INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION
http://www.iasce.net
Newsletter - Volume 26 – Number 2 – July 2007

July 2007

Dear Colleagues,

IASCE is pleased to bring you the second member newsletter of 2007.

In this issue we provide further details about our two upcoming, co-sponsored international conferences plus additional context about cooperative learning in the two host countries—Italy and Japan. We hear from Catalonia and the exciting work the Peer Learning Group is doing there and we welcome Rachel Lotan to the IASCE board.

Once again, the newsletter presents us with an interesting selection of articles, book reviews, and journal abstracts. As is often the case, I am struck by the diversity of these pieces and also by the recurring themes. Our board member Kathryn Markovchick and her colleagues tell us more about Celebratory Learning—this time within the context of GEAR UP, a nation-wide program in the United States that has as its goal increased university readiness and attendance by traditionally under-represented groups. I was still thinking about the components of Celebratory Learning when I read the review of the Peter Senge article recently published by the prestigious MIT Sloan Management Review. I couldn't help but notice that the questions Senge indicates must be answered within the context of systemic change, plus the three phases used by leaders to create systemic change, mirror the components and processes of Celebratory Learning.

In addition to Senge and Celebratory Learning, this newsletter includes links to recent work by Eric Mazur (he is the Harvard physics professor who had the courage to realize that engaging students in structured peer talk, in a large physics lecture hall, actually increased both their understanding of basic principles in physics and their confidence), plus several additional references to work about cooperative learning and community building in higher education. Also included are abstracts of interesting studies about small-group interaction and communication patterns, the use of peer learning in mathematics and for students with learning disabilities, and the use of specific "techniques" such as Academic Controversy. From frameworks and essential questions, to the comprehensive view offered by board member Robyn Gillies in her recent book *Cooperative Learning: Integrating Theory and Practice*, to the specific applications and case studies described in various journal abstracts, we are reminded that the study and use of cooperation for learning is ongoing, varied, and vital.

As always, we want to thank you--our membership. Our conferences, newsletters, and website are supported by your membership dues. With two conferences in two different parts of the world, we hope that we will see you and your colleagues in the near future. In the meantime, thank you for your support.

Cooperatively yours,

Lynda

Lynda Baloche
Co-president IASCE

Table of Contents

COOPERATIVE LEARNING IN MULTICULTURAL SOCIETIES: CRITICAL REFLECTIONS

An International Conference Organized By

The International Association for Intercultural Education (IAIE)

The International Association for the Study of Cooperation in Education (IASCE)

The University of Turin, Italy
The Center for Instructional Services of the Province of Turin (CESEDI)

January 19-22, 2008
Turin, Italy

This international conference offers educators an opportunity to explore formal and informal educational models, strategies, and practices for successful cooperation in intercultural education. For four full days, participants will share resources and expertise and will interact with educators who are working with ethnically, culturally, academically and linguistically diverse classrooms in today's schools. The language of the conference is English, with several workshops during the pre-conference in Italian.

CONFERENCE STRANDS

The conference invites presentations that address theory and practice, as well as traditional and action research in the following areas:

- **Building Cooperation and Resolving Conflict in Schools and Communities with Diverse Populations**
- **Cooperative Learning in In-Service and Pre-Service Teacher Education**
- **Using Cooperative Learning for Intercultural Education, Social Justice and Equity.**
- **High Quality Implementation of Cooperative Learning**
- **Cooperative Learning in Higher Education**
- **Promoting Intercultural Dialogue Through Technology**

CONFERENCE SCHEDULE

Saturday and Sunday, January 19th and 20th, 2008
Two pre-conference days of dynamic experiential workshops on the conference themes by leaders in the field. Learn new skills and consider novel points of view. Learn how to apply workshop contents to your respective content areas and grade levels.

Monday and Tuesday, January 21st and 22nd, 2008
Two days of stimulating keynote presentations, plenary sessions, symposia, and informal interactions.

FOR DETAILS OF THE PRECONFERENCE WORKSHOPS AND THE CALL FOR PROPOSALS PLEASE GO TO:

www.iaie.org/torino or www.iasce.net

Turin Conference Keynotes

The January 19-22, 2008 international conference "Cooperative Learning in Multicultural Societies: Critical Reflections" in Turin, Italy features four keynote addresses.

1. Francesca Gobbo will speak on "Cooperative learning and cooperation in school and society: reflections on "good practice" and on the relevance of a comparative approach."

2. Piergiuseppe Ellerani's keynote is titled "From a cognitive society to one based on understanding through Cooperative Learning: New pedagogical meanings to meet a changed world."

