INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION
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March 2008

Dear Colleagues,

IASCE is pleased to bring you our first member newsletter of 2008.

We bring you this issue with our hearts and minds still filled with the memories of Torino, Italy. Being in Torino was a treat. Torino provides visitors with a wonderful balance--bustling streets and graceful palazzos, world-class museums and quiet river walks, baroque architecture and the ever-present views of the snow-covered Alps. Surrounded by this beautiful city, the conference offered a balance similar to that of Torino itself. With four days of workshops, keynote speeches, and presentations, there was always so much to do, and yet people were always gracious and patient, ready and willing to pause, to reflect, and to listen. In addition to keynotes and presentations from leaders in the fields of cooperative learning and intercultural education, there was time and space to hear the voices of new researchers and to learn about the journeys people are taking in individual, and often small, implementation projects. Torino provided participants with opportunities to learn about subtle interventions and statistical analyses; it also helped us to think about the perennial questions that both ground us and encourage us to move forward.

Within a few months, the IASCE website will include a link to papers from Torino. With a conference schedule of five to six simultaneous events throughout much of each day, these papers should prove useful and interesting both for those who were unable to join us in Torino and for those who were and just couldn't figure out how to be in more than one place at a time.

In this newsletter, in addition to more about Torino, in the *From the Journals* section, you will find an interesting array of abstracts to help "keep up" with the ever expanding field of cooperative learning. The various journal article abstracts describe studies and projects that target young children, university students, and large corporations. They remind us that the use of small groups for learning is a complex and subtle enterprise, that planning and using well-documented techniques such as Jigsaw and Literature Circles are no guarantee of success, and that context, inequities, and subtle variations in peer interactions can greatly influence outcomes.

At the Torino conference, the IASCE Board announced an awards program for outstanding contributions to the field of cooperative learning. We are excited about this new initiative, and we encourage our members to identify work in the field of cooperative learning that they think might be appropriate for such recognition. The IASCE Board is also seeking nominations for new directors; we encourage members to consider how they might

contribute to the organization, and the field of cooperative learning, through work as a board member. Please see our website for announcements about the awards program and board nomination procedures.

As you can see from our Annual Report (also in this issue), 2007 and the beginning of 2008 have been a busy time for IASCE. Our next major endeavor is our June 2008 Nagoya, Japan conference which is co-sponsored with JASCE—the Japan Association for the Study of Cooperation in Education. This conference marks the 30th birthday of IASCE, and we will use the opportunity of meeting in Nagoya to both reflect on accomplishments in our field and to plan for the future.

We hope you will join us in Nagoya, Japan. As always, please remember to share this newsletter with your colleagues. Thank you for your support.

Cooperatively yours,

Lynda

Lynda Baloche
Co-president IASCE

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IASCE Annual Report 2007

Board membership:
Rachel Lotan and Kazuhiko Sekita have joined the Board. Pavla Polechova resigned from the Board. Board member Maureen Breeze has assumed the position of IASCE Secretary.

Plans were made to circulate a Call for Nominations for new Board members in early 2008. (This call has been posted on the IASCE website and sent to individual members.)
Much of the Board's work is conducted using asynchronous electronic communication. The use of asynchronous electronic communication has largely eliminated the need for conference calls. This has conserved financial resources and allows Board members in all time zones to participate fully in deliberations and decisions.

Communications:
IASCE continues to publish three issues of the member newsletter each year; Board member George Jacobs has continued to serve as our Newsletter Editor. To further our commitment to outreach and networking, the Board made the decision to post newsletters at IASCE.net without a four-month delay. Enhancements have been made to the website. These include links to regional organizations as they become available. Notable for 2007 is a link to colleagues in Barcelona, Spain.

Governance:
IASCE, which is a non-profit incorporation registered in the United States, has moved its incorporation from the State of California to the State of Delaware. This change has simplified taxation issues. An added benefit is that incorporation laws in Delaware recognize the validity of electronic communication for decision making. Board member and Treasurer Kathryn Markovchick worked with a lawyer who specializes in non-profit organizations to facilitate the change of incorporation.

Conferences:
The Board devoted significant energies in 2007 to conference planning for Torino, Italy and Nagoya, Japan. Board members Yael Sharan and Kazuhiko Sekita have taken significant responsibility for conference planning, plus primary responsibility for communication to the IASCE Board, regarding Torino and Nagoya respectively. (The Torino conference was successfully concluded in January, 2008, and the Nagoya conference will be held 6-8 June, 2008.) Board member Robyn Gillies is exploring the possibility of a conference in Brisbane, Australia in 2010. IASCE is considering the possibility of co-sponsoring another conference with the International Association for Intercultural Education (IAIE) – one of the co-sponsors of the Torino conference - with a possible date and location of 2009 in Athens, Greece.

New Initiatives:
The Board decided to launch a new initiative to recognize exceptional work in cooperative learning. Board members Maureen Breeze and Robyn Gillies assumed primary responsibility for crafting the awards categories and the announcement. (An awards program was announced in Torino and has been posted on the IASCE website.)

