October 2004

Dear Colleagues:

IASCE is pleased to bring you our third member newsletter for 2004. This is our first newsletter since our June conference in Singapore. For those of you who were not able to join us, we are pleased to tell you that over 400 people, from approximately 20 countries, attended our first Asian conference which was hosted by the National Institute of Education (Singapore). The planning and attention to every detail of the conference was extraordinary, and we owe the conference committee, chaired by IASCE board member Christine Lee, a heart-felt thanks.

In Singapore, it was a pleasure to reconnect with old friends and to meet so many educators committed to developing high-quality cooperation in their classrooms and schools. By November, you will be able to access the entire conference program from our website—along with the text of some of the keynote addresses, conference presentations, and pre-conference workshops. A special thanks to all those presenters who were so gracious to share their sessions with us in a format that is accessible to so many.

This issue of our newsletter contains yet another interesting collection of abstracts, reviews, and articles; these suggest that--from primary school, through university, and into the work force—developing the use of cooperation is ongoing. The article by Alberth which focuses on the integration of migrant and local populations in Indonesia, the O'Byrne abstract which considers the uses of linguistic diversity in learning, and the series of research articles on peace education edited by David and Roger Johnson, all remind us that developing the use of cooperation is critical.

In this issue of our newsletter, we also hear from our friends and colleagues in the United Kingdom who welcomed us to Manchester in 2002. This article reminds us that all change is multi-faceted and that all change agents have to be committed for "the long haul." Those of us who remember Maureen, Pam, Peter, and Alan from the Manchester IASCE conference are delighted to hear from them in this update. For those of you not able to join us in Manchester, please do note that these voices constitute a wonderfully diverse, expert, and very energetic set of resources.

In closing, I would like to remind all our members to check our website http://www.IASCE.net for updates, information about conferences, and links to valuable resources. Our website is a resource we provide--free of charge--to educators, change agents, policy makers, and researchers throughout the world. Your support of IASCE makes this possible. Thank you.

Cooperatively yours,

Lynda

Lynda Baloche
Co-president IASCE

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IASCE Forum #1

In this issue of the IASCE Newsletter, we are fortunate to have two entries in the series of IASCE Forum "calling cards" that describe the development of cooperative learning in various countries around the world. Forum coordinators are IASCE Board members Yael Sharan (yaelshar@zahav.net.il) and Kathryn Markovchick (_kathrynm@maine.edu_). Forum entry #1 in this issue discusses CL in parts of the UK.

Two years after the 2002 Manchester IASCE conference –

Co-operative Learning – a perspective on its 'fit' in the education system in England and Wales, Summer 2004

Maureen Breeze, Alan Wilkins, Pam Walker and Peter Duncan

Introduction and context

A distinction can be made between the UK co-operative learning (CL) tradition and that from the wider IASCE network. In the UK, the primary focus is on the process of developing *co-operators* in tandem with using Co-operatives as a context for learning, rather than CL being identified as a detached pedagogy.

The Co-operative Movement is recognized as having its roots in the North of England when the first successful co-operative shop was opened in Rochdale 160 years ago – set up to meet a social and economic need. This beginning spawned the worldwide movement we have today with co-operative enterprises present in over 100 countries worldwide, involving more than 730 million individual members. Co-operative enterprises are evident in a wide range of sectors including retail, housing, health, agriculture, finance, fishing and social care.

Co-operatives as enterprises are based on a set of fundamental values such as democracy, equality, social responsibility, self-responsibility and solidarity. These values were endorsed by the International Co-operative Alliance's (ICA) statement on the co-operative identity in 1995. Active members of Co-operatives uphold these values, and it is the systematic application of these values to their participation that defines them as *co-operators*.

British Co-operatives, since their beginning, have regarded the provision of education, training and development for their members and the communities they serve as a fundamental principle. However, it is only during the last two decades that a connection has been made to the learning and development of young people in the formal education systems across the UK. Evidence suggests that before then, teaching was predominantly *about* Co-operatives as economic and social enterprises.

During the 1980s the large UK-based Co-operative Societies started to provide financial and personnel resources to support a new perspective on 'co-operation as a *process'*, which could deliver a wide range of learning and social development outcomes. Society Boards of Directors justified their decisions, recognizing that young people were now not only being taught about Co-operatives as business structures and their place in social history but the co-operative skills to participate in co-operatives. Much effort was placed in enabling schools to set up student Co-operatives so that the learning would be *through* experiencing active co-operation.

Today the distinctiveness of CL (as opposed to collaborative learning) in the UK is understood most widely as any learning that takes place collectively and is based on co-operative values. It is an ideological position

as well as a set of techniques, where the learning context of Co-operatives as organizations and a different way to do business has an important role to play in the education of young people.

The successes of the main UK protagonists of CL have often been based on opportunism and a knack for identifying ways of introducing co-operative concepts and principles via the 'back door'. The culture of the education system in England over last 15 years has been in direct contention with the principles of CL. The introduction of a national curriculum to all English schools in 1988 and the preoccupations with inspections and school league tables has inhibited the wider curriculum in recent times by imposing highly structured programmes of learning to meet accreditation requirements set by external validation bodies. In this climate, it has been difficult for CL to impact systematically on teachers, schools, Local Education Authorities or the Government. Coupled by a decline in funding by the big Co-operative Societies and consequent loss in experienced facilitators, the chances of moving the concepts further forward until recently appeared to be diminishing.

Current opportunities

National agendas come and go, and the current Government's policies appear to be opening up a few backdoors…

Citizenship

Two important Government reports published in 1999/2000 detailed a perspective on the introduction and development of citizenship in the curriculum. These applied to both the formal and informal education sectors in England and were directed at all students up to 19 years of age.

The ambition was summed up:

> 'We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life…'

This initiative prompted the theme of the last IASCE conference held in Manchester in 2002, Co-operative Learning and Responsible Citizenship in the 21st Century.