3. Yael Sharan explores "Cooperative Learning: A Diverse Pedagogy for Diverse Societies."

4. Rachel Lotan addresses "Building equitable classrooms: Bridging theory and practice for teacher candidates."

The deadline for submitting proposals for other sessions at the conference is 20 September, 2007. The proposal form can be found at http://www.iaie.org/torino/download/PropFormforPresentations.doc

Cooperative Learning Per Tutti (Cooperative Learning for All): Cooperative Learning in Italy

Yael Sharan, yaelshar@zahav.net.il, and Annavaleria Guazzieri, annavaleria.guazzieri@tin.it

What do you think of when you hear names like Lake Garda, Verona, Trento, Rome, and Turin? Rich histories, beautiful buildings and landscapes, elegant cafes? Now you can add involvement in Cooperative Learning. In September 2006, the lovely resort town of Bardolino, on the eastern shore of Lake Garda, hosted a national convention on cooperative learning. As reported in the IASCE newsletter issue of October of that year, the conference was co-hosted by the Prof Agostino Portera, head of the Department of Intercultural Studies at the University of Verona, and was co-chaired by Prof Mario Comoglio, of the Salesian University in Rome. The main focus of the conference sessions was the influence of cooperative learning on the development of students' social skills. This was to be the first of a planned series of annual conferences. The design of the conference program and the presentations (see the above newsletter article for details) attested to the strong impact CL has made on

education in Italy since it was introduced in the 1990s.
The idea of a national convention was the brainchild of the head of Bardolino's school district, Emanuela Antolini. When she came to her post two years earlier, she saw that teachers felt isolated and thought they would benefit from team work and cooperation. She invited Prof Comoglio to train teachers in the Bardolino region. The success of the project was evident in the teachers' work presented at the conference and the enthusiasm they showed for learning more about CL.

Prof Comoglio discovered cooperative learning by chance while studying a different subject in the United States. Realizing its benefits, he set about learning it thoroughly and has since devoted himself to training trainers and teachers. He has also authored several books on CL.

While Prof Comoglio was developing CL in Rome and surroundings, a parallel development was taking place in Trento, in northern Italy. In 1997, after having studied CL with the Johnsons and with Robert Slavin, Prof Giorgio Chiari (a former IASCE Board member) invited a group of teachers and teacher trainers to participate in a three-year course on cooperative learning methods at the University of Trento, with the support of several regional in-service training centers.

The principal goal of the course was to introduce teachers and trainers to the theoretical underpinnings of cooperative learning, to teach them various CL methods, and to make them aware, as both teachers and citizens, of the value of cooperation. Concurrently, Prof Chiari co-ordinated a research study in schools in the Trentino region and other Italian provinces.

Prof Chiari's studies suggested that although CL methods were not always applied in full, they appeared to be effective in terms of academic gains in almost all the experimental classes, in particular those given the most resources and whose teachers had the most training.

Many of the teachers who participated in the training course went on to conduct in-service training in cooperative learning methods in their home regions. It was the good fortune of the first author to take part in the training course in Trento as well as to teach in many in-service training courses connected with the project.

Furthermore, as in many other countries, CL has been enthusiastically embraced by Italian teachers of English as a second or foreign language, thanks to the many opportunities for communication and practice it enables.

CL has also become an integral part of educational research at many different university departments, such as the Departments of Anthropology and of Intercultural Education at the University of Turin, where Prof Francesca Gobbo teaches. Prof Gobbo is the head of the Italian team, that includes CESEDI (a teacher services center), who are organizing the international IASCE-IAIE

conference, which will take place in January, 2008. At the conference, we will all have an opportunity to learn more about the ways Italian teachers and teacher educators work with CL, how they adapt it to their specific cultural and organizational contexts, and the challenges they face today.
Annavaleria Guazzieri is the coordinator of the TESOL-Italy local Veneto group

Events in Japan

In June 2008, the Japan Association for the Study of Cooperation in Education (JASCE http://jasce.jp) is joining with IASCE to sponsor an international conference on cooperative learning in Nagoya. JASCE is the only organization in Japan offering various systematic training programs in cooperative learning, and 2007 is also a busy year for JASCE.

Recently, JASCE held a series of cooperative learning workshops for teachers and professors at Soka University in Tokyo, Chukyo University in Nagoya, and Kurume University in Fukuoka. Within the basic two-day workshop, participants learn four topics - CL definitions, positive interdependence, individual accountability, and group skills - through experiencing five or six cooperative learning activities, such as Think-Pair-Share. JASCE plans to have three or more workshops this fall and one two-day workshop (advanced level) early next year.

JASCE's 4th general conference will take place on August 4/5 at Tokoha Gakuen University in Shizuoka. This conference will include two sessions in English, in addition to the usual sessions in Japanese.

Last, but not least, in September, JASCE is hosting Drs. Roger and David Johnson of the Cooperative Learning Center at the University of Minnesota . They will give lectures at Nanzan University and Chukyo University on 12 Sep , at Soka University and Temple University on the 14th, and Bunkyo University (Japan Association of Educational Psychology General Conference) on the 15th. Their lectures will be in English with Japanese translation and are open to the public. For more information, please visit http://.jasce.jp.

How to Subscribe to the CL List

Want to dialogue with others about your use of CL? Not receiving enough email (hahaha)? Then, you might wish to join the CL List, an internet discussion group about cooperative learning. Well-known CL experts as well as "just folks" belong.

Currently, the CL List isn't a busy group, but when discussions do take place, they are often enlightening. Furthermore, you can receive updates on CL related events.

To subscribe, send an email to CL_List-subscribe@yahoogroups.com. You should very quickly receive an email reply with simple instructions. If that fails, just send an email to george@vegetarian-society.org, and he'll do the necessary. Talk to you soon!

