INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION
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Dear Colleagues,

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

In this issue we provide details about our January 2008, co-sponsored, international conference in Torino plus an interview with one of the conference organizers Francesca Gobbo. We also include additional information about our June 2008 co-sponsored conference in Nagoya, Japan. This is a busy time for the IASCE. We see conferences as an important part of our mission and we are delighted that, during 2008, we are able to co-sponsor conferences on two continents.

In her interview, Professor Gobbo speaks of her wariness of innovations that are presented as "good practices" without careful reflection on context and complexity. As I read this issue's selection of journal abstracts I was struck with how, collectively, they speak to the importance of context and the need for careful reflection and the willingness to engage complexity. In the abstract from the Sloan Management Review, for instance, the authors suggest that leadership style is contingent on the development of shared values and the establishment of perceptions of influence and clear task roles. With these findings, one hears the whispering voices of Kurt Lewin, Robert Bales, Morton Deutsch, and Will Schutz and one remembers that early social psychologists provided critical building blocks to cooperative learning theory and models. Through other abstracts we are reminded that "authentic" discussion is challenging, that seemingly positive innovations can have unintended and negative consequences, and that students may resist collaboration even while, simultaneously, recognizing its value. For me, these abstracts reinforce my belief that we always need to study the work of those who came before us while we, simultaneously, explore the specific complexities of our own subject, cultural, and developmental contexts. One way IASCE helps me to do this is through the member newsletter. Another is through our co-sponsored conferences where there are always opportunities to engage thoughtful and

nuanced ideas, a variety of cultural contexts, and warm-hearted reflection and collegiality.

With two upcoming conferences in two different parts of the world, we hope to see you in the near future. In the meantime, please share this newsletter with your colleagues and please visit our website. Thank you for your support.

Cooperatively yours,

Lynda

Lynda Baloche
Co-president IASCE

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Updates on IASCE's Turin Conference: 19-22 Jan 2008

The international conference, "Cooperative Learning in Multi-Cultural Societies," 19-22 January, 2008, which IASCE is jointly organizing, begins with an outstanding line-up of pre-conference workshops on 19-20 January. These workshops cover a wide range of issues on the conference theme, with a focus on practical implementation in the multicultural classroom, and will be conducted by highly skilled international experts. You'll find the registration form on the conference web site: http://iaie.org/torino under the "pre-conference workshops" link.

Workshop facilitators	**Title of workshop**
1. Pasi Sahlberg	Training Trainers for Cooperative Learning
2. Kathryn Markovchick and colleagues	Celebratory Learning to Differentiate for all Students
3. Lynda Baloche and Yael Sharan	Enhancing Creativity in Cooperative Contexts
4. Yael Sharan	How is Cooperative Learning Affected by Cultural Differences in Teaching and Learning?
5. Robyn Gillies	Cooperative Learning: Integrating Theory and Practice
6. Linda Lee	Assessing School Improvement Through a Social Justice Lens
7. Paul Gorski	Beyond *Celebrating Diversity*: Intercultural Education for Human Rights and Social Justice
8. Francesca Gobbo	Complex Instruction and Intercultural Education
9. Sabrina Ortega	Cooperative Learning and Second Language Teaching
10. Gianni Di Pietro	Learning to Understand the Differences Between Civilizations
11. Marco Falasca	C. L. and Problem Based Learning (PBL) in Science Education
12. Maria Grazia Bergamo	Cooperative Learning: Effective Cooperation Between Teachers and Parents
13. Claudio Berretta	C. L. and Social Skills Education with Special Needs Students
14. Fabrizia Monfrino	C.L. in the Nursery School Through the Use of Games
15. Yael Sharan and Annavaleria Guazzeria	Group Investigation in the Intercultural Classroom
16. Tanenbaum Center	Cooperative Learning and Religious Pluralism

For the main conference, presenters will reflect global efforts to tackle the challenges of cooperative learning in diverse classrooms. Proposals have already been submitted by educational researchers from the Philippines, Japan, Spain, Israel, Cyprus, Greece, Hong Kong, Turkey, So. Africa, the United States; Australia and New Zealand, Belgium; Italy, Nigeria, Kenya, Taiwan, Latvia, India, and Iran. Educators from Armenia, Finland, and Lithuania will report on long term

teacher training projects. Close to the conference date the program will be posted on the conference site: http://iaie.org/torino. It looks as if this conference will be an opportunity for meaningful exchanges among people from all over the world with varying experiences and interests.

