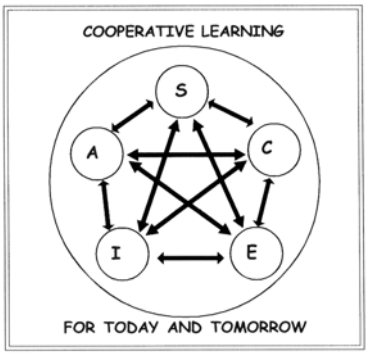

INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

Newsletter – Volume 29 – Number 2 – July 2010

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Dear Colleagues,

IASCE is pleased to bring you the second member newsletter of 2010.

In this issue of our newsletter, we announce recipients of the IASCE Achievement Awards. As I read the descriptions of the recipients and their work, I was delighted to note how well these awards, and their recipients, exemplify depth, breadth, and longevity of commitment to "the study of cooperation in education." Those of you who will be joining us in Brisbane will have an opportunity to meet many of the award recipients and to learn more about their work. Special thanks to board members Maureen Breeze, Christine Lee, and Yael Sharan who served on the Awards Committee.

The compilation of abstracts and articles in this issue reinforces the view that the study of cooperation has depth, breadth, and longevity. I depend on the IASCE newsletter to alert me to important new work and, once again, I am not disappointed by the quality and quantity of that work. For instance, I learned that the *English Journal* has recently published the themed issue "Collaboration and Social Interaction." The *English Journal* last published a themed issue related to cooperative learning in 1993. I'm also looking forward to reading "Competition: Was Kohn Right?" in *Phi Delta Kappan.* Not too many writers can engender such long-term debate as Alfie Kohn. Many of his books and articles--including *No Contest: The Case Against Competition* (1986), *Beyond Discipline: From Compliance to Community* (1996/2006), "Caring Kids: The Role of the Schools" (1991), and "Resistance to Cooperative Learning: Making Sense if its Deletion and Dilution" (1992)—fall into this category and are particularly thought provoking to those interested in questioning the basic dynamics of cooperation, competition, and individualization. In this issue, abstracts from the works of Arthurs, Barber, and Haberyan suggest that such questions remain nuanced and worthwhile. Thanks to board member Kathryn Markovchick and our friends Pam Flood and Corda Kinzie for their description of the recent GLACIE conference and congratulations to GLACIE. Congratulations to board members Pasi Sahlberg and Yael Sharan for their most recent articles too.

The IASCE Newsletter is published three times a year by the IASCE Board of Directors. To find out how to subscribe to the CL List, please see below. To learn how to become a member of IASCE please see page 19.

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_Listsubscribe@yahoogroups.com.

You should very quickly receive an email reply with simple instructions. If that fails, just send an email to george@vegetariansociety.org, and he'll do the necessary.

Talk to you soon!

Preparations for Brisbane are accelerating. Proposals are now being reviewed. The proposals I have seen are varied and innovative, and we anticipate that presenters will travel to Brisbane from many parts of the world. Our members have already received notification that IASCE has established a modest bursary fund to help defray expenses for the Brisbane conference. We hope this bursary fund has encouraged you to consider joining us in November.

IASCE will soon be holding elections for positions on the IASCE Board. Elected Board members normally serve four-year terms. Board members are expected to contribute to the work of the Association by a) defining a role, a project, or an area of responsibility in which to provide leadership; b) actively participating in international and/or regional conferences that promote the work of the Association; and c) participating regularly in the work of Association governance, much of which is conducted through on-line communication. We encourage interested members to self nominate. Send your nomination materials, by 15 September 2010, via attached files, to Maureen Breeze, the current IASCE Secretary, at m@ureenbreeze.co.uk. Include a) your name, b) contact information, c) relevant institutional affiliations--both current and prior, d) experience working in areas of education relevant to IASCE, and e) a brief description of how you might be an asset to the IASCE Board. Please limit your materials to a total of 1000 words.

We hope you find the IASCE newsletter helpful. We are excited about our new and ongoing initiatives—the IASCE Achievement Awards, the Bursary Fund, and the upcoming Brisbane conference—and hope you find them worthwhile. Please do consider the idea of working more closely with IASCE through a position on the Board.

As always, thank you for your support.

IAIE Conference on "Intercultural Education as a Project for Social Transformation"

Malta, 16-18 September, 2010

The term "intercultural education" frequently appears in academic papers on education and contemporary society. Educational policies and regulations and the media have also started using this term. Its rapid spread and use, however, have had one negative effect: confusion; it seems to be treated as a magic term, invoking modernity.