The citizenship initiative's reference to value dispositions has an uncanny correlation with the ten values identified by the ICA. It has been the exploration of this connection and the relevance of CL approaches that has been a feature of several conferences and workshops held over the last two years.

The promotion of democratic practice through 'active citizenship' is creating a steady change in the mindset of young people across the country. More young people are engaging with the values, responsibilities and rights associated with citizenship, in parallel with practical experiences. These include contributions to their communities; young peoples' representative procedures in school and college councils; Youth Parliaments; consultations with Local and Central Government agencies; local Borough Councils and community service providers.

Citizenship is now a compulsory element of the curriculum in England and its effect is challenging young people to collaborate, work and learn in groups, and participate in collective decision-making and presents a perfect opportunity to introduce CL.

Education Reform 14-19

Another major reshaping of the English education system is about to commence, with the proposals published recently the Government's *Tomlinson* report. This seeks to reorganise the 14-19-education system with less structure, and greater focus on vocational and work-related learning and will be systematically introduced over the next decade.

Alongside of this is a major push to increase the enterprise capabilities of young people, and this will feature highly in the curriculum for 14-16 year olds from 2005. National pilots are in process and present opportunities to promote CL, as the recent specification for the next round of pilots includes social and co-operative enterprise.

Examples of activity

Ipswich and Norwich Co-operative Society (INCS)

The Ipswich and Norwich Co-operative Society (INCS) has been continuing to work across the counties of Norfolk and Suffolk during the last two years rolling out programmes to meet national and local agendas, mainly focused around the emerging themes of citizenship, enterprise and entrepreneurship. INCS has developed a range of programmes for direct work with students in schools, teacher training explaining the benefits and methodologies of CL and training for senior managers in co-operative ways of managing educational institutions.

A new resource directly focused on the needs of the new vocational qualification for **Business Studies** for 15 year olds has been developed. This uses the INCS business as a real context for learning about how a co-operative works, is managed and its ethos. A CD-ROM allows students to interrogate the material developed by two teachers on placement with the Society and interview staff through the interactive technology.

INCS has run three pilots of the **CASE** (Co-operative and Social Enterprise) initiative (see details later). The pilots have involved over 150 students aged 12–15 years and have developed into a number of innovative new enterprises. For example: a trade fair run by 50 12 year olds involved them setting up and running 10 of their own co-operative businesses. A peer-mentoring scheme for a large mixed comprehensive school was developed and is now run by students as a social enterprise.

The Society has run **training sessions for teachers and educators** throughout the past year, addressing the needs of schools covering all age ranges from 4 to 19 years. These sessions firstly explain the values and principles of co-operation, their translation into 'education speak' and then explores the relevance to specific curriculum areas. Participants are provided with a 'toolbox' of easily applied methods and activities. Some of the most successful training workshops have been those targeted at Headteachers and Senior Managers of educational institutions, where topics such as co-operative ways of dealing with change, leadership, management qualities and behaviour have been explored

A further two new innovative programmes have been developed in 2004.

The **Promoting Positive Behaviour Scheme** engages with a wide variety of community partners on a 5-day programme involving a High School and its primary feeder schools. It trains partners from the schools, police, community workers, shopkeepers, businesses, housing officers and even the milkman sometimes and involves them in a programme of working with young people in their schools. It addresses the issues of anti-

social behaviour and develops responsibility for communities, raising awareness of economic and social cohesion. The external evaluator for the scheme named his report 'Waves not fingers' - young people in the community now WAVE at their 'community partners' and no longer 'stick FINGERS in the air' at them! A true mark of the success of the project.

The Young Co-operative Entrepreneurs Course engages with 15 young people on a two-day residential programme. The students are selected as being bright and entrepreneurial but bored, disengaged and often disruptive. The intensive course takes them through a process of learning to work co-operatively together and to harness their unique 'off the wall' entrepreneurial skills for the benefit of others. The programme involves setting up and running a co-operative or social enterprise and looks at how the energy these young people clearly have can be harnessed in a positive way.

This year will see the third **annual Co-operative Learning Conference – called, 'Co-operative Solutions to….'**. The Manchester IASCE conference was just ahead of the first INCS conference, and INCS have gone from strength to strength. This year INCS have opened their doors to the rest of the UK – indeed the world! If you are interested please email the office for details: <u>education@ipswich-norwich.coop</u>.

Work across East Anglia is expanding so fast that INCS have been supporting development a local group of 18 trainers **The 'First Question' group**, who have been trained by CLADA (Co-operative Learning and Development Associates - Pete Duncan and Alan Wilkins). Members of the group have been co-training on all INCS programmes throughout the year.

So – a very **co-operative** picture in East Anglia and one stemming from a medium-sized, but very committed retail co-operative society dedicated to engaging with its community and offering co-operative opportunities to all.

News from Dynamix

Dynamix Ltd, who many will remember as facilitators at the Manchester IASCE conference, continue to develop innovative projects in co-operative education throughout the U.K.

Working in partnership with Save the Children,' they have published a book on co-operative approaches to Children's Rights called "Participation - spice it up " and, with Thompson Publications, two books in a series called "Can Do" looking at co-operative play for children of different ages. More books are in production - including 'Everyone can do - Music!'

Using funds from the U.K. Co-operative Council and local Co-operative Societies, they ran ten pilots in schools looking at approaches to co-operation and social enterprise. Two dissemination conferences are planned - in Swindon and Norwich during the summer. Details from <u>case@dynamix.ltd.uk</u>. Dynamix and Alan Wilkins Consulting have developed student and teachers resource materials. The materials can be found at <u>www.case4us.co.uk</u> and can be used in a flexible and creative way in most school settings.

In partnership with the Co-operative College and a Teacher Training Co-op, Dynamix produced a teachers' pack called "Not just for Profit." The pack uses co-operative methods to present ideas around social enterprise to 12-18 year olds: (details from www.dynamix.ltd.uk).