From the Bookshelf

Here are two new books that highlight the role of cooperative learning in a range of teaching situations.

1. Gillies, R. M. (2007). *Cooperative learning: Integrating theory and practice*. Thousand Oaks, CA: Sage Publications.
   Reviewed by Larry Sherman (shermalw@muohio.edu)

Robyn M. Gillies, an Associate Professor from The University of Queensland in Brisbane, Australia, and Sage Publications offer the education profession a new book, *Cooperative Learning: Integrating Theory and Practice*. First of all, I would like to say reading this book was an enjoyable task. The writing style is quite personable and easy to read. As Kurt Lewin has often been quoted, "There is nothing so practical as a good theory." I would also add the importance of practical applications derived from a good theory. Dr. Gillies's book is a great example of practical applications of a good theory.

Dr. Gillies is a member of the Executive Board of the International Association for the Study of Cooperation in Education (IASCE). Professional educators throughout the world interested in pre-service and in-service training will be pleased with the focus of this book. Within 273 pages and eight topical chapters, she provides practical information for transforming diverse classrooms into cooperative communities that accomplish the goals of significant learning achievement associated with "No Child Left Behind" legislation (a current interest of education in the United States). I would also emphasize that her book is highly relevant to a variety of international interests in education and cooperative learning.

Her reference section is quite up-to-date with current research interests in the cooperative learning world. Furthermore, this is one of the few books to include a most helpful glossary of terms associated with cooperative learning. Additionally, the book is indexed so that readers can easily locate specific topics. Here she mostly indexes important content topics much more than specific authors and their research.

The general structure of Dr. Gillies' book is as follows. At the beginning of each chapter, there is an introduction to the topic that is then summarized with a list of specific learning objectives. Each of the individual eight chapter topics includes at least one and sometimes as many as four case studies, where real life examples are presented and analyzed. Many times, these case studies target specific age groups such as early childhood, middle school, and secondary level classrooms. In this sense, I think she is trying to suggest that cooperative learning can be associated with developmentally appropriate experiences. Practical activities are provided and directly linked to each of these case studies. Each chapter is then summarized, additional activities provided, and suggestions for further reading are indicated. The chapters are: (1) Over-all descriptions of cooperative learning in schools; (2) Key components in establishing successful cooperative groups; (3) Teachers' discourse to promote student thinking and learning; (4) Strategies to promote student discourse; (5) Group composition; (6) Assessing small-group learning; (7) Teachers' responsibilities in establishing cooperative learning; and (8) Future development in using small groups.

One of my favorite chapters (#5, Group composition) addresses one of the key components of cooperative learning, the actual makeup of groups. The issue of heterogeneous group composition is an important topic. Creating groups with adequate mixtures of ability, gender, ethnicity, age, etc. is an important consideration. One of the goals cooperative learning proposes to speak to is getting children to deal with diversity in the classroom. This chapter addresses the issues of same and mixed gendered groups as well as whether or not peer friendship groups should be used. Most of the important research regarding group composition is referenced here.

Cooperative Learning: Integrating Theory and Practice would be a good text for pre-service and in-service teacher training. It would certainly fit as a supplementary text in an undergraduate methods class. It would also naturally fit into a variety of curriculum areas such as language arts, science, and mathematics. I presently teach a graduate class that focuses on Classroom Group Processes, and would definitely consider using this book to supplement the main text. Overall, Robyn Gillies has produced an important book that should prove to be valuable to professionals interested in pre- and in-service teacher training throughout the world. I would highly recommend it.

2. Kalman, C. S. (2007). Successful science and engineering teaching in colleges and universities. Bolton, MA: Anker.

Calvin S. Kalman has long been an advocate and practitioner of cooperative learning, and he brings his passion for and skill with CL to his latest book: "Successful science and engineering teaching in colleges and universities."

Kalman is a professor in the Department of Physics, a fellow of the Science College, and a member of the Centre for the Study of Learning and Performance at Concordia University in Quebec. He is the recipient of the Canadian Association of Physicists Medal for Excellence in Teaching 1999, the Concordia University Council on Student Life Teaching Award 1998, and Teaching and Creativity Awards of the Society for Teaching and Learning in Higher Education.

This book's emphasis on student-student cooperation is particularly evident in chapters 5 and 6. Chapter 5 addresses team work, group projects, group development, roles for group members, and dealing with dysfunctional groups, whereas Chapter 6 focuses on selected methods for using collaborative groups and includes conceptual conflict, Jigsaw, the learning cell, and collaborative concept map.

The book is firmly positioned within the student-centered paradigm. For instance, other topics include writing to learn, constructing student knowledge, changing students' epistemologies, problem solving, and using the computer to aid teaching.

Gearing-Up for College:
Utilizing Celebratory Learning to Promote Systemic Change

Pamela Flood, Emily Liebling, Debbie Gilmer, Corda Kinzie and Kathryn Markovchick

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Maine Support Network (MSN), a well-established, not-for-profit, professional development organization in the state of Maine, USA has developed a philosophy of teaching and learning that influences all of our work: Celebratory Learning.