Financial Issues:
IASCE remains a membership organization with low membership fees and low income from membership dues. Our 2004 conference in Singapore, chaired by Board member Christine Lee, produced a profit which has allowed us to move our incorporation and to consider initiatives such as an awards program. Members wishing a more detailed financial report should contact Treasurer, Kathryn Markovchick.

Report from Torino

Cooperative Learning in Multicultural Societies: Critical Reflections
IAIE-IASCE Conference, co-sponsored by CeSeDi
and the University of Torino, January 19-22, 2008
Yael Sharan, Lynda Baloche, and Celeste Brody

In keeping with the tradition that no one IASCE conference is like another, this conference had certain very distinctive characteristics. First of all, it was co-sponsored by four organizations. Each one helped with all the work that goes into creating a successful conference, and each contributed its specific expertise. The Piedmont Region of Italy contributed a beautiful welcoming reception, and the city of Torino provided a spectacular background, with snow covered Alps in the distance and streets and piazzas lined with palatial buildings and archways.

The conference was held in two venues and consisted of two separate parts. The first two days offered 15 workshops, attended by some 220 people from many different countries. The workshops took place at the Piedmont Regional Teachers' Center (CeSeDi), catty corner from the University of Torino building where the sessions were held on the following two days. The latter sessions consisted of presentations by researchers and practitioners from 32 countries. In both venues, Kathryn Markovchick and her team and Maureen Breeze set up an IASCE table with information and fun "giveaways."

Workshops
The workshops (see the October, 2007 issue of this newsletter and the conference website for a list) offered a wide range of topics, from the particular to the general. Five IASCE board members led workshops; all were attended by extremely enthusiastic, hard working and interested people who had

varying degrees of familiarity with CL. Even the few old timers among the workshop participants discovered new details. For example, Laurie Stevahn, a veteran researcher and practitioner of CL, took part in Lynda Baloche and Yael Sharan's workshop on Enhancing Creativity and commented on the partial use of certain Group Investigation components in a way she had not seen done before.

Lynda demonstrated how a well-structured workshop can enhance creativity and, by doing so, she shed light on an issue which seemed to be on many participants' minds: the structure of a cooperative task. That this issue is still a challenge for many educators in their practice and in their research became apparent in several studies reported on at the university sessions and in personal conversations during the conference.

In their lively interactive workshop on Celebratory Learning, Kathryn Markovchick and her team modeled the practices being shared throughout the day, allowing the participants the opportunity to both learn and experience diverse and purposeful learning structures. Among these was a "real time" distance discussion with another team member. For photos of the workshop go to http://www.mainesupportnetwork.org/.

In Pasi Sahlberg's workshop on teacher training for CL as part of nationwide school reform, educators from India, Greece, Armenia, Finland, Lithuania, and other countries discussed their experiences and generated many different possible models.

Robyn Gillies' workshop was designed for practitioners interested in understanding how to link current research on cooperative learning to classroom practice. This included ways of helping teachers promote student and teacher discourse and the development of rubrics to assess the outcomes of small group learning activities.

Presentations

The presentations at the university were divided into six strands: 1. Building Cooperation and Resolving Conflict in Schools and Communities with Diverse Populations; 2. CL in In-Service and Pre-Service Teacher Training; 3. Using CL for Intercultural Education, Social Justice and Equity; 4. High Quality Implementation of CL; 5. CL in Higher Education; and 6. Promoting Intercultural Dialogue through Technology.

The following is a bird's eye view of the proceedings, to give readers a taste of the wide-ranging topics covered in the conference.

One general impression from many research papers and project reports is that although a few specific methods were mentioned, such as Success for All and Complex Instruction, presenters generally related to CL as a whole, emphasizing interpersonal skills. In several research reports, a familiar issue arose, namely the time allotted to teacher training in advance of a research study. One wonders if the conclusions regarding CL from several studies would

have been different had there been more time set aside for teacher training.

Given the conference theme, it is understandable that there was a great deal of emphasis on CL's contribution to the culturally diverse classroom. Several presentations dealt specifically with the way the development of cooperative interpersonal skills contributed to students' progress in subject matter such as Mathematics and English as a foreign language.

Celeste Brody, who chaired Strand 5 on cooperative learning and higher education, reports that the 15 papers in this strand covered a range of issues. One of the most salient was the changing demography of higher education in countries throughout Europe, South America, North America, and Oceania: a new, immigrant population that requires local or English language skills to participate in the workforce or in international programs. Presenters were keenly aware that the learning environments of most of their programs and courses at the college or university setting are still "dismal," emphasizing rote learning with little understanding of how to engage learners for critical thinking and problem solving. But the university teachers are conducting classroom research, program evaluation and doctoral studies to demonstrate that cooperative learning, carefully applied, can make a difference in terms of student retention and achievement goals.