Last but not least, the deadline for proposals has been extended to 15 October: http://iaie.org/torino/1_call.html

Intercultural Education and Cooperative Learning: An Interview with Francesca Gobbo

Professor Francesca Gobbo of the University of Turin is one of the key organizers of the 19-22 January 2008 conference that IASCE is jointly organizing with the International Association for Intercultural Education, University of Turin, School of Education, and the Teaching Services Centre of the Education Department of the Province of Turin. To provide some background on herself and the concepts that are central to the conference, Professor Gobbo kindly agreed to be interviewed for the IASCE Newsletter.

1. ***How did you originally become involved in intercultural education (IE)?***
   My involvement in intercultural education developed from my involvement with multiculturalism which began in 1969. After graduating in Education from the University of Padua at the end of 1968, I won a scholarship to attend the School of Education at the University of California at Berkeley, as a graduate student. Multiculturalism was making its first steps, and I decided to virtually transplant myself into the Anthropology Department where I had the opportunity to study under the Nigerian-born anthropologist John U. Ogbu. In those years (I left the States in Spring of 1975), the themes were multicultural education, ethnicity and ethnic identity.

   I returned to an Italy that ten years later would start to change due to immigration that progressively grew to account now for almost 5% of the total Italian population. I started to read about intercultural education and then to teach it at the University of Padua. I continue to teach and do

research on IE and multiculturalism by employing an ethnographic approach that allows myself (and the doctoral students I tutor) to test intercultural educational theories and theories on immigrant students' schooling experience and eventually to formulate new ones on the basis of empirical evidence. My theoretical perspective on IE is characterized by the fact that I do not limit it to migration, but instead I widen its scope and concern by studying internal minorities including religious minorities (such as the Italian Waldensians), ethnic minorities (the Italian-Albanian minority resulting from the flight of Albanians before the Turks around 1476), and occupational minorities (such as the fairground and circus people). In my books, I also give space to Roma and Sinti groups' schooling experiences.

2. ***How did you become involved with Cooperative Learning (CL)?***

As for CL, it all started in Sodertalje, where Pieter Batelaan organized a conference on CL in 1997. All the main representatives of this educational sector were there, but I was particularly interested in what Elizabeth Cohen had to say because it resonated with my social, educational and political concerns. Batelaan was responsible for an EU project that still had room for other participants, so I asked the Padua department if they wished to be involved in the project, and once I got the green light, I organized training seminars in CL led by Batelaan, and I trained teachers in two schools in Padua and cooperated in writing the text on the experimentation in CL in 9 different European countries. This project brought me in touch with the CL people in Gent, and, with them, I did another study on CL, using Cohen's Complex Instruction strategy. In 1998 and in 1999, I attended seminars at Stanford University on Complex Instruction, and invited Elizabeth Cohen to Padua for a seminar.

3. ***What kind of work are you currently doing in IE and CL?***

Here is an example. I am involved in in-service teacher development on Complex Instruction. Because of migratory flows, Italian schools and teachers realize that they need to look for educational approaches capable of responding to increasingly heterogeneous classrooms through the recognition and valorisation of differences. Complex Instruction gives me the opportunity to aptly complement the celebration of diversity with the recognition that when the same is connected with low social status, it is too often negatively perceived, in turn producing low expectations towards the diverse children's school achievement and significantly limiting peers'

interaction with the latter even in group work. I believe that, though Complex Instruction predates intercultural education, it has a powerful intercultural dimension, since it looks at and works with students' different cultural, linguistic and cognitive abilities as resources for learning that is achieved when every student participates equally in group work and can contribute in his/her specific way to the understanding of difficult concepts and to the solution of open-ended problems. Also, Complex Instruction promotes social and educational justice by using CL to attain equitable classrooms.

4. **Please say a bit more about how you work with teachers on IE and CL?**
I remind teachers of Italy's own traditions in group work, to problematise Cohen's educational innovation in order to lessen the possibility that teachers will treat Complex Instruction as an instructional package or recipe, to be delivered "just in time." Furthermore, I raise the question if, and to what extent, the migration of educational ideas and strategies from one social, cultural and political context to another one should not first of all take into serious consideration how such ideas and strategies are understood and creatively interpreted when they reach a new environment. My firm belief is that new ideas and programs should encounter and interact with the social, historical and intellectual fabrics that they are supposed to innovate. I like to think that this could also be a way to acknowledge and respect the diversity that intercultural education promotes and sustains, by paying attention to the fact that we who disseminate educational innovations are from the beginning in a relation not only with institutional contexts and teaching traditions but first of all with persons whose complex professional identity and personal history represent a challenging opportunity to have them as partners in an intercultural dialogue.