This article provides a brief description of Celebratory Learning and explains how MSN has embedded this philosophy into all aspects of their work (e.g., facilitating meetings. systemic planning, and professional development). Furthermore, the article highlights how Celebratory Learning forms the foundation of our work with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) schools and supports the development of learning environments that both inspire and prepare all students for post-secondary learning.

Celebratory Learning

Celebratory Learning combines positive interdependence, individual accountability, equal participation, play and humor, connections to previous learning, and theme- and need-based learning in a brain compatible environment. The Celebratory Learning approach draws from the most current research related to teaching and learning, part of which involves advocating a holistic approach to supporting learning. A Celebratory Learning approach is multi-dimensional and fosters inter- and intra-personal learning as well as cognitive learning.

Celebratory Learning embeds the elements of *cooperative learning*. For example, in meetings, workshops, or courses we define our working agreements in collaboration with the participants. In other words, groups collectively define the conditions that best support their abilities to work and learn—both together and as individuals. At the beginning and end of every session, we quickly review the agreed upon working conditions--first as a reminder, then to see if anyone has a new condition for the group to consider, and finally to review how the group is attending to the conditions and to bring closure to the day.

Additionally, we help groups establish a clear vision of what success looks, sounds, and feels like. In working with one GEAR UP school team, for instance, after the goals and objectives of the overall grant were articulated, we broke the large group into three small groups. Each small group had a task associated with identifying what a grant outcome might either "look", "sound", or "feel" like for parents, students, and staff. The "sound" group was charged with clearly describing the types of things that one would "hear" students, staff, and parents saying in a school that had successfully achieved the identified outcomes. The "feel" group and "look" groups each did the same. This activity not only helps bring to life the outcomes in terms of behaviors, but it also makes outcomes much more tangible. This activity is also very effective when identifying the working conditions of the group or helping to bring school mission statements to life.

Celebratory Learning takes advantage of *humor and play*. Laughter is a light-hearted gift we can learn to model in our work. For example, we always start our sessions with an ice breaker. One ice breaker we use requires Play-doh, a kind of modeling clay used by children. Each member receives a small Play-doh container and uses the Play-doh to create a shape to describe "the shape they feel they are in." They introduce themselves through their Play-doh sculptures. For instance, an educator might roll her Play-doh into a snake-like object and then stretch it as she introduces herself and explains how often she feels stretched to the limit. This activity inevitably inspires lots of laughter. While an ice breaker is one way to introduce the attitude of humor and play, it is also important to promote and support this outlook throughout the session.

Connecting to previous learning is essential in Celebratory Learning. In order for new information to be relevant and meaningful, it is important to form connections or linkages to previous knowledge. For example, we may use mind mapping or a KWL process to engage participants in thinking about connections at the beginning, middle, and end of their work. We encourage this to happen naturally, but also find ways to facilitate those connections when necessary.

Celebratory Learning promotes *needs-based learning.* Choices, life-long learning, individual problem solving, and self-identified needs--as well as learning that is important for the entire community--are emphasized. This is extremely important in our work with the GEAR UP schools because American schools are constantly involved in multiple reform efforts, and many reforms are only superficially implemented and produce dubious outcomes. We work with schools to identify both their strengths and weaknesses. This often requires staff to share resources, to talk about what others schools are doing, and to use data to look closer at themselves. Schools, like the students they work with, are often aware that they need to know and/or do something, but need to have opportunities that prompt their questions and desire to learn. These processes ensure that the supports provided by GEAR UP are relevant and have been selected by the school community.

Components of *brain compatible learning* environments—such as absence of threat, meaningful content, choices, adequate time, enriched environments, collaboration, immediate feedback, and mastery--naturally fall into place when one attends to the elements of Celebratory Learning. When we plan a GEAR UP activity, we consider the set up of the room, how we will move individuals into and out of different activities, and how much time will be needed for transitions and full engagement. We connect with participants prior to sessions to help identify hoped-for outcomes, we collectively review the identified outcomes at the beginning of a session, and we provide ample time for participants to discuss that the identified outcomes, if achieved, would make their time together valuable and a success. One technique that supports this type of reflection and sharing is Think/Pair/Share. Think time (individual time) is provided first. Participants then pair up with someone near them and discuss their thoughts (pros and cons), and then the pairs report out to the whole group. This provides opportunities for individuals who require quiet, individual processing time, as well as opportunities for individuals who think better while discussing a topic and engaging with others.

The building of a collaborative *learning community* is always the foundation for Celebratory Learning experiences. A sense of belonging and caring for others moves members along a continuum from isolation, competition, and winners and losers toward cooperation, equality, membership, ownership, empowerment, and shared responsibility. One activity we have used that cultivates collaborative community plus creative thinking and problem-solving is Snowball. Each participant writes a challenge on a piece of paper. These challenges can range from specific classroom-management issues to school/

community-wide issues. The participants then wad up their papers, and a snow-ball fight, with a great deal of laughter, ensues. When time is called, each group selects three snowballs, and together writes ideas to respond to the challenges written on their snowballs. These solutions are discussed and then posted on the school or GEAR-UP websites for later reference.