Prof. Portera, who chaired Strand 1, pointed out that in Italy alone, 26% of the student body in schools is made up of immigrants, who come from 187 countries! He called for a new educational paradigm that would create truly *inter*cultural education, with dialog and authentic interaction among diverse groups.

An attempt at taxonomy of teachers' social skills was presented by Indra Odina of Latvia in Strand 4. In the same strand, Egle Prenckuniene and Valdone Verseckiene of Lithuania presented details of a long-term nationwide project which sought to include all levels of CL in school reform: in the classroom, in teacher education, and at the policy level. Alina Reznitskaya of New Jersey (USA) introduced a novel approach to CL: the teaching of philosophical principles of argumentation to improve group interaction. Another unique idea was Harumi Kimura's description of how the choice of relevant material for foreign language teaching provided an experience of "group flow" that contributed to learning. Enhancing dialogue in an intercultural university setting was the focus of one study, (Strand 3), led by Rachel Hertz-Lazarowitz of Israel, who used Group Investigation principles to enable students to design their own action research about social justice issues in their particular context. Using online communication to bridge between cultures and for self-advocacy for students with learning disabilities were among the topics addressed in Strand 6.

For an in-depth view into one of the strands, here is Lynda Baloche's review of Strand 2 on teacher training.

> *Participants in Strand 2 had the opportunity to hear about work that*

originated in 14 different countries. I shared the duties and pleasures of chairing the sessions with IASCE board member Robyn Gillies and University of Torino faculty member and conference organizer Francesca Gobbo. I noted that, in virtually every presentation, the speakers emphasized the need for feedback and reflection for high-quality implementation of cooperative learning. For instance, our Belgian colleague, Philippe Paelman, when describing a project with five-year-old children and emphasizing the need to fit a method to the developmental level of the children, stressed the need for children to reflect on their group-work experiences. Our colleague Kam Wing Chan, from Hong Kong, described an implementation model for cooperative learning that included three levels and opportunities for teachers to receive feedback and reflect upon their planning and implementation efforts. Mirja Talib, from Finland, described the need and use of a "continuous reflective process." A fourth presenter noticed a weakness in their implementation project, namely that reflection (both teacher and student) was often missing and targeted this area for further work.

While reflection was a common theme, I noticed that the implicit, and sometimes explicit, definitions of, and goals for, reflection differed. One presenter noted that, in the particular cultural context of the project being reported, reflection typically meant "to recognize weaknesses for improvement." Working in very different contexts, Lalita Agashe, our colleague from India, described a project where the aim of teacher-to-teacher discussion was to focus and reflect on woman empowerment; Carla Chamberlin-Quinlisk, working with teachers in the United States, described a project where teachers reflect on their own cultural background to gain empathy for, and understanding of, the cultural ties of others.

Throughout the sessions I kept thinking about the need for teacher empowerment—the need for teachers to own and adapt an innovation and "be consistent with the rhythm of the classroom," to use the words of Aleksan Hovhannisyan, from Armenia. Yael Sharan, in the captivating opening to her keynote, reminded us that students need to own their learning too. How do we encourage teachers to own their work while, simultaneously, engaging in a critical exploration of best practices with a goal of continuous improvement? How do we support students to own their work while, simultaneously, expanding their knowledge and honing their verbal interaction skills? Isabella Pescarmona summed up these twin needs quite eloquently, in her examination of professional development and school culture, when she described how teachers

need a "space of encounter and revision."

A number of young presenters shared their doctoral studies on cooperative learning and/or multiculturalism at some level of education. Their efforts were promising of the desire and need to continue research in the field of cooperative learning. One such doctoral study was presented by Stefan Decuyper of Belgium, who reviewed the many research variables of team learning and presented a paradigm that integrates the complexity of this topic, in the interest of facilitating future research.

In this context we remind readers that the IASCE has recently announced the Elizabeth G. Cohen Award for Outstanding thesis or dissertation. We ask that IASCE members keep their eyes open for noteworthy, recently completed studies and consider nominating a candidate for this award. Guidelines are posted on the IASCE website.
In a few months all the papers delivered at the conference will be on a CD-ROM of keynotes and presentations, to be sent to all participants. In addition, Prof. Francesca Gobbo of the University of Torino is editing an Italian edition of selected papers, and there will be a special issue of the IAIE journal with selected conference papers.

All in all, this was yet another example of how our international conferences provide stimulating opportunities to learn about, discuss and expand the study of CL and its application to diverse contexts. We will continue doing so in Nagoya, Japan, in June, 2008 and in future conferences. Join us!

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

The year 2008 is a special one of IASCE. As described earlier in this issue of the IASCE Newsletter, we co-sponsored (with the International Association for Intercultural Education) a successful conference in Torino, Italy in January of this year. What makes 2008 a banner year is that we are co-sponsoring a second conference. This time we are working with our close colleagues at the Japan Association for the Study of Cooperation in Education (JASCE) to hold an international conference in Nagoya, Japan, June 6-8, titled, "Cooperative Learning in Japan and the World." 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 our 30th anniversary with an international conference in Japan.