5. ***What do you think is the connection between IE and CL?***
I find Cohen's approach particularly appropriate for intercultural education when it is seen in the light of social justice and equity, and not just a celebration of diversity. The latter should certainly be considered but also kept under close attention given the different backgrounds, different experiences of migration and different relation with the school culture, the peer culture and the cultures of the receiving society. Additionally, I could say that the effort to understand the others' cultural orientations and perspectives on the future requires the latter's cooperation. This is

particularly true if one gains such understanding through ethnographic research, where the researchers' aim to understand and interpret people's lives can only be attained by considering them as partners.

6. ***What do you think can be gained by people in IE and CL meeting each other at this conference?***

I do hope that the conference will provide all of us with the opportunity not only to present and exchange "good practices" but to reflect on them and on how, and to what extent, they can be borrowed and transplanted in a new social and educational context, and on how they can be connected to so-called local educational traditions (speaking from Europe, can we forget Freinet's seminal contribution in France, or, in Italy, the work done by the association of Movimento di Cooperazione Educativa, or by don Milani, or Mario Lodi?). This can be another way to promote encounters between different educational and cultural perspectives. We hope that people enacting different perspectives will learn from each other's successes and disappointments, and learn how school cultures can also change. It is also a way to learn how historical changes can affect both to IE and CL.

7. ***What do you see as ways to continue the relationship between people in the two fields after the conference?***

From my point of view, continuity in the relationship between the two fields will be promoted by problematising both fields as they already happen, and by introducing a comparative perspective. I am wary of educational innovations' dissemination almost exclusively in terms of "good practices," since the latter are important not only for the answers or solutions they provide teachers but also because they invite (and perhaps challenge) them to be critically reflective, to be creators of education. I would say that this is also (or especially true) for university educators and researchers. Attention should be paid to the complexity of the context where both intercultural education and cooperative learning activities are introduced.

Further reading:

1. Batelaan, P. Ed. (1998), *Towards an equitable classroom. Cooperative Learning in Intercultural Education in Europe*, Hilversum: International Association for Intercultural Education (IAIE).
2. Gobbo, F. (2007). Teaching teachers cooperative learning: An intercultural challenge. In G. Bhatti, C. Gaine, F. Gobbo, & Y. Leeman (Eds.), *Social justice*

and intercultural education: An open-ended dialogue (pp. 75-88). Stoke on Trent: Trentham Books.

IASCE 30th Anniversary Conference – Nagoya, Japan, June 6-8, 2008

The year 2008 will be a special one of IASCE. We are proud to announce a second international conference, after the January 2008 conference in Turin, Italy. The 2nd conference will be held in Nagoya, Japan on June 6-8. This will be our first international conference in Japan and our second in East Asia, after the successful 2004 Singapore conference.

From its founding in the 1970s, IASCE has encouraged the dissemination and development of cooperative learning and related educational practices, and the significance of cooperative learning has been recognized all over the world. Recently, the waves generated by cooperative learning have reached Asian countries, blending with their own promotive educational activities. Thus, IASCE is proud to mark its 30th anniversary with an international conference in Japan.

This conference will be a joint event with JASCE's (Japan Association for the Study of Cooperation in Education) 5th national conference.

Although JASCE is a young organization, formed in 2004, Japan has more than fifty years of cooperative learning. JASCE sees this conference as an opportunity to share this rich history with our colleagues from other countries and to contribute to the development of cooperative learning around the world.

The Nagoya, June, 2008 conference offers educators an opportunity to explore formal and informal educational models, strategies, and practices for successful cooperation in education. During the conference, participants may have a chance to visit Japanese schools which have extensively implemented cooperative learning. In various workshops and interactive sessions, participants will share resources and expertise and will interact with educators who are helping students in the diverse range of educational context found in today's schools. The languages of the conference will be Japanese and English. Some sessions will be solely in either English or Japanese, while others will be bilingual with translators.