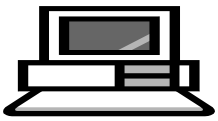
We make sure we build the celebration of learning into every interaction with school staff, and we believe this philosophy is being adopted in GEAR UP schools. Our evidence includes the fact that teachers in many of the schools have become active members of learning communities and are working together in specific content areas or in grade-level teams to improve instructional practices. They are serving as peer coaches, learning partners, and curriculum developers in learning cultures that are becoming increasingly collaborative.

Conclusion

Changing the daily interactions among teachers and teachers and students takes time, collaboration, and determination. Like the development of effective Celebratory Learning classrooms, involvement, engagement, purpose, and outcomes have to be understood by all the participants. Developing processes to model these practices for staff and students can be challenging, but, through the utilization of multiple approaches, GEAR UP schools are working collectively to ensure that all students participate in an education that is rigorous and inspiring and will prepare them for a future of learning. For more information about the GEAR UP program, go to www.gearupme.org

Writing for This Newsletter

There are so many things happening world-wide related to cooperative learning! Help others find out about them by writing articles or short news items for inclusion in this newsletter, and by submitting abstracts of published work for inclusion in the *From the Journals* section of the newsletter. Short pieces (1000 words or less) are preferred. The newsletter appears three times a year. Please email submissions or questions about them to the editor of the IASCE Newsletter, George Jacobs, at george@vegetarian-society.org. Put "IASCE Newsletter" on the Subject line of the email, please. Thank you for your submissions.



From the Web

The following provides a link to a chapter (downloadable in pdf format) from a forthcoming book "Research-Based Reform in University Physics" to be edited by Edward F. Redish http://www.compadre.org/PER/document/ServeFile.cfm?ID=4990&DocID=241.

Crouch, C. H. [ccrouch1@swarthmore.edu], Watkins, J., Fagen, A. P., & Mazur, E. (2007). Peer Instruction: Engaging students one-on-one all at once. In E. F. Redish & P. Cooney (Eds.) *Research based reform of university physics (AAPT, 2007)* Available online at http://per-central.org/per_reviews/media/volume1/PI-2007.pdf Retrieved April 13, 2007.

Related papers can be found at http://www.physics.umd.edu/perg/role/PIProbs and http://mazur-www.harvard.edu/education/educationmenu.php

News from Catalonia: Grup d'Aprenentatge entre Iguals (Peer Learning Group)

We are a research group affiliated with the Education Sciences Institute at the Universitat Autonòma de Barcelona (UAB), in Catalonia (Spain), which constitutes a meeting point for professionals working in different Catalan schools and universities, coming from several disciplines within science and social science (teaching, biology, psychology, psychopedagogy and nursing.

We are committed to the study, practice and spread of the concepts, theories and practices of peer learning: *collaboration, cooperative learning and peer tutoring.* As a group, we are commited to such activities as carrying out teacher education, conducting school projects, producing papers and other forms of communication, and participating in MA and other postgraduate and MA programs.

We understand the concept *peers* to refer to people who occupy a similar social status, where none of them behave as a professional teacher towards the others. In this sense, we are concerned about cooperative learning considering pupils, teachers, members of the same family or others such as those working as volunteers.

At present, we are involved in different projects related to *peer learning*: "Llegim en parella" (reading in pairs) is a peer tutoring programme for primary

school children that uses a structured method and family involvement, and has yielded gains in reading comprehension. We are carrying out research to monitor and evaluate the process and the results obtained in the network of ten schools involved in the project.

"Let me learn with my peer" is a peer tutoring project involving collaboration between Scotland and Catalonia with the aim of improving both first and second language proficiency in English and Spanish. Children at primary school age act as tutors in their own language and tutees in their second language using a website specially designed for this project. We are expecting to find that children learn both ways, when they act as tutors and as tutees.

"Cooperative team work with the aid of computers" is a project that is carried out in secondary schools where pupils work cooperatively using computers. The aim of the project is that students learn to value information from different kind of texts, determining the veracity of the contents.

More information (about the group, the members, our projects, interesting links, etc.) is to be found in our website http://antalya.uab.es/ice/aprenentatgeentreiguals/

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From the Journals

Editor's note: The first two articles in this issue's selections from journals arose from research presented at the 2004 IASCE conference in Singapore. Also, the editor would like to thank Rashmi Kumar for her help with this issue's selections. In addition to the usual abstracts of journal articles, the final abstract is that of a doctoral dissertation.

Waite, S., & Davis, B. (2006) Collaboration as a catalyst for critical thinking in undergraduate research, *Journal of Further and Higher Education, 30*(4), 405-419. Critical thinking and working together are key skills for lifelong learning, but current assessment practices do not necessarily support their acquisition, given the instrumental attitudes to learning of many higher education students. A small-scale action research project was undertaken within the context of tutoring on a research module of an undergraduate early childhood studies course. This research module offered a fruitful context for an examination of the potential for collaboration to act as a catalyst for the development of critical thinking. The data are explored principally through the

theoretical framework of critical thinking dispositions devised by Norris and Ennis (1989).