The most recent project in Wales concerns a "training the trainers" course at University College of Wales in Swansea. Using co-operative theory, methods and values, an eight-week programme looks at 'skilling up' staff within the Students Union. Students elected to run the Union will receive co-operative training to enable them to train others - staff in the union and students running voluntary societies. The course was felt to be so valuable that local charities and voluntary organisations are also participating: (details from pete_cotrain@yahoo.co.uk).

And news from Wiltshire

Maureen Breeze manages the Wiltshire Education-Business Links Consortium and promotes CL through the context of co-operative and social enterprise. She works closely with local Co-operative Societies and Social Enterprise Development Agencies focusing particularly at students between 14-19.

The Consortium has supported the involvement of four schools in the CASE project and an interesting development with a Credit Union to set up a school bank. This is run democratically by the students and bases its operating principles on those of the Credit Union – a community savings and loans co-operative. By necessity, students have developed their co-operative skills! The expansion will involve the five neighbouring primary schools.

There are plans to set up a KETS scheme – Kids Exchange and Trading Scheme, based on the principles of a LETS scheme (Local Exchange and Trading Scheme). Young people will trade their time and skills between each other, using a notional currency in a bartering fashion. The young people will democratically manage the scheme.

In the autumn, a regional conference – 'Enterprising Schools' - will bring together educators from the South West. They will examine how they can develop their schools as social enterprises – where enterprise is not 'taught' but experienced by the students through the whole school culture and approach. The underpinning of these schools will be co-operative values. CL techniques will be integral in translating these values into practice.

The Future

The processes of CL as a distinct approach have a huge contribution to make to these new priorities in the UK. There is now a viable platform for promoting co-operative perspectives on learning and social/co-operative enterprise.

Unfortunately, no major co-operative institution is nurturing, coordinating or financing a network of co-operative educationalists. Currently, the drive for change is vested in disparate groups of committed co-operative educators and activists working with schools and colleges, who are seeking to make a difference in the current educational provision and that of the next decade.

Nevertheless, in these circumstances, there is much to be proud about, and there are some very active pockets of activity.

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IASCE Forum #2

JASCE (Japanese Association for the Study of Cooperation in Education) and Cooperative Learning in Japan

Kazuhiko Sekita and Jane Nakagawa

Cooperative learning in Japan since World War II

After World War II, "group discussion" was emphasized as a tool for democratic education. In the 1950s, some researchers showed interest in the educational effects of classroom organization on children's academic achievement and human relations in the classroom. Prof. Sueyoshi was the leading figure in this sociological approach to cooperative small group instruction. He and his collaborators developed a nationwide teachers' network and eventually formed the National Consortium for Research on Fostering Individuality and Human Relations (NCRFIH).

At about the same time, psychologists began to research group dynamics in the classroom. Prof. Shiota, drawing upon Philips' (1948) 6x6 buzz method (6 persons per group discuss a matter for 6 minutes), developed a cooperative learning approach called Buzz Instruction. Later, he and his followers established the Buzz Learning Society (hereafter, BLS).

During the 1960s, corresponding with rapid Japan's economic growth, rates of high school and college attendance increased dramatically. University entrance examinations became more competitive. In the 1970s, competitive educational practices penetrated junior high and elementary schools. This trend gradually produced many maladaptive students, and in the 1980s, school violence became a major social issue.

Many schools came to depend upon precise codes rigidly implemented in order to try, if unsuccessfully, to manage school violence and other difficulties. Teachers were encouraged to have a "counseling mind" in order to deal with maladaptive behaviors. However, students were treated as isolated individuals. The role of the group and group dynamics in fostering adaptive human relations was de-emphasized. Focusing on each student's needs and problems appeared to respect individual differences, but unintentionally led to a competitive ethic that ignored the interrelationship of students and of students and teacher. Students' learning became smothered. Classroom activities became individual work or mere group work rather than cooperative learning. This trend away from true CL discouraged CL teachers. In the mid-1980s BLS membership, was over 500 teachers, but has dropped to about 100 currently. The NCRFIH, which once had over 1000 participants at national conferences, now has roughly 300 to 500.

Recently educational debates regarding fostering positive student attitudes toward their learning and their will to develop their own lives as a result of their schooling are somewhat common in Japan. To realize these objectives while ensuring children's mastery of the basics, the Ministry of Education, Culture, Sports, Science and Technology recommended making class sizes smaller and using ability groupings in classrooms. School boards are trying to allocate one school counselor per school and hiring as many part-time teachers as possible to reduce class sizes.

Unfortunately, Japanese policy makers often do not understand the value of using cooperative learning to achieve educational objectives and promote better human relations in schools, or the negative potential effects of ability groupings (such as low morale of students and self-fulfilling prophecies). Rather than

focus on what can create a cooperative and peaceful classroom, they sometimes inflate the importance of class size and neglect to consider a wider notion of "ability" (such as that described by multiple intelligences theory), the value of diversity, or the potential of effective teaching techniques such as peer teaching.

Renewed interest in cooperative learning in Japan

Recently, cooperative learning has been gradually regaining its popularity in Japan. Social constructivism has impacted current educational theories and practices, encouraging teachers to develop learning communities in their classes and schools. Many schools have implemented a kind of achievement-based group learning, belatedly realizing the importance of cooperation due to their less-than-successful experiences with the ability grouping approach. Due to the influence of information and communication technologies on school environments, various collaborative activities utilizing computer networks are being developed.

Several other trends are especially noteworthy. Reform in higher education has induced university administrators to provide more faculty development (FD). The core of FD is to improve each faculty member's teaching skills, with the key focus on promoting students' active learning. Learning through discussion (LTD) and project based learning (PBL) are examples of active learning strategies that can combine well with cooperative learning. Since LTD and PBL facilitate students' critical thinking skills and their preparedness for lessons via active learning, they have attracted the interest of some college teachers.