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 needs
- Multidisciplinary collaboration between Cooperative Learning and other instructional methods
- Cooperative Learning for Inclusive Education
- High quality implementation of Cooperative Learning
- Cooperative Learning in higher education
- Overviews of the history of Cooperative Learning in Japan and the world

Conference Schedule

Friday, June 6th, 2008 at Inuyama city school district
In the morning, school visitations are scheduled at Inuyama city schools. Participants in the school visits will gather at 8:00 am and depart for the school together by chartered bus. In the afternoon, some half-day workshops are scheduled while an optional guided city tour can also be arranged. Tour participants may be able to enjoy a panoramic view of the city from the top floor in Japanese castle "Inuyama-Jo" (a national treasure).

Saturday and Sunday, June 7th-8th at Chukyo University in Nagoya
Two conference days will include various paper presentations as well as experiential sessions by leaders in the field and others. Learn new skills and consider novel points of view. Learn how to apply workshop contents to your respective content areas and grade levels. Also included are stimulating, interactive keynote presentations, and roundtables with informal interaction.

Last, but not least, from Friday to Sunday, an exhibition on the history of Cooperative Learning in Japan and the world will be held.

For details on Pre-conference Workshops and the Call for Proposals, please go to: www.jasce.jp or www.iasce.net

From the Journals

Note: The first abstract was contributed by Rashmi Kumar and is a combination of the abstract that accompanied the article (the first part of the abstract below) and additions made by Rashmi (the second part of the abstract). The abstracts for all the other articles are the originals which appeared with the articles.

Gratton, L., Voigt, A., & Erickson, T. J. (2007). Bridging faultlines in diverse teams. *MIT Sloan Management Review*, *48*(4), 22-29.

In studying teams at large companies in Europe and the United States, the authors found that diversity and complexity are becoming the rule. Diverse teams bring to bear a range of experiences and attitudes to tackle companies' hardest challenges. Paradoxically, however, the very nature of team diversity often creates conditions that reduce teams' innovative capacity. The authors observed many failures in collaboration and knowledge-sharing that resulted from faultlines — subgroups or coalitions that emerge naturally within teams, typically along demographic lines such as age, gender and functional background. Yet the authors found that some teams were able to collaborate and share knowledge despite the presence of faultlines. A defining factor was the behavior of the team leader and, in particular, the extent to which the leader was task-oriented or relationship-oriented.

Where it is likely strong faultlines will emerge, many leaders tend to encourage team members to come together. However, simple socializing can make people's differences more apparent and cause faultlines to solidify. [The following section was not part of the original abstract.] Faultlines can be surface-level (readily detectable) or deep-level (underlying). The former include characteristics like age, gender, education, and nationality; the latter include attributes such as values, personalities, and knowledge. "Strong faultlines are particularly likely to emerge when all the demographic attributes of the members of the subgroups form distinct, non overlapping categories." For example, strong faultlines will emerge if all the women on a team are of one nationality and all the men belong to another. To mitigate the divisive effects emerging from the members' differences, the authors recommend four ideas for team leaders to adopt.

- Determine the likely extent of the emergence of faultlines (the article contains a tool for predicting the likelihood)
- Focus on task orientation when a new team is formed

- Shift to a relationship oriented focus when the communication protocol is well established
- Continue developing the relationship orientation.

"As a guideline, when all members of a team have developed specific expectations for the project and have negotiated a widely accepted influence structure, then the time is right to switch to a relationship-oriented leadership style." From there on, creating opportunities for the team members to socialize assists the team to grow and nurtures new abilities among members.

Baldwin Veerkamp, M., Kamps, D. M. [dkamps@ku.edu], & Cooper, L. (2007). The effects of classwide peer tutoring on the reading achievement of urban middle school students. *Education & Treatment of Children, 30*(2), 21-50.

This study investigated the effects of Classwide Peer Tutoring (CWPT) on the reading skills of urban middle-school students using novels as the curriculum. Teacher-led instruction was compared with CWPT and CWPT plus a lottery contingency for appropriate on-task and tutoring behaviors. Three sixth-grade general education reading classes under the direction of one teacher participated. Data were collected on all students from weekly written tests of vocabulary and comprehension. Additional oral reading rate and academic engagement data were collected from three "low-achieving" target students. Overall, results demonstrated improved performance on weekly tests under CWPT conditions compared with teacher-led instruction. CWPT plus lottery resulted in further increases. Data also revealed differences in the types of academic responses made during teacher-led instruction and CWPT and increases in oral reading rates for two target students. These findings suggest that CWPT, particularly CWPT plus lottery, can improve the reading skills of urban middle school students.