Waite, S. [S.J.Waite@plymouth.ac.uk], & Davis, B. (2006) Developing undergraduate research skills in a Faculty of Education: Motivation through collaboration, *Higher Education Research and Development, 25*, (4), 403-419.
This paper explores motivational factors underpinning undergraduates' learning of research skills through individual research projects with collaborative tutorials. Research has long pointed to group support, positive affect and scaffolding as important for motivating and facilitating learning. Furthermore, UK government priorities have placed an increasing emphasis on the need to develop the key skills of inquiry and working with others. However, this is set in a context of assessment and practice in higher education that encourages individualist and instrumental perspectives on gaining competencies and knowledge. Traditionally undergraduate research skills have been taught through lectures and small-scale projects chosen by the students with individual tutorial support in a Faculty of Education. Here our action research introduced collaborative tutorials as another element of teaching. We examine the process of collaboration to explore factors that support motivation to learn through two principal theoretical frameworks.

* Senge, P. M., Lichtenstein, B. B., Kaeufer, K., Bradbury, H., & Carroll, J. S. (2007). Collaborating for systemic change. *MIT Sloan Management Review*, *48* (2), 44-53.
Through its work, Society for Organizational Learning (of which two of the authors are founding members) has learned that successful collaborative efforts embrace three interconnected types of work — conceptual, relational and action-driven — which together build a healthy "learning ecology" for systemic change. In this article, the authors offer examples from particular projects in which this learning ecology provided an important foundation for substantive progress, and they draw lessons for companies and managers regarding each of the three types of work. Ultimately, the authors conclude that conceptual, relational and action-driven work must be systemically interwoven and that there is little real precedent for that. They offer several guidelines for how it can be accomplished, emphasizing leadership and transactional networks. Finally, they pose three questions that must be answered if systemic solutions are to be successful: (1) How can we get beyond benchmarking to building learning communities? (2) What is the right balance between specifying goals and creating space for reflection and innovation? (3) What is the right balance between private interest and public knowledge? [The following section was not part of the original abstract] The article gives a pragmatic and useful definition of learning communities, which are "most evident when people are openly discussing real problems and asking for help, and they grow as people offer help simply because they want to." Leaders who are able to foster the implementation of action-oriented projects within learning communities use three phases to create systemic change within organizations.

These are:

1. Cosensing: To develop shared understanding of current and emerging realities
2. Coinspiring: To share commitments and relevant knowledge
3. Cocreating: To design new plans/pilots/prototypes

All these need to be complemented with "time for reflection and dialogue."

D'Eon, M., Proctor, P., & Reeder, B. (2007). Comparing two cooperative small group formats used with physical therapy and medical students. *Innovations in Education and Teaching International*, *44*(1), 31-44.

This study compared 'Structured Controversy' (a semi-formal debate like small group activity) with a traditional open discussion format for medical and physical therapy students. We found that those students who had participated in Structured Controversy changed their personal opinion on the topic more than those who were in the Open Discussion groups. Students in the Structured Controversy group also commented more often that being 'forced' to explore both sides of the topic made a difference to their learning. We conclude that the time and effort invested in organizing the Structured Controversy experience for students is worthwhile because it encourages students to more seriously consider many aspects of an argument and helps promote sustained change of opinion.

Tripp, A. [atripp@towson.edu], Rizzo, T. L., & Webbert, L. (2007). Inclusion in Physical Education: Changing the culture. *Journal of Physical Education, Recreation & Dance, 78*(2), 32-37.

Functional exclusion occurs when physical educators include a student with a disability in the physical education class, but the student does not meaningfully participate in an instructional program with his or her peers. Inclusion is a collaborative, student-focussed process because students with disabilities learn life skills and enjoy the opportunities to grow up with their peers in the dynamic environment that a meaningful, high-quality, physical education program can provide. Program administrators must understand that, for students with disabilities to become truly physically educated and prepared for an active lifestyle outside of school, they must be complete members of the school community by experiencing physical education naturally and spontaneously with peers (Brown et al., 1989).

Goran, D., & Braude, S. [braude@wustl.edu] (2007). Social & cooperative learning in the solving of case histories. *The American Biology Teacher, 69*(2), 80-84.

Human Biology courses are typically offered for non-biology majors who, like students in high school biology courses, have varying degrees of motivation and background. The primary focus is on explaining the biology behind human health and disease, but human ecology, human evolution, and human genetics may also be covered. Hence, Human Biology tends to be a content-rich course, the content overlaps significantly with high school biology courses, and it is usually taught in frontal lecture format. Reading the text may be the only student-directed component of the course. Our goals were to transform our

Human Biology course into a more student-directed course with more quantitative problem solving and critical thinking than is typical of science courses for the nonmajor. Frederiksen (1984) points out that development of problem-solving skills may indirectly foster development of pattern recognition and creativity, which are valuable skills for students in any discipline, at any level. We accomplished our goal of fostering more student-directed critical thinking and problem solving by incorporating case study exercises into a discussion section with a social and cooperative learning environment.