In the morning of the first day of the conference, June 6, participants will visit Japanese schools which have extensively implemented cooperative learning. The afternoon will feature visits to places of cultural interest. On June 7-8, in a variety of interactive sessions, participants will share resources and expertise, while interacting with fellow educators who are helping students in the diverse range of educational contexts 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 a small number will be bilingual with translators.

The deadline for presentation proposals for the conference has passed, but registration remains open. For details, please visit: http://jasce.jp/conf0501indexe.html

IASCE Announces Award Program for Outstanding Contributions to Cooperative Learning

IASCE proudly announces the IASCE Achievement Awards. These awards are intended to recognize individuals or groups who have made outstanding contributions to the field of cooperative learning. Consideration will be given to a variety of contributions, including research, the production of original materials, and service to organizations and structures that enhance cooperation in education and extend high-quality practices in cooperative learning.

To submit a nomination, please complete the IASCE Awards 2008 Nomination Form and send to IASCE board member, Professor Robyn Gillies PhD at r.gillies@uq.edu.au.

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 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.

Fleming, L. (2007). Breakthroughs and the "long tail" of innovation. *MIT Sloan Management Review, 49*(1), 69-74.

The largely erroneous perception that breakthroughs are impossible to predict arises from the tendency to focus on just the breakthroughs while ignoring the iterative process of invention and its distribution of outcomes. Various factors can affect a company's inventive output, including the presence of inventors who work alone, the type of collaboration among inventors who work in teams, the amount of team diversity, and the degree to which inventors apply science in the innovation process.

[The following section was not part of the original abstract] Of particular interest to readers of the IASCE Newsletter is the author's identification of the processes through which collaboration influences breakthroughs.

The article recognizes two types of collaboration—brokered and cohesive. A brokered collaboration centers around a single individual—the "hub"—through whom all the other members of a team interact. In a cohesive collaboration—members develop separate and independent relationships—minus the dominant role of the hub. The author proceeds to answer the natural quandary of choosing one type of collaboration versus the other. "Brokered and cohesive collaborations have their relative pros and cons, and companies need to understand the various trade-offs…Neither brokered nor cohesive collaboration is inherently superior to each other; much depends on the organizational culture and the specific inventors." Brokered collaborations offer the advantage of new combinations, while cohesive ones are good for providing entry points for new comers and even of new ideas.

Marcellino, P. A. (2007). Reframing metaphors in business and education teams. *Journal of Educational Administration*, 45(3), 289-314.

The purpose of this paper is to conduct an action-research study of metaphors and metaphoric fragments composed by graduate students in 17 teams in two business (MBA) and three educational administration courses taught by the same instructor and action-researcher. Design/methodology/approach - The methodology of the paper was action-research conducted directly by the instructor and indirectly by the business and education

graduate students who participated in the study. Participants (74) were aspiring leaders in business and educational leadership programs at a private university in New York. The instructor and action-researcher utilized participants' metaphors or metaphoric fragments (i.e. glimpses of a metaphor) as an instructional technique to compare and further understand the team process in both disciplines. Findings - The findings in the paper indicated that an analysis of metaphors or metaphoric fragments enabled the instructor to develop a multiple perspective of various team stages and revise an action-plan (or syllabus) that would expand the use of metaphors as a diagnostic tool for team development. Originality/value - The originality of the paper is that it is cross-disciplinary, and compares metaphors from aspiring leaders within the disciplines of business and education. The value of the study is that it may influence the development of other action-research team studies on the university level.

Harper, G. F., & Maheady, L. (2007). Peer-mediated teaching and students with learning disabilities. *Intervention in School and Clinic, 43*(2), 101-107.

Peer-mediated instruction holds particular promise as an effective educational strategy for children with learning disabilities. When properly implemented, peer-mediated instructional approaches permit active engagement, frequent opportunities to respond, immediate error correction, prompt feedback on the correctness of responses, and motivational elements. They promote the integration and acceptance of children with disabilities. Here, research on 3 peer-mediated instructional approaches shown to be effective in promoting the academic achievement of children with learning disabilities is described. Guidelines for implementation, research findings, and practical considerations for success are discussed.

Laborde, D. J., Brannock, K., Breland-Noble, A., & Parrish, T. (2007). Pilot test of cooperative learning format for training mental health researchers and black community leaders in partnership skills. *Journal of the National Medical Association*, *99*(12), 1359-1368.