Bock, M. A. [marjorie@acck.edu]. (2007). The impact of social-behavioral learning strategy training on the social interaction skills of four students with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities, 22*(2), 88-95.

This study examined the effect of a social-behavioral learning strategy intervention (SODA) on the social interaction skills of 4 elementary school children with Asperger syndrome (AS). More specifically, the study investigated the effect of SODA training on the abilities of 4 children with AS to participate in cooperative learning activities, play organized sport games, and visit with their

peers during lunch. A multiple-baseline-across-settings design (Tawney & Gast, 1984) was used to analyze social behavior without SODA (baseline) and with SODA (intervention) during fourth- or fifth-grade social studies cooperative learning activities, noon recess, and lunch. Maintenance probes occurred once a month for 5 months following completion of the intervention. The participants benefited from the SODA intervention. They presented increased percentages of time spent learning cooperatively, playing organized sport games, and visiting during lunch when SODA training began. When SODA training discontinued, they maintained high performance across all study conditions, nearly matching those achieved by 4 peers without disabilities. In addition, the participants presented long-term memory of SODA 1 month after maintenance.

Baurain, B. [bbaurain@wheatonalumni.org] (2007). Small group multitasking in literature classes. *ELT Journal, 61*(3), 237-245.

Faced with the challenge of teaching American literature to large, multilevel classes in Vietnam, the writer developed a flexible small group framework called 'multitasking'. 'Multitasking' sets up stable task categories which rotate among small groups from lesson to lesson. This framework enabled students to work cooperatively in a variety of formats and the teacher to generate a wide range of materials and activities efficiently. It also spurred students to develop more independent learning skills and the teacher to experiment more freely with new techniques. In a narrative and reflective format, in terms both of what he expected and what he experienced, the writer presents the structure, goals, problems, and benefits of this approach.

Effandi Zakaria [*effandi@ukm.my*], & Zanaton Iksan. (2007). Promoting cooperative learning in science and mathematics education: A Malaysian perspective. *Eurasia Journal of Mathematics, Science & Technology Education, 3*(1), 35-39. Retrieved August 15, 2007 from http://www.ejmste.com/v3n1/EJMSTEv3n1_Zakaria&Iksan.pdf

The purpose of this article is to discuss the current shortcomings in science and mathematics education in Malaysia. The use of cooperative learning as an alternative to traditional method is emphasized. Cooperative learning is grounded in the belief that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks. This article would also focus on selected studies done locally and their expected educational

outcomes. A challenge involved in implementing cooperative learning is also discussed.

Hadjioannou, X. (2007). Bringing the background to the foreground: What do classroom environments that support authentic discussions look like? *American Educational Research Journal, 44*(2), 370-399.

Authentic discussions are analogically oriented classroom interactions where participants present and consider multiple perspectives and often use others' input in constructing their contributions. Despite their instructional effectiveness, authentic discussions are reportedly rare in classrooms. This qualitative case study examines the features of the environment of a fifth-grade classroom community where authentic discussions were frequent. The examination used recorded class sessions, interviews, and field notes to identify seven aspects of the classroom environment that appeared to be essential to the presence of authentic discussions: physical environment, curricular demands and enacted curriculum, teacher beliefs, student beliefs about discussions, relationships among members, classroom procedures, and norms of classroom participation.

Bird, L. [L.Bird@Coventry.ac.uk] (2007). The 3 'C' design model for networked collaborative e-learning: A tool for novice designers. *Innovations in Education and Teaching International, 44*(2), 153-167.

This paper outlines a model for online course design aimed at the mainstream majority of university academics rather than at the early adopters of technology. It has been developed from work at Coventry Business School where tutors have been called upon to design online modules for the first time. Like many good tools, the model's key strength is its simplicity, but this simplicity springs from an extensive application of current theoretical thinking on the pedagogy of networked collaborative e-learning. The model forces consideration of some of the key features of online design, and steers the designer away from creating the impoverished online learning experience that can result from an undue emphasis on course content alone. The paper builds on the work of Fowler and Mayes (2000) by examining the underpinning theory surrounding three basic ingredients of an online learning experience and the crucial role played by dialogue and discussion within a social constructivist paradigm of learning.

Iyamu, E. O. S., & Ukadike, J. O. (2007). Perception of self-directed cooperative learning among undergraduate students in selected Nigerian universities. *International Journal of Information and Communication Technology Education, 3*(4), 13-20.

