategies can be used to promote negotiated interaction, and subsequently comprehensible input, then there is a reasonable argument for attempting to teach these strategies. However, previous research into the teachability and use of communication strategies has often failed to take into account cultural and social factors which may affect strategy use, thus severely limiting the practical pedagogical implications for the EFL (English as a Foreign Language) classroom.

What this presentation seeks to offer is a theoretical model of strategy choice based on empirical research. The research presented here sought to ascertain what listener clarification strategies students use in an EFL environment, whether students can be taught to use a variety of strategies, and whether specific strategy use is affected by level of L2 proficiency and/or the environment inherent in a homogeneous EFL setting. Using an intact group of 48 Japanese university students, the results of the study suggest that the effect of specific strategy training on student choice of strategy use across proficiency levels was insignificant and that certain strategies were preferred by the students over others. Subsequent self-report data supported the quantitative findings of the study, suggesting that cultural, affective, and cognitive factors all played a part in student strategy choice. …

Lam, F. H. [Email: lam_fook_hoe@moe.edu.sg], Low, C. C., Jacobs, G. M., & Fazilah, M. I. (2003, June). Letting go: Promoting student-student interaction after school. Paper presented at the Asia-Pacific Conference on Education, Singapore.

The use of student groups in classroom learning is supported by a great deal of research and learning theory. This paper focuses on the use of student-student interaction outside of regular curriculum time. A rationale is provided for such OCAC (Out-of-Classtime Academic Cooperation). OCAC is presented as a logical extension of the peer collaboration that takes place in many classrooms. Furthermore, students have for centuries been getting together on their own to help each other learn. OCAC is also viewed as a means

of helping students develop as people who have the ability to be life-long learners. Types of OCAC are defined and examples are provided. A number of OCAC programmes currently being conducted for science and mathematics students at a Singapore secondary school are described. These include group study sessions, peer tutoring, cross-age tutoring, interdisciplinary project work, mini-research projects, extended library hours and holiday homework. Reactions of students and teachers to the programmes are reported. Suggestions for improvements and additional programmes are offered.

Jacobs, G. M., & Seah-Tay, H. Y. [Email: kittymao@pacific.net.sg] (2003, June). Cooperative learning promotes thinking: The example of teaching text types. Workshop presented at the Asia-Pacific Conference on Education, Singapore.

Cooperative learning is a generic instructional methodology that can be used to promote thinking in any subject area and with any age of student. Furthermore, writing has been used to promote thinking across the curriculum. In this workshop, participants act as students to take part in cooperative learning activities that integrate complex thinking with the teaching of written text types. The term text types refers to different purposes for writing, e.g., to entertain (Narratives), to explain (Explanations), to persuade (Arguments) and to guide (Procedures). The cooperative learning principles and techniques seen in the activities are explained. The teaching of text types, like all teaching, involves a scaffolding process. In this case, students begin by reading, understanding and analysing whole texts of a particular text type. Then, a gradual process begins in which students unscramble texts, insert individual words, reconstruct texts, write texts as an entire class, work in groups to write texts and work alone to write texts in that text type with feedback from peers and teachers. Cooperative learning adds to this scaffolding process by supplementing scaffolding by teaching with scaffolding by peers. Participants also have opportunities to develop related activities for their own students.

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