Finstein, R. F. [ritafin@cox.net], Yang, F. Y., & Jones, R. (2007). Build organizational skills in students with learning disabilities. *Intervention in School and Clinic, 42*(3), 174-178.
Lack of organizational skills can influence the work quality, the satisfaction of turning a paper in on time, and the self-worth of any student, but it is especially significant for students with LD. The peer-buddy relationship not only fosters cooperative learning but also contributes to the success or failure of performance in school in many ways (Borich, 2000). In another study, direct instruction in organizational strategies, such as time management, prioritizing, and study skills, increased student ability and awareness in organizing time, activities, and school work (Anday-Porter, Henne, & Horan, 2000).

Kurhila, J. [kurhila@cs.helsinki.fi], Miettinen, M., Nokelainen, P., & Tirri, H. (2007). EDUCO: Social navigation and group formation in student-centred e-learning. *Journal of Interactive Learning Research, 18*(1), 65-83.
EDUCO is a system that enhances the sense of other users in a collaborative learning environment by making the other users and their navigation visible to everyone else in the environment in real-time. This article presents EDUCO and empirical results from two university courses where EDUCO was used as a learning environment. In the first study we utilized the logged data for observing the effects of social navigation; in the second study we analyzed the formation of groups. The results of the first study do not indicate a heavy reliance on social navigation but suggest that real-time social navigation can have a positive impact on the feeling of a learning community in a web-course. The results from the second study suggest that group formation does not affect the grades received, even if the motivational profiles of the students are different.

Hurley, E. A. [eric_hurley@yahoo.com], & Allen, B. A. (2007). Asking the how questions: Quantifying group processes behaviors. *The Journal of General Psychology, 134*(1), 5-21.
The authors analyzed the group work behaviors of 132 grade school students to assess behavioral manifestations of group processes. The authors coded videotapes of students working together on a math-learning task to quantify the incidence of microbehaviors associated with process loss and process gain (I. D. Steiner, 1972). Factor analysis of 11 categories of coded behaviors revealed 3 factors that accounted for 67% of the explained variance. The factors were interpretable as process gain (PGV), process loss behavior directed outside the group (PLV-out), and process loss behavior directed into the group (PLV-In). The authors discuss correlations among variables derived from the

factors and with other measures. Results support this method of quantifying group processes. The authors considered implications for the broader study of group processes.

Madrid, L. D. [leasher.madrid@colostate-pueblo.edu], Canas, M., & Ortega-Medina, M. (2007). Effects of team competition versus team cooperation in classwide peer tutoring. *The Journal of Educational Research, 100*(3), 155-161.
Sixteen Hispanic Spanish/English bilingual children (6 boys and 10 girls) participated in a single-subject design study. Their chronological ages ranged from 8 to 9.5 years. The classroom teacher identified all the children as academic at risk on the basis of a history of poor academic performance in spelling and low scores on the Metropolitan Achievement Tests (G. Prescott, I. Balow, T. Hogan, & R. Farr, 1978). The teachers assigned the students to each instructional condition according to a randomly selected sequence of instructional order. The 3 instructional interventions were (a) competitive team peer tutoring, (b) cooperative team peer tutoring, and (c) standard teacher-led instruction. The results of the study showed that although team competition and team cooperation resulted in higher levels of correct responding relative to the standard teacher-led condition, cooperative team peer tutoring resulted in the highest rate of correct responding. Practical implications of the findings are discussed.

Ding, M., Li, X., Piccolo, D., & Kulm, G. [gkulm@coe.tamu.edu] (2007). Teacher interventions in cooperative-learning mathematics classes. *The Journal of Educational Research, 100*(3), 162-176.
The authors examined the extent to which teacher interventions focused on students' mathematical thinking in naturalistic cooperative-learning mathematics classroom settings. The authors also observed 6 videotapes about the same teaching content using similar curriculum from 2 states. They created 2 instruments for coding the quality of teacher intervention length, choice and frequency, and intervention. The results show the differences of teacher interventions to improve students' cognitive performance. The authors explained how to balance peer resource and students' independent thinking and how to use peer resource to improve students' thinking. Finally, the authors suggest detailed techniques to address students' thinking, such as identify, diversify, and deepen their thinking.

Jeong, A. [jeong@coe.fsu.edu], & Davidson-Shivers. G. V. (2006). The effects of gender interaction patterns on student participation in computer-supported collaborative argumentation. *Educational Technology, Research and Development, 54*(6), 543-568.
In this study we examined response patterns in exchanges between males and females and their effects on gender participation in five online debates. Students classified messages into arguments, evidence, critiques, and elaborations while posting messages to the debates to facilitate argumentation and the sequential analysis of message-response sequences. The findings revealed no differences in number of critiques posted in response to arguments because females were just as likely as males to critique messages from both males and females, and because females responded to males with critiques at a

higher than expected frequency. Posthoc analysis revealed strong indications that females posted fewer rebuttals to the critiques of females than males, and males posted more rebuttals to the critiques of females than females. The methods used in this study illustrate a process-oriented approach to explain and predict gender differences in participation and serve as a framework for future research on gender participation, group interaction, and strategies for facilitating collaborative argumentation and problem solving.