Other measures and concepts such as: compensatory education, special programs, education for indigenous peoples, education for immigrants, and events to celebrate cultural differences, just to name a few, are also discussed.

Details available on the IAIE site: www.iaie.org

Writing for This Newsletter

There are so many things happening world-wide related to cooperative learning! Help others find out about them by writing articles or short news items for inclusion in this newsletter, and by submitting abstracts of published work for inclusion in the *From the Journals* section of the newsletter. Short pieces (1000 words or less) are preferred.

The newsletter appears three times a year. Please email submissions or questions about them to the editor of the IASCE Newsletter, Lalita Agashe, at lalitaagashe@gmail.com. Put "IASCE Newsletter" on the Subject line of the email, please.

Thank you for your submissions.

Support for Individual IASCE Members' Attendance at the Forthcoming International Conference

IASCE is pleased to announce that it has a bursary fund to enable two current individual IASCE members to receive financial support for attending the conference at The University of Queensland, Brisbane, Australia. Current members of IASCE will receive the application form in the mail. The bursary amount will cover the costs of registration for the core part of the conference, plus US$200 to cover travel and other expenses.

Application process

- Preference will be given to those submitting a proposal to present.
- Applicants must be current IASCE members.
- Successful applicants will be required to submit a 400 word article for the IASCE Newsletter within two months of the conference, on their perspectives of the conference and how they intend to utilise the learning from the event in their work.
- Applicants will need to have the application form countersigned by a referee who can vouch that conference attendance will benefit the applicant.
- 31 July 2010 is the closing date for applying for funding for the conference at the University of Queensland, Brisbane, Australia.

Funding will be paid at or immediately after the conference.

What's in a Name?

Yael Sharan

How many perceptions and understandings of cooperative learning are there? Twenty dedicated teachers in Vejle, Denmark, were challenged to clarify and expand their perceptions in a two day workshop, as part of their preparation as future teacher trainers for CL. Many of them had been taught one particular school of thought and this workshop opened them up to a more "generic" view of the essentials of CL. The workshop began with a rudimentary activity and with each subsequent activity the level of complexity increased, always followed by analysis and reflection. At the end of the first day groups applied themselves to designing a CL task based on Little Red Riding Hood. (Ever wondered what was in her basket? Or how the story would change if it were a hood of a different color?) The second day focused on the various considerations involved in teacher training for CL, based on elements of the teachers' world, the trainers' world and of CL theory and practice. Look out for representatives of the Danish group in Brisbane, and welcome them to IASCE.

Next IASCE Conference November 25-27, 2010 In Brisbane, Australia

IASCE will hold our next conference at The University of Queensland, Brisbane, Australia, from 25-27 November, 2010.

The theme of the conference is: Cooperative Learning: Pedagogy, Policy, and Practice.

Registration information is available on the conference website: www.uq.edu.au/education.

The conference email is: iasceconference@uq.edu.au.

Check the IASCE website – www.iasce.net – for updates.

At the upcoming IASCE conference, at the University of Queensland in Brisbane, Australia, IASCE will honor five researchers and educators of cooperative learning. The development and dissemination of research and practice of cooperative learning are all the richer due to their work. We hope you can come to the conference, meet these people and hear about their work first hand.

LIFETIME ACHIEVEMENT AWARD

Presented to Richard Schmuck

In recognition of his tireless activism, scholarship, and leadership, IASCE is pleased to present Richard Schmuck with a *Lifetime Achievement Award* for sustained and outstanding contributions to the field of cooperative learning.

Dr. Schmuck was the keynote speaker at the first international conference on cooperative learning, at which IASCE was founded. His address focused on themes that extended the dimensions of cooperative learning beyond the classroom, to include strategies that engage students in school-wide governance and encourage cooperation among students, teachers, and administrators to establish cooperative cultures.

Dr. Schmuck was the elected first president of IASCE and, throughout the 31 years of IASCE's history, he has been a stalwart supporter of the association. He has attended and contributed to many IASCE conferences. He has been a prolific writer, authoring many articles and books on the theme of cooperation in education. He has chaired doctoral dissertations for many who went on to serve in schools and colleges across the US and in 15 other countries. Dr. Schmuck continues to consult and teach in school districts, community colleges, and universities worldwide.

IASCE ACHIEVEMENT AWARD FOR OUTSTANDING CONTRIBUTIONS TO RESEARCH

Presented to Robyn Gillies

In recognition of her extensive and original research, IASCE is pleased to present Robyn Gillies with a *Research Achievement Award* for her outstanding contributions to the field of cooperative learning.