Due to new national curriculum guidelines, public schools now have integrated studies periods. During integrated study periods, across-the-curriculum lessons, experiential learning, and group project design are being studied and developed by some educators.

Further, chances for learning English and other foreign languages using group-based activities are becoming more popular in not only junior high and high schools but also in some elementary schools and universities, due to the increased acceptance of language teaching methods such as communicative language teaching (CLT). The effectiveness of newer language teaching approaches, such as CLT, and task-based, stimulus-based, and content-based approaches, can be heightened when combined with an understanding of cooperative learning.

The aims of JASCE

Cooperation is crucial for democratic and humanistic education and for peaceful and high functioning classrooms where real learning and achievement for all students take place. During the last half century, various cooperative learning techniques have been developed in Japan. Although research and practice supports cooperative learning's effectiveness, as noted above, it is only recently that cooperative learning has enjoyed a modest resurgence of popularity in Japan.

One of the reasons for cooperative learning's low profile in Japan has been few opportunities to exchange information between various groups (such as BLS and NCFIHR). JASCE (Japan Association for the Study of Cooperation in Education) has been established to provide a common platform for educational researchers and practitioners of various subjects at various levels and with varying needs, interests, and specialties. JASCE is an interdisciplinary group seeking to build bridges between teachers, researchers, counselors, administrators, students, and others, in order to strengthen individual efforts towards a pedagogy which is learner-centered, peaceful, and cooperative.

JASCE administers a web-site (www.jasce.jp) to provide a communication channel for teachers, researchers, and others. Our site will teach about cooperative learning and provide information about

events, offer resources, and serve as a venue for exchange of ideas among teachers, researchers, administrators, workshop and discussion group leaders, counselors, and others. In the near future, we will also publish an online magazine and an electronic journal. By developing JASCE, we hope to create a vigorous movement to rebuild the research and practice of cooperation in Japanese education.

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Sugie, S. (1995). Cooperative learning in Japan. *International Journal of Educational Research, 23*(3), 213-225.

Meeting Notice

The recently formed Japan Association for the Study of Cooperation in Education (JASCE) will next meet in November 2004 at Kurume University in southern Japan. For details, please contact Harumi Kimura at tistou@oregano.ocn.ne.jp.

Integrating Children of Internally Displaced Populations via Cooperative Learning
by Alberth, University of Haluoleo, Kendari, Indonesia, alberth@programmer.net

The project discussed in this article utilized CL as part of an effort to improve education for primary school children whose families had been displaced by conflict. At the same time, the project's goals included greater implementation of student-centred education in hopes of improving education for all the children in the schools involved.

The project took place in Indonesia, a developing country with a population of more than 200 million spread over a large number of islands in Southeast Asia. While education in Indonesia has made important strides over the years, access to education and teaching methodology are often cited as areas in need of further improvement. Class sizes of 40-50 are typical, with even larger classes not uncommon.

In the late 1990s, violent inter-religious conflict between Christians and Moslems in the Indonesian province of Ambon resulted in people of both religions fleeing to other parts of the country. One place which has become home to thousands of these internally displaced people is the Buton district of Southeast Sulawesi province. The district consists of a small town, Bau-Bau, and smaller villages where the economy is based mainly on agriculture and fishing. Buton was chosen by these internally displaced people because two or three generations earlier, their families had left Buton for Ambon in search of better prospects.

Despite the migrants' ties to Buton, integration was not easy, and tensions arose between the migrants and the local population, due to cultural differences, in addition to the fact that both populations confronted increased poverty as a result of the increased number of inhabitants. One place where these tensions manifested themselves was in the primary schools. For instance, children segregated themselves according to their background, creating a hostile environment for the internally displaced newcomers. In other words, whereas local children made friends with other local children, IDP (internally displaced population) children were usually found with IDP classmates. There was concern that if this and similar situations continued, conflict in Buton would be unavoidable.

In response to these conditions, the Ministry of Education of Indonesia and Save the Children UK commenced a project in Buton the goals of which included:

- ✓ integration of the internally displaced population into the host societies by reducing discriminatory practices through improved understanding between the displaced and host communities.

✓ increased quality of teaching for all children.

The project worked closely with stakeholders including teachers, parents and other community members, principals, supervisors, education department at all levels (provincial, district and sub-district), the provincial teacher training centre, and most importantly, pupils. The author was a senior project officer.

Needs analysis and evaluation were built into all aspects of the project. Data collection methods included focus group discussions and the use of photos taken in schools and other significant sites as a means of generating comments. Among the key quality indicators in the project's work were that:
✓ Teachers and pupils respect each other
✓ Children can ask questions and communicate openly with teachers
✓ Teachers use a variety of methodologies to teach curriculum
✓ Teachers use small group activities
✓ Curriculum is relevant to students' daily lives
✓ Children respect each other
✓ Children play together harmoniously
✓ Children help each other out of school with lessons
✓ Children interact without regard to religious or ethnic background
✓ The school has clean toilets and clean water.

The project's student-centred methodology, of which CL was a vital aspect, was a new learning framework for both teachers and students. Thus, teachers were invited to attend a series of workshops conducted by project staff, followed by workshops for principals and supervisors. Furthermore, regular school visits by project staff were organized to help teachers apply the newly introduced approach, and some teaching materials were provided.

CL techniques used in the project included those in which students, in pair or foursomes, take turns to contribute ideas and information, and then report on what they learned from their partners. Additionally, students played cooperative games. In one popular game, students worked in groups to use thin wooden sticks sharpened at one end and sweet potatoes to make a bridge. The task was structured to promote positive interdependence among the group members.

Although the project is still ongoing, a great deal of progress has already been made. Most IDP children have managed to make some good friends among the local children. Children of both groups, IDP and local, find their learning experience more enjoyable and useful. Furthermore, many teachers state that they now feel more confident in their teaching and that they find the new approach more motivating for their children. It has also been reported that in some schools, drop-out children have returned to school.