To support reduction of racial disparities in mental health diagnosis and treatment, mental health researchers and black community-based organization (CBO) leaders need training on how to engage in collaborative research partnerships. In this study, we pilot tested a series of partnership skills training modules for researchers and CBO leaders in a collaborative learning format. Two different sets of three modules, designed for separate training of researchers and CBO leaders, covered considering, establishing and managing mental health research partnerships and included instructions for self-directed activities and discussions. Eight CBO leaders participated in 10 sessions, and six researchers participated in eight sessions. The effectiveness of the training content and format was evaluated through standardized observations, focus group discussions, participant evaluation forms and retrospective pre-/posttests to measure perceived gains in

knowledge. Participants generally were satisfied with the training experience and gained new partnership knowledge and skills. Although the CBO leaders were more engaged in the cooperative learning process, this training format appealed to both audiences. Pilot testing demonstrated that: 1) our modules can equip researchers and CBO leaders with new partnership knowledge and skills and 2) the cooperative learning format is a well-received and suitable option for mental health research partnership training.

Wood, C. L., Mackiewicz, S. M., Van Norman, R. K., & Cooke, N. L. (2007). Tutoring with technology. *Intervention in School and Clinic, 43*(2), 108-115.

Peer tutoring is an evidence-based strategy used across a wide range of age groups and settings. Teachers may find it challenging to successfully pair students for tutoring because the tutor must be able to evaluate the tutee's response as correct or incorrect. This article describes four examples of electronic devices that prompt tutors to provide accurate feedback during tutoring as well as the steps for preparing materials and using these devices for tutoring.

Gardner III, R., Nobel, M. M., Hessler, T., Yawn, C. D., & Heron, T. E. (2007). Tutoring system innovation: Past practice to future prototypes. *Intervention in School and Clinic, 43*(2), 71-81.

This article discusses the progression of tutoring system innovations from informal, dyadic, and subjectively evaluated arrangements to more formally arranged configurations that emphasize training, application, and evaluation. Suggestions for future innovations, based on existing prototypes, are discussed.

Van Norman, R. K. (2007). "Who's on first?": Using sports trivia peer tutoring to increase conversational language. *Intervention in School and Clinic, 43*(2), 88-100.

As a growing number of students with disabilities are included within general education environments, it is important to plan ahead for the new and exciting social opportunities they will encounter in these environments. In addition to teaching programs designed to overcome basic communication deficits, it is important to give careful consideration to what students will talk about as they become fully participating members across a variety of new social environments. Students with disabilities often require repeated practice to acquire, generalize, and maintain social communication skills. A structured, reciprocal peer tutoring program can provide students with many opportunities to respond with immediate feedback. When implemented systematically, peer tutoring programs are able to support students as they practice the skills necessary for a conversational exchange. Therefore, this article describes how to create a systematic peer tutoring program with sports trivia content to teach and support social conversational skills for individuals with disabilities.

Davis, J. R. (2007). Making a difference: How teachers can positively affect racial identity and acceptance in America. *The Social Studies, 98*(5), 209-214.

The author examines the important role schools, teachers, and the high school social studies classroom can play in helping students develop positive racial identities. Using the Classroom-based Multicultural Democratic Education framework, the author argues that high school social studies teachers need to adapt pedagogical strategies and curricula to foster racial tolerance, understanding, and respect within the classroom and for individual students. This is necessary training to prepare students for life in a racially strained American society. Teachers can help students achieve a positive racial identity by (1) understanding students' racial and cultural backgrounds, (2) providing students with a more diverse, multicultural curriculum, and (3) generating cooperative learning between students. The author offers suggestions for achieving this goal and urges teachers and scholars to conduct further research in this area.

Hutchinson, D. (2007). Teaching practices for effective cooperative learning in an online learning environment (OLE). *Journal of Information Systems Education, 18*(3), 357-367.

As a teaching practice the application of cooperative learning in tertiary education can present unique challenges for both the practitioner and her students. Mastering this teaching approach requires careful planning, design and implementation for effective deployment in a face-to-face setting. In this setting the success of the cooperative learning approach has been demonstrated. The complexity is significantly increased by additional variables such as the selection and application of technological teaching tools and the change in nature of existing variables including awareness of students' social and communication skills when applying this practice in an Online Learning Environment (OLE). In addition student acceptance of this e-learning approach to learning also needs to be carefully considered. The practitioner must be aware of these factors and have suitable methods in place to support collaboration and interaction between student groups to ensure the ultimate goal with regard to students' learning is achieved. This paper considers how cooperative learning can be combined effectively with these variables and factors of an OLE, and begins with the presentation of a conceptual framework to represent this relationship as a constructive teaching practice. It is anticipated that the conceptual framework would be applied by other practitioners to facilitate cooperative teaching within their OLE. To demonstrate the validity of the framework a case scenario is provided using an Information Technology (IT) undergraduate unit named 'IT Practice'. This is a wholly online unit where extensive participation by the students within small groups is a core requirement. The paper demonstrates the themes of designing curriculum and assessment, as well as flexible teaching strategies for learner diversity but primarily concentrates on managing an effective OLE; that is managing small groups in an online teaching environment.

Yamarik, S. [syamarik@csulb.edu] (2007). Does cooperative learning improve student learning outcomes? *Journal of Economic Education, 38*(3), 259-271.