The current emphasis in the promotion of school learning is on the active involvement of the learners in the learning process. Helping students to develop interest in self-directed cooperative learning is considered to be one of the ways to enhance active learning. This study sought to investigate the views of selected undergraduate education students on the value and constraints of cooperative learning. A 20-item questionnaire was administered to a sample of 600 students from six Nigerian Universities. The results show that students agree to the potency of this learning mode to promote teamwork and communication skills, active learning and achievement among others. The students also agree to the constraints of this learning mode and said they would not wish to engage in it. The recommendations made included the need for teacher educators to give greater attention to the teaching of issues related to this learning mode and students to attend to their classes and reading assignments to make them prepared for gainful cooperative learning.

Ikpeze, C. [cikpeze@sjfc.edu] (2007). Small group collaboration in peer-led electronic discourse: An analysis of group dynamics and interactions involving preservice and inservice teachers. *Journal of Technology and Teacher Education, 15*(3), 383-407.

While group learning can foster meaningful student-centered learning, caution must be exercised to ensure that true collaboration takes place to maximize the benefits of group learning. Effective, content specific, peer-led electronic group discourses should be incorporated in graduate teacher education classes to help teachers grapple with questions about what improves learning. [...] to reduce the problem of low argumentation or negotiation, educators involved with electronic discourse in graduate teacher education classes should take time to educate the students on skills for harmonious and helpful discourse, how to work online and how to manage interactive learning.

Jaffee, D. [djaffee@unf.edu] (2007). Peer cohorts and the unintended consequences of freshman learning communities. *College Teaching, 55*(2), 65-71.

First-year programs and freshman learning communities (FLCs) have become an institutionalized feature of the higher-education landscape. Although a vast amount of literature asserts the positive consequences of these programs, less attention has been devoted to the unintended, and occasionally negative, consequences of FLCs. The author identifies the formation of the "peer cohort" as the central intended consequence of FLCs that also produces unintended student behaviors that may hinder student learning, student development, and faculty-student relations. A number of social-psychological theoretical principles are used to illustrate the peer cohort dynamics that emerge in FLCs.

Kahveci, M. [mkahveci@gmail.com], & Imamoglu, Y. (2007). Interactive learning in mathematics education: Review of recent literature. *The Journal of Computers in Mathematics and Science Teaching, 26*(2), 137-153.

This review investigates the use of certain types of interaction in mathematics education. These types include interaction between students, interaction between teacher and students, and interaction between students and learning technology. Student-technology interactions are explained by computer programs that use problem-solving strategies and multiple representations. Interaction between teacher and students are explained in two categories, classroom interaction and small group interaction. Teachers need to consider many factors in order to establish a classroom environment to enhance the mathematical understanding of their students. In small cooperative groups, factors that effect interaction are as follows: group composition, type of interaction, effect of teacher, interdependence of students, and nature of the task. We provide some teaching implications of the findings as follows: students should be encouraged to use multiple representations to develop problem-solving strategies; students' motivation to learn should be mastery goal oriented, teachers should try to create contexts for mathematical argumentation; teachers should encourage student participation in classroom discussions; students should be expected to provide mathematical reasoning rather than producing the right answer; and design of tasks should be suitable to promote skills such as mathematical reasoning and metacognition.

Kreie, J.[jkreie@nmsu.edu], Headrick, R. W., & Steiner, R. (2007). Using team learning to improve student retention. *College Teaching, 55*(2), 51-56.

In an effort to improve the retention rate in their entry-level information systems course, the authors of this article integrated a team-learning approach into its

instructional format. This article describes the steps taken, including how team learning compares with the traditional approach based on lecture with occasional group exercises, and presents data demonstrating the effectiveness of the team-learning approach in terms of student retention and performance. The authors found that the use of team learning significantly increased student retention but did not significantly change performance levels.

Lightner, S. [sharon.lightner@sdsu.edu], Bober, M. J., & Willi, C. (2007). Team-based activities to promote engaged learning. *College Teaching, 55*(1), 5-18.

Like their counterparts in other disciplines, accounting educators are gradually moving away from talk-and-chalk lectures to project-based learning, real-world problem solving, and team collaboration. Slower to change are the ways in which the impact of these innovative teaching methods have been assessed, with student reactions and traditional performance indicators overemphasized and core interpersonal attributes of the team setting underemphasized. This article reports on a pilot study in which an accounting professor opted to take full advantage of a technology-enhanced classroom to create a stimulating learning environment that promoted student engagement and unique collaborative opportunities.