Dr. Gillies is a widely respected researcher in the areas of learning sciences, classroom discourse, instruction, and student behavior. One important feature of her published work is a consistent focus on building connections between the theories that underlie the study of group dynamics and their practical applications to classrooms. Dr. Gillies has worked extensively in schools and her research has provided insights in a broad range of areas, including assessment practices for measuring the outcomes of cooperative learning, the role and value of group experiences in the promotion of socialization and peer friendships, the role of the teacher in designing and facilitating cooperative learning, and the critical importance of interactional styles in facilitating learning.

Dr. Gillies is an elected member of the IASCE Board of Directors and an associate professor in the School of Education at The University of Queensland, Brisbane, Australia. The quality, breadth, and applied nature of her research combine to make her work an exemplar of a professional dedicated to the sustained study of cooperative learning.

IASCE ACHIEVEMENT AWARD FOR OUTSTANDING CONTRIBUTIONS THROUGH THE CREATION OF COOPERATIVE INSTRUCTIONAL MATERIALS

Presented to Spencer Kagan

In recognition of his development and dissemination of cooperative learning instructional materials that facilitate the implementation of cooperative learning in the classroom, IASCE is pleased to present Spencer Kagan with an *Achievement Award* for his outstanding contributions to the field of cooperative learning.

Dr. Kagan is founder and director of Kagan Publishing and Professional Development. Through this organization, he has disseminated a wide variety of materials that reflect the vital connection between the vast fields of ongoing research and the practice of cooperative learning. He supports a firm and wide base for the sustainability of cooperative learning practices. His contributions have included *Cooperative Learning*—a comprehensive teacher-training manual that has been translated into many languages, workshops and training sessions facilitated by him and his team, and the publication of teacher-oriented materials by many additional authors.

Dr. Kagan participated in the first international conference in 1979 and has supported IASCE since that time. His sustained focus on cooperative learning and his work with teachers worldwide combine to make his work an exemplar of commitment to the dissemination of cooperative learning.

IASCE ACHIEVEMENT AWARD FOR SERVICE AND ACTIVISM

Presented to Alan Wilkins

In recognition of his role in disseminating and applying the thinking and practice of cooperation into a wide range of sectors in the United Kingdom and internationally, IASCE is pleased to present Alan Wilkins with an *Achievement Award* for his outstanding service and activism in the area of cooperation.

Mr. Wilkens coordinated the first-co-operative education conference in the United Kingdom in 1987 and established a template for over 30 subsequent national events. What is distinctive about a UK perspective on co-operative approaches to learning is that pedagogic practice is aligned with co-operative values. Within this context, Mr. Wilkins articulated the links between co-operative behavior, structures and values. Amongst his professional roles, he was Head of Learning at the UK Co-operative College. Subsequently he has formed Co-operative Learning and Development Associates, a training co-operative committed to keeping co-operative learning approaches vibrant and at the leading edge. Mr. Wilkins' sustained commitment to co-operative approaches and his focus on the alignment of behaviors, structures and values in a variety of sectors combine to make his work an exemplar of commitment to an examination of systems thinking and community based co-operative enterprise.

IASCE ELIZABETH COHEN AWARD FOR OUTSTANDING DISSERTATION

Presented to Isabella Pescarmona

In recognition of an ethnographic study that explored teachers' professional identity as they implemented cooperative learning in classrooms, IASCE is pleased to present Isabella Pescarmona with an *Elizabeth Cohen Award for Outstanding Dissertation*.

Dr. Pescarmona's study represents a two-year observation of educational innovation through the introduction, production, and assessment of original Complex Instruction teaching units in a new social, cultural, and political context. Her work provides insights into the effects of this innovation on the choices, strategies, and changes in teachers' professional identity and on their students' competences. It also analyzes the potential role of Complex Instruction in multicultural classrooms.

Dr. Pescarmona's dissertation—completed as part of her studies at the Department of the Science of Education at the University of Torino, Italy—documents the work of an emerging scholar with a command of the research in comparative education and strong knowledge and well-developed practice in Complex Instruction. The IASCE congratulates Dr. Pescarmona and recognizes the potential of this study to focus future study in cooperation in education.