What is the effect of small-group learning on student learning outcomes in economic instruction? In spring 2002 and fall 2004, the author applied cooperative learning to one section of intermediate macroeconomics and taught another section using a traditional lecture format. He identified and then tracked measures of student learning outcomes. Using multivariate regression analysis, he found that students taught by cooperative learning achieved greater academic performance in the form of higher exam scores.

Ahern, A. [aoife.ahern@ucd.ie] (2007). What are the perceptions of lecturers towards using cooperative learning in civil engineering? *European Journal of Engineering Education, 32*(5), 517-526.

The objective of the current paper is to examine how group learning and cooperative learning are used in civil engineering courses. The paper defines group learning and cooperative learning in the first section. It is hypothesized that group learning is used in civil engineering courses to build teamwork skills and communication skills among civil engineers but that its effectiveness is not maximized owing to a lack of awareness of how it can be structured. The paper suggests that using cooperative learning is more effective. The paper describes a study of the attitudes and perceptions of lecturers in civil engineering departments in several universities. The paper finds that many lecturers use group learning in order to teach civil engineers `soft skills' but are uncomfortable with the assessment of such work. There is a lack of awareness regarding how group work can be structured and regarding research into the use of cooperative learning.

Oortwijn, M. B., Boekaerts, M., Vedder, P., & Fortuin, J. (2008). The impact of a cooperative learning experience on pupils' popularity, non-cooperativeness, and interethnic bias in multiethnic elementary schools. *Educational Psychology, 28*(2), 211-221.

In this study we investigated popularity and perceived non-cooperativeness in multiethnic elementary schools. A sample of 94 pupils aged 10-12 years, from five multiethnic elementary schools, were divided into 26 teams and participated in a structured cooperative learning (SCL) curriculum of 11 lessons. Neither teachers nor pupils had prior SCL experience. The results show that SCL time increased popularity and decreased perceived non-cooperativeness across ethnic backgrounds. In addition, experience with SCL enhanced the popularity of immigrant pupils and decreased differences in perceived non-cooperativeness between immigrant and non-immigrant pupils. Importantly, SCL time only raised popularity and decreased perceived non-cooperativeness within ethnically heterogeneous teams. This last result extends the notion that enduring interethnic contact is fruitful for interethnic friendships.

Gomleksiz, M. N. (2007). Effectiveness of cooperative learning (jigsaw II) method in teaching English as a foreign language to engineering students (Case of Firat University, Turkey). *European Journal of Engineering Education, 32*(5), 613-625.

The present study compares the effects of the cooperative jigsaw II method and traditional teacher-centred teaching method on improving vocabulary knowledge and active-passive voice in English as a foreign language for engineering students and the students' attitudes towards learning English. Jigsaw is a cooperative learning model that involves small groups of 5-6 students teaching each other subject matter with success dependent upon student cooperation. Sixty-six engineering students participated in the study and a pre-test-post-test control group experimental design was employed. The students were randomly assigned into two groups: an experimental group and a control group. The experimental group used cooperative Jigsaw II as an instruction method while the control group used traditional teacher-centred instruction. The groups were administered an achievement test, as a pre-, post- and delayed post-test. The results revealed statistically significant differences in favour of the experimental group on the dependent variables of improving vocabulary knowledge and learning active-passive voice in English. The attitude scale results showed that the cooperative learning experience had a significant positive effect on engineering students' attitudes towards learning English and promoted better interactions among students as well.

Felder, R., & Prince, M. (2007). The case for inductive teaching. *ASEE Prism, 17*(2), 55.

Higher education is filled with strongly held beliefs that do not always stand up to rigorous scholarly analysis; for example, "You can't be an effective teacher unless you're actively engaged in research" or "Students learn more by working individually than by cooperating in teams." The methods almost always involve students discussing questions and solving problems in class (active learning), with much of the work in and out of class being done by students in groups (collaborative or cooperative learning).

Souvignier, E., & Kronenberger, J. (2007). Cooperative learning in third graders' jigsaw groups for mathematics and science with and without questioning training. *British Journal of Educational Psychology, 77*(4), 755-771.

There is much support for using cooperative methods, since important instructional aspects, such as elaboration of new information, can easily be realized by methods like `jigsaw'. However, the impact of providing students with additional help like a questioning training and potential limitations of the method concerning the (minimum) age of the students have rarely been investigated. The study investigated the effects of cooperative methods at elementary school level. Three conditions of instruction were compared: jigsaw, jigsaw with a supplementary questioning training and teacher-guided instruction. Nine third grade classes from three schools with 208 students participated in the study.

In each school, all the three instructional conditions were realized in three different classes. All classes studied three units on geometry and one unit on astronomy using the assigned instructional method. Each learning unit comprised six lessons. For each unit, an achievement test was administered as pre-test, post-test and delayed test. In the math units, no differences between the three conditions could be detected. In the astronomy unit, students benefited more from teacher-guided instruction. Differential analyses revealed that `experts' learned more than students in teacher-guided instruction, whereas `novices' were outperformed by the students in the control classes. Even third graders used the jigsaw method with satisfactory learning results. The modest impact of the questioning training and the low learning gains of the cooperative classes in the astronomy unit as well as high discrepancies between learning outcomes of experts and novices show that explicit instruction of explaining skills in combination with well-structured material are key issues in using the jigsaw method with younger students.