Napier, N. P., & Johnson, R. D. [roy@gsu.edu], (2007). Technical projects: Understanding teamwork satisfaction in an introductory IS course. *Journal of Information Systems Education, 18*(1), 39-48.

Information Systems (IS) projects are increasingly staffed by cross-functional teams working together to solve complex tasks. To better prepare students for this business reality, higher education institutions need to integrate team projects within their courses. Despite good intentions, these team projects do not always have the desired outcomes. Often times, the resulting product does not necessarily benefit from the contributions of all team members, and students express frustration when having to work with other team members. Using a combination of qualitative and quantitative methods, we examined factors that might influence teamwork satisfaction on a group database project in an undergraduate IS course. The top three factors found to enhance perceptions of teamwork satisfaction were team spirit, work ethic, and equal team member contributions. The top three factors that serve as barriers to teamwork satisfaction were lack of participation in teams, inadequate technical skills, and poor communication among team members. The quantitative analysis confirmed

findings that students in high-collaboration teams were more satisfied than students in low-collaboration teams. Recommendations on structuring satisfying team experiences for students are provided.

Nelson, H. K., Fairchild, M., Grossenbacher, M., & Landers, L. (2007). Examining effective middle grades programs: Stating implications for secondary school reform. *American Secondary Education, 35*(2), 52-68.

The purpose of this study was to explore the characteristics [cooperative learning was one of those characteristics], core beliefs, and activities of successful middle grades programs. Schools in Florida are held to standards of accountability under the federal No Child Left Behind Act (NCLB), the Florida System of School Improvement and Accountability, and the Florida Secondary Schools Redesign Act. Few schools achieve 100% of NCLB standards and most schools struggle to meet the other requirements. Analyses of the beliefs and actions of schools successful under these mandates would yield significant findings, perhaps generalizable to other middle schools.

Ornelles, C. [**cecily@**hawaii.edu] (2007). Providing classroom-based intervention to at-risk students to support their academic engagement and interactions with peers. *Preventing School Failure, 51*(4), 3-12.

In this study, the author used a multiple baseline design to evaluate the effects of a structured intervention on the engagement and initiations of 3 children identified as at-risk for school difficulty. The intervention had two phases. During intervention (Phase 1) the students received 9 15-min instructional sessions. The intervention had 3 components: (a) a focusing activity, (b) strategies for soliciting and providing help, and (c) practice contributing to class discussions. The students received 6 additional instructional sessions focused on self-reflection and self-evaluation for the intervention (Phase 2). A unique aspect of this study was the comparison of data from 3 peers whom the author identified as being typical for the age group. Outcomes indicated increases in the students' engagement in academic activity, initiations, and interactions with peers. The author discusses implications in terms of the importance of engagement and interaction with peers, and the potential of a structured classroom-based intervention to effect change.

Powell, A. [apowell@siue.edu], Bordoloi, B., & Ryan, S. D. (2007). Data flow diagramming skills acquisition: Impact of cooperative versus individual learning. *Journal of Information Systems Education, 18*(1), 103-112.

Information systems (IS) process modeling using the technique of Data Flow Diagramming (viz., Systems Analysis) can be defined as a complex task for IS designers. This study draws from the domains of educational psychology and organizational behavior in examining the training of novices in conceptual process modeling. Specifically, an experiment was conducted to determine what effects cooperative, team based participation has on self-efficacy and learning outcomes in dataflow diagramming (DFD) tasks. Results showed novice learners of DFDs performed better when working in cooperative teams rather than learning alone. For those learning in cooperative teams, neither team conflict nor team cohesion had any effect on DFD skill acquisition.

Weidner, T. G. [tweidner@bsu.edu], & Popp, J. K. (2007). Peer-assisted learning and orthopaedic evaluation psychomotor skills. *Journal of Athletic Training, 42*(1), 113-119.