In conclusion, while the research on CL suggests that it can contribute to important gains in learning, many other variables are also favourably impacted by the use of CL. These include affective variables such as attitudes towards school, teachers and classmates (Baloche, 1998). For instance, CL has been found to contribute to enhanced relations among ethnic groups in U.S. classrooms (Slavin, 1995). The project described above represents yet another instance in which CL has promoted an enhanced classroom environment, one in which all students feel welcome and in which a student-centred approach enhances learning.

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Can Cooperation Be Part of the Culture of Teaching?

Each year, the Association of Childhood Education International (ACEI) publishes an Annual Theme Issue of *Childhood Education*. The theme for 2004, "The Culture of Teaching" outlines the many facets of teaching in the current cultural, social, and political environment, especially those concerned with pre-service and novice teacher education. In their introductory remarks, the co-editors, Lauren Ventimiglia and Thomas Reed, comment on the critical need to "train future educators in a highly supportive and facilitative environment."

In recognizing the economic and geographic diversities in the field of education, which can often be compounded by high-stakes testing and standards, the authors offer a solution, "The collaboration of educators can bridge the gap between teacher education, novice teachers, mentors, administrators, and educational frameworks." Throughout the journal, readers are reminded of the numerous ways in which collaboration and cooperative learning make education a process of high- quality learning and teaching. Following are a few examples.

In the article "Excellence in Teacher Education," Laura McDonald Hooks and Linda Randolph give details of a teacher training program that involves Professional Development Schools (PDS). Conceptually, a PDS is a functioning school which has among its main goals the development of pre-service, novice and practicing teachers. The authors identify three factors that are necessary for a PDS to become effective—successful communication, equitable roles for all participants, and mutually agreed-upon goals.

A well documented example of school-university collaboration can be seen in "Authentic Learning: Intercultural, International, and Intergenerational Experiences in Elementary Classrooms" by Tata Mbugua, Jean Wadas, Mary Ann Casey, and Jessica Finnerty. Their brief description of the challenges faced during the planning and implementation of the collaboration will resonate among many readers—time constraints, scheduling and travel logistics, technological breakdowns, and the stress on lead people.

"The Culture of Teaching and Mentoring for Compliance" by Paula Weaver, analyzes the ramifications of undue emphasis on compliance with the mandates of testing and standards in classrooms in the United States, "As the high-stakes paradigm becomes a focus for teaching content as opposed to teaching children, the culture of teaching will be drastically affected." Consequently, the author sees a harmful pattern of teachers resorting to providing limited educational possibilities for their students, tracking and making ill-advised placements, and failing to set conditions for cooperative learning and collaborative problem solving.

E-Group on Cooperative Learning

Recently a new E-Group on Cooperative Learning was launched simply named CL_List. To join, just send an email to gmjacobs@pacific.net.sg and ask to be added to the group.

For those of you unfamiliar with E-Groups, the 'E' stands for electronic. E-Groups work like ListServes or Internet Discussion groups. Members of the group send an email to one address and their message goes to all group members. Uses of E-Groups include:
   a. sharing ideas
   b. asking for feedback or help
   c. spreading news of conferences, special issues of journals, etc.
   d. letting others know about new resources.
Some things that E-Groups are not for include:
   a. personal communication
   b. attacking other people's character.

One nice feature of E-Groups is the Archives in which past messages are stored. The Archives allow people to remember and find previously shared ideas and information. One recent discussion on the CL_List E-Group centered on the use of Jigsaw.

Cooperative Learning and Peace Education
The Nature of Peace and Peace Education

This article originally appeared in "The Cooperative Link," the newsletter of The Cooperative Learning Institute (www.co-cooperation.org) Vol. 19, #1, March, 2004. Editors: David W. Johnson, Roger T. Johnson, Edythe Holubec.

Given the current state of the world, reflecting on the nature of peace education seemed timely. In order to understand the nature of peace, it is necessary to understand the interrelationships among war, peace, cooperation, and conflict. **War** is a state of open and declared armed combat between states or nations, **peace** is freedom from war or strife (or a state of mutual concord between governments), **cooperation** is working together to achieve mutual goals, and **conflict** is the occurrence of incompatible activities (Deutsch, 1973; Johnson & Johnson, 1989). War and peace are two ends of a single continuum, so if there is war there is no peace and vice versa. Peace exists when there is cooperation among nations and war ends when cooperation is reestablished. Peace, however, is not an absence of conflict. Peace is a state in which conflicts occur frequently and are resolved constructively (war, in contrast, is a state in which conflicts are managed through the use of large scale violence).

One hope to establish and maintain peace is peace education. **Peace education** may be defined as teaching what peace is, how it may be established, how it may be maintained, and the factors influencing its continuation or demise. The ultimate goal of peace education is to give students the knowledge, procedural competencies, identity, and values required to maintain peace within themselves (intrapersonal peace), among individuals (interpersonal peace), among groups (intergroup peace), and among countries, societies, and cultures (international peace).

The broad nature of the definition of peace education makes it difficult for teachers to decide what to implement in their classrooms to help create a more peaceful world. There are at least four peace education programs needed in all classrooms: Constructive controversy, teaching students to be peacemakers, ethical judgment, and forgiveness.

Constructive Controversy

Establishing peace requires making decisions about difficult issues (often involving ethnic, cultural, or religious differences) that reflect the best reasoned judgment of everyone involved. Doing so is not easy. A procedure is needed that allows students to learn how to make effective decisions, such as constructive controversy.

In a controversy, participants make an initial judgment, present their conclusions to other group members, are challenged with opposing views, become uncertain about the correctness of their views, actively search for new information and understanding, incorporate others' perspectives and reasoning into their thinking, and reach a new set of conclusions.