Haberyan, A. [ahaber@nwmissouri.edu] (2007). Team-based learning in an Industrial/Organizational Psychology course. *North American Journal of Psychology, 9*(1), 143-151.

A team-based learning approach used in an undergraduate Industrial/Organizational Psychology course required students to develop their own company using industrial/organizational psychological principles. The course structure as well as a pretest/posttest evaluation of student knowledge and perceptions is discussed. The results indicate that students found the team-based learning approach both educational and enjoyable. Suggestions for using team-based learning in other psychology courses is provided.

House, J. D. (2007). Cooperative learning and computer use during a geometry lesson in japan: a case analysis from the TIMSS videotape classroom study. *International Journal of Instructional Media, 34*(3), 323-334.
J Daniel House. International Journal of Instructional Media. New York: 2007. Vol. 34, Iss. 3; pg. 323

There is a continuing interest in the effective use of various instructional strategies, such as computers and cooperative learning experiences, for improving student achievement in mathematics. Because results from recent international assessments have indicated that students in Japan tend to score above international averages on mathematics achievement tests, there is considerable interest in the relationship between classroom practices and mathematics performance in Japan. The purposes of this study were to: (a) examine how cooperative learning groups were used in a mathematics lesson in Japan, and (b) to examine how computers were integrated into the lesson. One lesson from the Third International Mathematics and Science Study (TIMSS) Videotape Classroom Study was selected because of the manner that computers were integrated into the overall mathematics

lesson. Analyses were made of the classroom context and instructional activities that were used in the lesson. It was found that the application of both strategies was consistent with recommendations from previous research on the effective use of cooperative learning groups and computer-based instruction.

Doymus, K. (2007). Effects of a cooperative learning strategy on teaching and learning phases of matter and one-component phase diagrams. *Journal of Chemical Education*, *84*(11), 1857-1860.

This study aims to determine the effects of cooperative learning (using the jigsaw method) on students' achievement in a general chemistry course. The Chemistry Achievement Test (CAT) and Phase Achievement Test (PAT) were used. The questions on the CAT relate to solids, liquids, gases, bonding, matter, and matter states. This test was given to students who were not participating in the study although they had previously taken the course, and had studied the topics listed above. The reliability coefficient for this test was 0.79. The PAT, developed by the author and three chemistry teachers, has four modules; each module consists of four multiple-choice questions. This study included a total of 108 chemistry students in two different classes during the 2004–2005 academic year. One of these classes served as the experimental group (n = 52), which was taught using cooperative learning (jigsaw) methods, while the other class served as the control group (n = 56), which was taught using traditional learning methods. The results indicate that the instruction based on cooperative learning yielded significantly better achievement in terms of the CAT and PAT scores compared to the test scores of the control group, which was taught with traditionally designed chemistry instruction.

Chang, L. Y. H. (2007). The influences of group processes on learners' autonomous beliefs and behaviors. *System, 35*(3), 322-337.

This study explores how group processes, such as group cohesiveness and group norms, influence an individual EFL learner's autonomy – their autonomous beliefs and actual autonomous behaviors. Questionnaires were administered to 152 Taiwanese university students from the English Department of a National Science and Technology University in southern Taiwan. The results from the questionnaires show that there is no correlation between group processes (group cohesiveness and group norms) and students' autonomous beliefs; however, there is indeed a correlation between group factors and students' autonomous behaviors. A dozen students from the 152 participants in this study were asked to give further information during an in-depth interview. During those interviews, several students commented that their classmates within the learner group are indeed important to their learning, as being around autonomous, motivated classmates positively influences their own autonomy.

Heydenberk, R. A., & Heydenberk, W. R. [Heydenberk@lehigh.edu] (2007). The conflict resolution connection: Increasing school attachment in cooperative classroom communities. *Reclaiming Children and Youth*, *16*(3), 18-22.

Although conflict resolution education programs are usually designed to help resolve crises and reduce school disruption, the power of these programs extends far beyond the original purpose of reacting to violence. This article highlights the positive impact of conflict resolution on student relationships and school climates.

Caldwell, P. F. [caldwepa@muc.edu], & Sholtis, S. A. (2008). Developing an ethic of care in the classroom. *Phi Delta Pi Record, 44*(2), 85-89.

Using Q Methodology (Brown 1986), which measures subjectivity -or people's opinions- average students (as identified by their high school counselors) from four different schools (urban, suburban, parochial, and vocational) identified and labeled these caring teacher themes. Participants in the study ranked and sorted research-based statements related to how teachers show caring (Mayeroff 1971; Noddings 1984, 1986, 1992, 1995; Weinstein 1998; National Association of Secondary School Principals and Horatio Alger Association of Distinguished Americans 1996; National Commission on Teaching and America's Future 1996). When teachers observe students as they learn, they give immediate feedback through body language, permitting them to easily make adjustments in their instructional methods to better achieve concept attainment. [Mentions CL as one way of engaging students and promoting autonomy.]