Athletic training educators often anecdotally suggest that athletic training students enhance their learning by teaching their peers. However, peer-assisted learning (PAL) has not been examined within athletic training education to provide evidence for PAL's current use or for its use as a pedagogic tool. To assess the effectiveness of intentional, formal PAL on the performance of psychomotor skills and to identify students' perceptions of PAL. Randomized, pretest-posttest experimental design. Athletic Training Research and Education Laboratory. Fifty-one undergraduate students (27 athletic training majors, 24 nonmajors). Review sessions led by either an Approved Clinical Instructor or peer tutor. We assessed pretest and posttest performance scores (number of correct skills) and the amount of time to complete the psychomotor skills in 3 categories of orthopaedic evaluation of the hand and wrist for subjects assigned to either a peer tutor or an Approved Clinical Instructor review group. Using the Athletic Training Peer-Assisted Learning Assessment Survey, we evaluated the perceptions of students assigned to the peer-tutor group regarding the benefits of, and preferences for, PAL. Differences in the pretest-posttest skill scores were noted in both groups ($P < .05$). No differences in the posttest skills scores or the times to perform the skills were seen between the groups. The Athletic Training Peer-Assisted Learning Assessment Survey revealed that most (n = 19, 70.4%) of the subjects felt less

anxious when practicing psychomotor skills with peer tutors than with the laboratory instructor, and many students (n = 12, 44.4%) felt more self-confident when practicing psychomotor skills with a peer tutor. Peer-assisted learning appears to be a valid method for improving athletic training psychomotor skills. Peers can be resources for practicing clinical skills and report benefiting from the collaboration. Peer-assisted learning should be deliberately integrated into athletic training education programs to enhance student learning and collaboration.

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!

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 Bookshelf

Jacobs, G. M., & Goh, C. M. C. (2007). *Cooperative learning in the language classroom*. Singapore: SEAMEO Regional Language Centre.

The brief book consists of seven chapters. Chapter 1 begins by looking at various reasons for the use of group activities in second language education. Next, the chapter explains that cooperative learning is more than just asking students to work together in groups; it is the thoughtful planning of group activities in order to increase their success.

Chapter 2 examines one aspect of thoughtfully planned group activities: how to form the groups. Suggestions are made for doing teambuilding activities in order to help these diverse group members feel comfortable working with one another. Chapter 3 is the most important chapter in the book. It deals with how to plan group activities. For example, the chapter makes the simple, yet often ignored, point that teachers need to give groups doable tasks, ones that are within their ability.

For cooperative learning to do well, students need to develop the ability and the desire to collaborate with others. That is the focus of Chapter 4. For instance, the chapter's opening section provides ideas on how to teach cooperative skills, such as checking that others understand. The chapter also suggests that teachers encourage groups to rely on themselves instead of the teacher.

Chapter 5 makes suggestions on the teachers' roles in cooperative learning, such as ideas for giving instructions and for how teachers can cooperate with each other. Assessment can be a thorny issue when students do cooperative learning. Chapter 6 addresses this topic.

The book's final chapter, Chapter 7, addresses four oft-heard concerns about CL use: the noise level might go too high when students are interacting during cooperative learning, students might learn each other's errors, some students and others might feel that teachers who use cooperative learning are lazy teachers, and students might use their first language too much when working together.

IASCE Executive Board of Directors

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.
- Helps organizations develop structures that enhance cooperation in education, working through the inclusion of people of diverse backgrounds in our schools and society.
- 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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- Reports on recent publications and web resources.
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- Articles by practitioners linking cooperative learning to such topics such as informational technology, the teaching of different ages and populations, and teacher education and staff development.

Our international and regional conferences bring together cooperative educators from around the world to share ideas, compare successes, discuss challenges, and review the latest research.

The IASCE website, which is also supported by membership dues, offers many links to sites related to cooperative learning and announces opportunities for face-to-face learning about cooperative learning.

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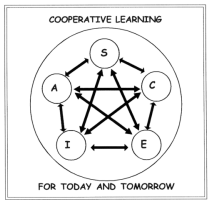

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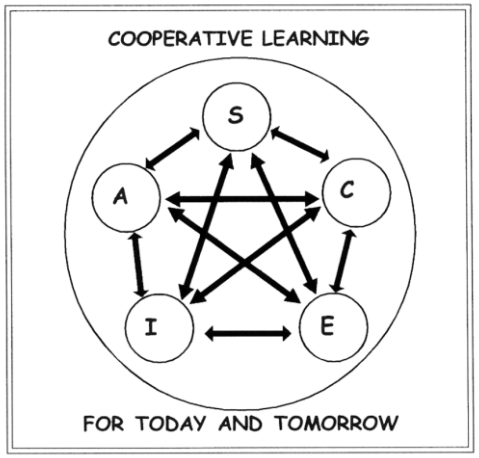

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