This process results in significant increases in the quality of decision making and problem solving (including higher-levels of cognitive and moral reasoning, perspective taking, creativity, and attitude change about the issue), motivation to learn more about the issue, positive attitudes toward the controversy and decision making processes, the quality of relationships, and self-esteem. While the constructive controversy process can occur naturally, it may be consciously structured in decision making situations. This involves identifying

the major alternative courses of action that may be taken to solve the problem, assigning two members to (a) develop the best case possible for the assigned alternative, (b) present it to the group and listen to the opposing positions, (c) engage in a discussion in which they attempt to refute the other positions and rebut attacks on their position, (d) reverse perspectives and present the other positions, and (e) drop all advocacy and seek a synthesis that takes both perspectives and positions into account. Then each year students are retrained in a more complex and sophisticated level of engaging in academic controversies from kindergarten through the 12th grade.

The educational use of controversy may be utilized in any subject matter. Engaging in the controversy process should pervade school life so that students develop considerable expertise in its use and incorporate the process into their identity. Any time students participate in the controversy procedure, they are getting a lesson in peace education and a lesson in democracy. By becoming skillful in the use of the academic controversy procedure individuals gain the competencies necessary to establish and maintain peace. The possibility of this taking place is strengthened by the foundation of theory and research on which the controversy procedure is based.

Ethical Reasoning

Peace depends on ethical judgment and ethical behavior. Ethical judgment involves reasoning about means and ends in light of principles (ethical codes) and context (Narvaez, Herbst, Hagele & Gomberg, 2003). Ethical judgment includes both moral reasoning and the cognitive skills involved in controlling, balancing, and guiding reasoning. Ethical judgment may be taught through the discussion of moral conflicts and dilemmas, particularly with peers who have different perspectives. Such discussions may emphasize optimistic thinking. Acting ethically includes a sensitivity to what is and is not ethical, reasoning about issues in the context of ethical principles, motivation to act in ethical ways, and the ability to actually engage in ethical actions. The more individuals strive to become ethical people, the more likely peace will exist.

Forgiveness

Establishing peace almost always involves forgiveness. In many conflicts, one of more disputant may believe that he or she has been unfairly wronged. Anger, righteous indignation, and a desire to hurt the offending disputant often result. In order for a constructive resolution of the conflict to be found, disputants have to forgive each other. Forgiveness involves willfully abandoning the negative thoughts, feelings, and behaviors directed at the offender and instead developing positive thoughts, feelings, and behaviors toward the offender. Forgiveness does not necessarily involve condoning (i.e., ignoring or subtly approving) an offense or reconciling with the offender, and it does not preclude constructive expressions of anger or reasonable redress of injustice. Students may be trained to be forgiving by developing four sets of competencies: Awareness (admitting that the offense took place and experiencing its negative consequences), making the decision to forgive rather than to focus on their negative responses, doing the internal work needed to forgive (such as reframing the offense and the offender so that forgiveness is possible), and experiencing the benefits of forgiveness (Enright, Gassing, & Knutson, 2003). Even in the most intractable, violent conflicts that continue for hundreds of years, individuals have forgiven each other and freed themselves from the anger, anxiety, and depression resulting from their exposure to violence.

Summary

One hope for peace is teaching all students in our schools the knowledge, procedural competencies, identity, and values required to maintain peace within themselves (intrapersonal peace), among individuals (interpersonal peace), among groups (intergroup peace), and among countries, societies, and cultures (international peace). Those competencies include how to engage in constructive controversies, negotiate

mutually beneficial resolutions to conflicts, apply a high level of ethical judgment in resolving conflicts, and forgiving opposing disputants for what they have done in the past.

References

Deutsch, M. (1973). *The resolution of conflict*. New Haven, CT: Yale University Press.

Enright, R., Gassin, E., & Knutson, J. (2003). Waging peace through forgiveness education in Belfast, Northern Ireland: A review and proposal for mental health improvement of children. *Journal of Research in Education, 13*(1), 51-61.

Johnson, D. W., & Johnson, R. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.

Johnson, D. W., & Johnson, R. (1995a). *Teaching students to be peacemakers* (3rd ed.). Edina, MN: Interaction Book Company.

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Johnson, D. W., & Johnson, R. (Eds.). (2003). Frontiers in research: Peace education. *Journal of Research in Education, 13*(1), 39-91.

Narvaez, D., Herbst, R., Hagele, S., & Bomberg, A. (2003). Nurturing peaceful character. *Journal of Research in Education, 13*(1), 41-50.

Write – Write – Write

Please consider using this Newsletter as a venue for sharing your ideas, experiences, discoveries, discontents, quandaries, and questions regarding CL. Send any and all to the editor, George Jacobs, at gmjacobs@pacific.net.sg. Short is beautiful. If you're not sure about what might work in the Newsletter, feel free to check with George first before writing up your piece.

From the Journals

Indicates that the abstract was specially written for this compilation
** Indicates that the abstract is from ERIC – askeric.org

Carter, G., Jones, M. G., & Rua, M. (2003). Effects of partner's ability on the achievement and conceptual organization of high-achieving fifth-grade students. *Science Education, 87*(1), 94-111.

** Investigates high-achieving fifth-grade students' achievement gains and conceptual reorganization on convection. Features an instructional sequence of three dyadic inquiry investigations related to convection currents as well as pre- and post-assessment consisting of a multiple-choice test, a card sorting task, construction of a concept map, and an interview. Discusses implications for heterogeneous grouping and construction of knowledge by dyads.

Ghaith, G. M. (2004). Correlates of the implementation of the STAD Cooperative Learning Method in the EFL Classroom. International Journal of Bilingual Education and Bilingualism. 7 (4), 279-294.