Tran, A. [anh.tran@wichita.edu] (2007). A learning-center vocabulary-reading activity for English-language learners. *The Clearing House, 81*(2), 61-62.

In this article, the author shows how vocabulary learning and reading can be combined into an effective, comprehension activity. Two steps are involved: first, individual reading and self-study of vocabulary at home, and, second, exchanging readings and helping each other with comprehension in class. The success of the activity relies on the implementation of cooperative learning, extensive reading, and appropriate reading materials.

Su, A. Y.-L. [allansu@mail.npust.edu.tw] (2007). The impact of individual ability, favorable team member scores, and student perception of course importance on student preference of team-based learning and grading methods. *Adolescence, 42*(168), 805-826.

This study explores the impact of individual ability and favorable team member scores on student preference of team-based learning and grading methods, and examines the moderating effects of student perception of course importance on student preference of team-based learning and grading methods. The author also investigates the relationship between student perception of course importance and their responses to social loafing.

Results indicate that individual ability on the preference of team-based learning was affected by the three levels of favorable team member scores. For students with a low level of individual ability, the preference for team-based learning was significant among students with each of three levels of favorable team member scores ($p < .05$). However, the team-based learning and grading methods was not significant ($p > .05$). The findings also reveal a negative correlation between student perception of course importance and their responses to social loafing ($p < .05$). Findings note the importance of teachers' grading methods, student perceptions of course importance as well as individual ability and favorable team member scores in the team selection process to promote student attitude toward team-based learning.

Clarke, L. W., & Holwadel, J. (2007). "Help! What is wrong with these literature circles and how can we fix them?" *The Reading Teacher, 61*(1), 20–29.

This articles details what happened when, after endless hours of teaching and explaining how literature circles work, the authors were dismayed at how their students still struggled to have positive social interactions during book discussions. Book discussions often deteriorated into tension filled discussions marred by class inequities, bullying, name-calling, kicking, and threats. The authors closely examined the context of this classroom and came up with some solutions to improve literature circles for their students.

This article identifies some issues that worked against book groups (such as student and structural barriers) and suggests some possible changes (minilessons, watching videos, choosing good books, coaching students) to assist others who also need help figuring out what is wrong with their literature circle discussions and what to do to improve them.

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.

Nominations Sought for Directors of IASCE

The IASCE is an organization with a proud history of almost 30 years promoting practice, theorizing, and research on helping students and others cooperate for learning and related goals.

One of the principal roles of the IASCE is to link organizations and individuals interested in the research and practice of cooperative learning and related approaches. The IASCE communicates its work chiefly through the website, a newsletter, and online forums. It organizes international conferences throughout the world to support and stimulate regional and international research and applied practices in cooperation and learning.

Directors normally serve four-year, elected terms. Currently, there are 11 Directors, and we can have as many as 16. We are looking to add new Directors to further energize the organization.

Directors must be IASCE members and are expected to contribute to the work of the Association by:

(1) defining a role, a project, or an area of responsibility in which to provide leadership;
(2) actively participating in international and/or regional conferences that promote the work of the Association; and
(3) participating regularly in the work of the Association, much of which is conducted through on-line communication.

Potential Directors can be nominated by others or they can nominate themselves. To nominate someone or yourself, please send the following (1000 words or less) via attached file to George Jacobs, one of the current IASCE Directors, at jacobs_george@yahoo.com:

1. Name
2. Contact information
3. Institutional affiliations, both current and other relevant ones
4. Experience working in areas of education relevant to IASCE
5. Reasons why the person/you would be an asset to the IASCE Board

The deadline for nominations is 31 March, 2008. Nominees will be contacted by a current Director and apprised of the next steps in the process. The elections should be completed by 30 April, 2008.

IASCE does exciting work. We welcome your participation as a Director or in any other capacity.

Thank you.

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.

How does IASCE do this?

Through our MEMBERSHIP DUES!

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Our NEWSLETTER is published three times a year and provides information essential to anyone involved in cooperation in education through:

- ★ Research and project reports from the international perspective.
- ★ New ideas from leaders in the field.
- ★ Reports on the latest research and journal publications.
- ★ Book and media reviews.
- ★ New resources for CL on the WWW.
- ★ Articles by international experts on topics such as cooperative learning and computers, cooperative learning with different ages and populations, teacher education and staff development.

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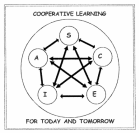

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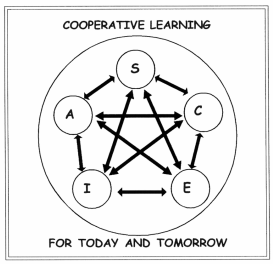

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