Barnhouse, S. M. [barnhouses@rowancabarrus.edu], & Smith, S. P. (2006).
The evolution of a learning community. *Teaching English in the Two Year College, 34*(2), 185-193.
his essay traces two teachers' experiences crossing spaces in a combined literature and history seminar where students explore American culture and diversity and engage in service learning. The model has evolved from paired classes with collaborative activities to a student-centered environment promoting active learning. This article offers practical advice for establishing cross-curricular pairings and suggests course content that promotes learning across curricula.

Punnarumol Temdee [punnarumol@mfu.ac.th] (2006). *Of collaborative learning: An approach for emergent leadership roles identification by using social network analysis*. Unpublished doctoral dissertation, Faculty of Engineering, King Mongkut's University of Technology (Thonburi).
All members of a collaborative learning team are expected to be fully connected as soon as the collaboration begins or at least before the deadline because this can promote reduction of free riding and the enhancement of team performance. Because the leadership role has a major influence of team effectiveness, this dissertation highlights this role so that the leader can successfully coordinate among all team members. However, identifying the leader in a collaborative learning team is challenging because this role is emergent and shifts over the course of the collaboration.

This dissertation, thus, aims to identify emergent leaders by estimating the influence of the leaders instead of identifying the leadership functions as in the previous studies. The influence is interpreted by measuring members' perceptions of the leaders from the network position of the leaders in a social network. The central most position of a star network is proposed as the leaders' position because of the physical and logical appropriations. Physically, being in the middle of all members, it is easy for leaders to coordinate all members.

Logically, this position reflects the influence of the leaders from three different social network points of views, which can be described by three social network measurements: degree of centrality, closeness and betweenness. The maximum degree of centrality represents the most expert power of the leaders. The maximum closeness represents the closest distance between leaders and others. The maximum betweenness represents the

most interpersonal influence of the leaders on others. Consequently, the measurement called magnitude of leadership (MOL), which is the vector combination of those measurements, is proposed for representing the leadership perceptions of team members. The leader is any member having the highest MOL in the team.

The experiment with three pilot studies demonstrates that MOL effectively represents the leadership perceptions of team members. Additionally, MOL is investigated in two different aspects including factor analysis and the potential coordination ability of the leader. From factor analysis, degree of centrality significantly affects the leadership perceptions of team members, while there is a tendency for closeness and betweenness to change in the same manner as the perceptions of team members. Finally, a simulation was conducted to investigate the potential coordination ability of the leader. The simulation results show that the member having the highest MOL normally coordinates all members the fastest.

* Abstract written especially for this collection of abstracts.

Welcome New IASCE Board Member

IASCE welcomes Rachel Lotan to our Board. Rachel A. Lotan is Director of the Stanford Teacher Education Program and professor (teaching) at Stanford's School of Education. Her teaching and research focus on aspects of teaching and learning in academically and linguistically diverse classrooms, teacher education, sociology of the classroom, and the social organization of schools.

In her previous position as co-director of the Program for Complex Instruction at Stanford University, she worked on the development, research and world-wide dissemination of complex instruction, a pedagogical approach to creating equitable classrooms.

Rachel received her Ph.D. in Education (Concentration: Social Sciences in Education) from Stanford University. She holds Masters degrees in Sociology and in Education (Concentration: Second/Foreign Language Teaching and Learning) from Stanford. She has a B.A. in English Linguistics and French Literature from Tel Aviv University.

After graduating from Stanford, Rachel was a post-doctoral fellow with the Center for Policy Research in Education, at Rutgers University.

Rachel lives in Palo Alto with her husband, Zohar, an electronics engineer. Born and raised in Central Europe and having lived in Israel, Rachel is fully proficient in six languages:English, Hebrew, German, French, Hungarian, and Romanian.

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The IASCE, established in 1979, is the only international, non-profit organization for educators who research and practice cooperative learning in order to promote student academic improvement and democratic social processes.

What does IASCE do?

- Supports the development and dissemination of research on cooperative learning, particularly educator research and inquiry that fosters understanding of the effects of context on implementing cooperative learning.
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- Works with local, national, and international organizations to extend high quality practices of cooperative learning.
- Sponsors collaborative conferences and projects that extend the understanding of cooperative learning principles in different settings.

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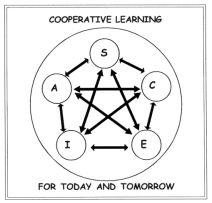

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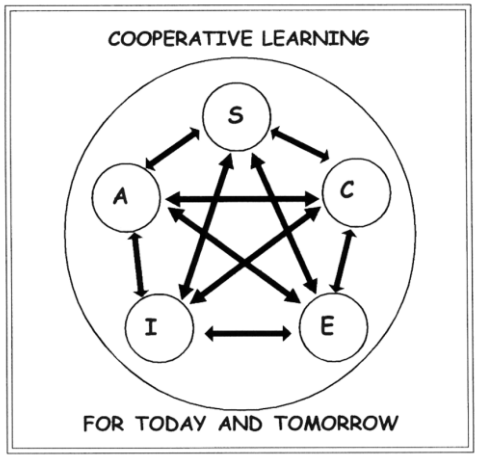

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