This study investigates the connection between teachers' experience, beliefs concerning the acquisition of knowledge, behavioural intentions to implement instructional innovations and their use of the Student Teams Achievement Divisions (STAD) cooperative learning (CL) method in teaching English as a foreign language (EFL). Fifty-five EFL teachers from diverse school backgrounds in Lebanon participated in the study. The participants completed a demographic questionnaire and another Likert-type questionnaire that measured the variables under consideration. The results indicated that teachers' interpretive beliefs, attitudes towards STAD, subjective norms, and perceived degree of behavioural control play a significant role in the use of STAD in EFL teaching. Conversely, the results revealed that teachers' transmissive beliefs and experience did not influence their use of STAD in their teaching. Implications for teacher preparation and suggestions for further research are discussed.

Ghaith, G. M., & Abd El- Malak M. (2004). Effect of Jigsaw II on EFL reading comprehension. *Educational Research and Evaluation 10*(2), 105-115.

The present study examines the effect of the cooperative Jigsaw II method on improving literal and higher-order reading comprehension in English as a foreign language (EFL). Forty-eight students of EFL participated in the study, and a pretest – posttest control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental group on the dependent variables of overall reading comprehension and literal comprehension. However, the results revealed a statistically significant difference in favor of the experimental group on the variable of higher-order comprehension. Pedagogical implications are discussed and recommendations for further research are suggested.

Abdullah, M., & Jacobs, G. M. (2004, March). Promoting cooperative learning at primary school. *TESL-EJ, 7*(4), 1-12, Article A1. Retrieved 28 March, 2004, from http://www.kyoto-su.ac.jp/information/tesl-ej/ej28/a1.html.

This article describes a four-step programme designed to promote the use of cooperative learning among teachers at a Singapore primary school. In the initial step in the programme, teachers at the school were asked if they would like to participate in the programme. Six came forward. In the second step, an outside consultant did a brief workshop for six English teachers at the school. Next, each teacher worked with the consultant in a cycle of:

(a) planning a lesson that included cooperative learning, with feedback from the consultant,

(b) teaching that lesson with the consultant observing and providing feedback, and

(c) planning another lesson in the same manner.

This cycle was repeated for five lessons per teacher. The fourth step in the programme involved the teachers and the consultant in doing a four-hour workshop on cooperative learning for all the teachers in the school. The programme was initiated and supervised by head of the school's English Department.

Eastman, J. K. [jeastman@valdosta.edu], & Swift, C. A. (2002). Enhancing collaborative learning: Discussion boards and chat rooms as project communication tools. *Business Communication Quarterly, 65*(3), 29-41.

** Group projects are integral to the business curriculum and can be useful in developing students' skills and abilities as managers. However, faculty encounter several problems with group projects, including assessing students' efforts, aiding good communication and coordination among members, and making sure the project is a truly collaborative effort. Technology may aid in addressing these problems; electronic discussion boards and chat rooms, for example, can help faculty and students enhance collaboration and increase the accountability of group members.

Barrett, D. J. [barrett@rice.edu] (2002). Achieving results in MBA communication. *Business Communication Quarterly, 65*(3), 93-98.

This article focuses on how the communication program at Rice University's Jones Graduate School of Management achieves the desired results of producing MBA's with strong leadership communication ability. We define our mission as providing the instruction, guidance, and resources for students to improve their oral, written, and interpersonal communication skills and ensuring students possess the knowledge and confidence in individual and team communications to assume future organizational leadership roles. The article provides a brief overview of the program's design and a discussion of three keys to the success of the program: individual coaching, integrated team instruction, and constant assessment of the students and the program.

Winebrenner, S. [susan.winebrenner@adelphia.net] (2002). The gifted in mixed ability classes. *Understanding Our Gifted, 14*(1), 9-11.

** The following strategies are presented for creating conditions in which gifted students consistently move forward academically: curriculum compacting and differentiating for gifted students in heterogeneous classes; pre-testing content; and allowing gifted students to be grouped together to work on alternative tasks during cooperative learning activities.

Taylor, A. S., Peterson, C. A. [carlapet@iastate.edu], McMurray, P., & Guillou, T. (2002). Social skills interventions: Not just for children with special needs. *Young Exceptional Children, 5,* 19-26.

** This article presents a rationale for matching social skills intervention strategies to the skill and comfort levels that typically developing children show toward their peers with special needs and provides teachers with guidance on how to accomplish this match. Environmental manipulations that facilitate interactions and peer-mediated strategies are discussed.

Weber, J. M. [Mail: usccbcca@execpc.com] (2002). Brain-based teaching/learning and implications for religious education. *Momentum, 33*(4), 24-28.

** Argues that physical activity and water can increase brain activity, and hence, learning. Findings of neuroscientists regarding the brain can inform educators. Brain-based teaching emphasizes teamwork, cooperative learning, and global responsibility. Argues against gathering information without relevance. Connects brain-based learning concepts to religious education.

Stevens, R. (2003). Student Team Reading and Writing: A cooperative learning approach to middle school literacy instruction. *Educational Research and Evaluation, 9*(2), 137-160.

The goal of this project was to create a middle school literacy program that was more responsive to the needs and abilities of early adolescents in urban middle schools. The program components included: (a) cooperative learning classroom processes; (b) a literature anthology for high interest reading material; (c) explicit instruction in reading comprehension; (e) integrated reading, writing, and language arts instruction; and (f) a writing process approach to language arts.

The study was conducted in 5 schools in a large urban school district, 2 implementing Student Team Reading and Writing (STRW) and 3 comparison schools. The results indicated that the students in STRW had significantly higher achievement in reading vocabulary, reading comprehension, and language expression. The results suggest that a multifaceted approach to restructuring can effectively improve the achievement of students in urban middle schools.

Morris, F. [fmorris@miami.edu], & Tarone, E. (2003). Impact of classroom dynamics on the effectiveness of recasts in second language acquisition. *Language Learning*, *53*(2), 325-368.

** This study suggests that the social dynamics of the language learning classroom may in some cases dramatically alter the way cognitive processes of attention, or noticing, are deployed in cooperative learning activities in which feedback occurs, and this in turn appears to affect acquisition.

Blowers, P. [blowers@engr.arizona.edu] (2003). Using student skill self-assessments to get balanced groups for group projects. *College Teaching, 51*(3), 106-110.

Communication abilities, conflict management, and delegation are all important to students' success in the work force. Instructors often simulate situations that give students skills in these crucial areas by assigning group projects. It is often difficult for instructors to select individuals who will work successfully together. Common methods for selecting groups, many of which are ineffective, are discussed. A student self-assessment method used by the authors to group students according to their skills is described. The method, used for two years in both sophomore-and senior-level courses, has been proven to prevent intragroup skill imbalances.

O'Byrne, B. J. [bobyrne@marshall.edu] (2003). The paradox of cross-age, multicultural collaboration. *Journal of Adolescent & Adult Literacy, 47*(1), 50-63.

** Considers how teachers can use linguistic diversity for inclusion and learning experiences in collaborative, cross-age literacy projects. Envisions a project that would extend the principles of collaboration across different age groups. Addresses the larger literacy issues that are entwined with cross-age, multicultural collaborative learning experiences.

Schmidt, S. J. [schmidsj@union.edu] (2003). Active and cooperative learning using web-based simulations. *Journal of Economic Education, 34*(2), 151-167.

The author discusses the advantages of using computers and the World Wide Web in classroom simulation exercises. Using networked computers permits a richer simulation design, allows more complicated decisions by the students, and facilitates reporting results for later discussion. The Web is an ideal technology for such simulations because computers already have Web-capable browsers, with which students are familiar, and information on creating Web sites is readily available. The author discusses these points in the context of a sample simulation that teaches basic economic principles of trade, investment, and public goods in the context of American economic history.

Avent, J. [javent@csuhayward.edu] (2004). Group treatment for aphasia using cooperative learning principles. *Topics in Language Disorders*, *24*(2), 118-124.

Cooperative group treatment for aphasia based on cooperative learning principles is designed to improve communication skills during small, two-member group interactions. The treatment involves teamwork incorporating positive interdependence, face-to-face promotive interaction, individual accountability, and group processing. Group size, treatment rationales, partner and clinician roles, arrangement of groups, and outcome measures are described. Examples of cooperative learning activities suitable for adapting to group treatment are provided.

Slavin, R. E. [c/o mmaushard@csos.jhu.edu] (2004). Built to last: Long-term maintenance of Success for All. *Remedial and Special Education*, *25*(1), 61-66.

This article describes Success for All, a comprehensive reform program [which includes CL] for elementary schools, with a focus on strategies the program uses to increase the chances that the program will remain

in use over extended periods. Key elements held to increase the program's longevity include the provision of full-time facilitators to maintain program quality; well-structured materials; a schoolwide vote to take on the program; national and local support networks; and ongoing research and development. Using these strategies, Success for all schools have maintained the program for many years, and more than 80% of schools that have ever used the program continue to do so.

Thompson, J. C., & Chapman, E. S. [elaine.chapman@uwa.edu.au] (2004). Effects of cooperative learning on achievement of adult learners in introductory psychology classes. *Social Behavior and Personality*, *32*(2), 139-146.

A structured eight-week cooperative learning intervention was implemented in two Year 11 Psychology classes. Each class was taught alternately under cooperative learning and traditional instruction. Three different measures of student achievement were used: a pretest, a 10-item quiz, and an overall posttest. In addition, all students completed the Learning Preference Scale - Students (LPSS; Barnes, Owens, & Straton, 1990) at posttest. The results indicated no overall effects on academic achievement. Rather, it was found that the effects of cooperative learning differed across the two classes. Further, significant differences were found in preferred learning styles between the two classes. It was concluded that successful implementation of cooperative learning in adult education classes relies upon effective teacher management skills.

Nakagawa, J. J. [janenakagawa@yahoo.com] (2004). Individual differences and teaching style. *TESL Reporter* 37(1), 42-56.

This article describes an undergraduate (senior) course for Japanese language teachers in training in which students studied cooperative learning, the Myers Briggs Type Indicator, and Multiple Intelligences theory. The course was taught using a cooperative learning approach (in particular, insights from the Structural and Learning Together approaches). In an attempt to challenge the idea of a "good" / "bad" student or teacher, students learned about individual differences including those reflected in a MBTI and MI-based profile. (The MBTI and MI theory categorize persons as different but equal rather than good"/"bad".) To demonstrate the influence of MBTI types on teaching/learning, students were grouped into same-type groups and then asked to create lesson plans in teams. Differences between the lessons groups created were perceived by students and teacher as striking. Subsequently students commented on the process of working with similar-type (homogenous) versus dissimilar-type (heterogeneous) groups, concluding that heterogeneous teacher and learner teams are preferable to homogeneous ones.

Nakagawa, J. J. [janenakagawa@yahoo.com] (2004, Spring). A spoonful of sugar... . *GALE Newsletter*, 6-12. Available online at
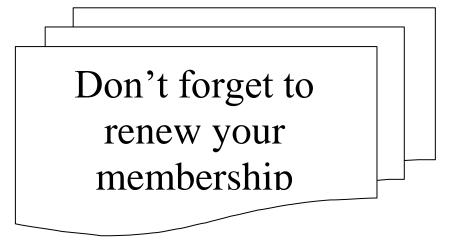http://www.tokyoprogressive.org.uk/gale/newsletters.html

This report describes EFL courses in Japan which blend cooperative learning, stimulus-based teaching, and pop and rock music containing gender issues themes. It also includes a summary of a teacher training workshop given on the same topic in Tokyo, Japan.

Nakagawa, J. J. [janenakagawa@yahoo.com] (2004). Engaged pedagogy in the foreign language classroom. *Journal of Engaged Pedagogy, 3*, 71-95.

In this alternative bilingual (Japanese-English) journal is a report of an EFL approach in Japan which combines cooperative learning with a knowledge of learner differences, student-centered pedagogy, engaged pedagogy, and transformative learning.

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