IASCE Members Attend GLACIE 25th Anniversary Conference: *Achievement Through Active Engagement*, Toronto, Ontario Canada

Pam Flood, Kathryn Markovchick, and Corda Kinzie

In May 2010, we attended the annual Great Lakes Association for Cooperation in Education (GLACIE) Conference in Toronto. *Achievement Through Active Engagement,* like other GLACIE conferences, was well attended and provided great opportunities for networking. Most importantly, the conference offered a variety of sessions to promote learning about the most current research related to cooperative learning, as well as new strategies for immediate implementation to support cooperative learning across the grades and content areas.

GLACIE, founded in 1982, brings together the Ontario educators' talents, passions, and commitments to the precepts of cooperative learning. GLACIE is committed to bringing cooperative learning to life in schools and communities in the Great Lakes region. The organization supports the development of personal and professional learning, and the implementation of cooperative learning, through workshops, seminars, and conferences. The members of GLACIE always pull together such a wonderful annual conference, and this was certainly no exception.

The pre-conference seminar led by Spencer Kagan was also well attended. This seminar highlighted many new "Kagan" structures grounded in brain, cooperative learning, and equity research. Kagan, in his usual style, kept the participants fully engaged in rich cooperative learning opportunities. He modeled structures that are easily portable across content areas and grade levels, and that offer the framework for bringing authentic cooperative learning opportunities into the classroom. The participants quickly developed comfortable cooperative learning relationships, and the learning was rich, individually and collectively! Additionally, Kagan's tone was carried into Day Two of the conference and set the groundwork for networking and sharing learnings at the conference itself. Thanks, Spencer!

The official conference opened on Friday with a keynote from Dr. Barrie Bennett and Dr. Carol Rolheiser, from OISE/University of Toronto, detailing the history of cooperative learning. The keynote was followed by three series of five breakout sessions each, which enabled participants to select learning opportunities that targeted their individual needs and allowed for smaller, more personalized connections among participants and the learning. The sessions ranged from strategies to promote deep learning, to the brain's five memory systems, to cooperative learning and digital tools, numeracy, and team building. Some of the presenters at the sessions were Neil Davidson, Jim Craigen and Chris Ward, John Myers, Spencer Kagan, Jim Forbes and Peter Milovanovic, and Cindy Kline and Dr. Paul Vermette.

IASCE members who attended the conference set up and staffed a table to share information about our organization, the upcoming conference in Brisbane, Australia, and the benefits of membership in IASCE. Additionally, we met with the board of GLACIE to see if someone from their organization would be interested in joining the board of IASCE.

GLACIE conferences are always a pleasure to attend; the learning is substantial, the participants are welcoming, and Toronto is beautiful! Thank you, GLACIE, for hosting such a rich and fun learning experience!

For more information about GLACIE, this and future learning opportunities, visit their website at http://www.glacie.ca/.

FROM THE JOURNALS

Contributors: George Jacobs, Lalita Agashe, and Yael Sharan

Arthurs, L., & Templeton, A. (2009). Coupled collaborative in-class activities and individual follow-up homework promote interactive engagement and improve student learning outcomes in a college-level Environmental Geology course. *Journal of Geoscience Education, 57*(5), 356-371.

Interactive engagement pedagogies that emerge from a constructivist model of teaching and learning are often a challenge to implement in larger classes for a number of reasons including the physical layout of the classroom (e.g. fixed chairs in an amphitheater-style room), the logistics of organizing a large number of students into small peer-learning groups, the ability of a single instructor to personally interact with each of many small groups, and the design of small group activities that are engaging and facilitate student learning. For a large introductory-level Environmental Geology college course, 5 coupled collaborative class-long in-class activities and individual follow-up homework were designed and implemented around key topics and specific learning goals. The goals behind designing and implementing these coupled in-class activities and homework were to (1) improve student attitudes towards science and learning science and (2) improve their content knowledge and conceptual understanding. To evaluate the extent to which these goals were achieved, 5 forms of assessment were used: a pre-instruction entrance questionnaire, pre- and post-instruction attitudinal surveys, pre- and post-instruction course tests, a post-instruction exit questionnaire, and post -instruction exit interviews. The findings from these forms of assessment suggest that the coupled in-class activities and individual follow-up homework improved targeted student learning outcomes.

Barber, S. J, Rajaram, S., & Aron, A. (2010). When two is too many: Collaborative encoding impairs memory. *Memory & Cognition, 38*(3), 255-264.

Humans routinely encode and retrieve experiences in interactive, collaborative contexts. Yet much of what we know about human memory comes from research on individuals working in isolation. Some recent research has examined collaboration during retrieval, but not much is known about how collaboration during encoding affects memory. We examined this issue. Participants created episodes by elaborating on study materials alone or collaboratively, and they later performed a cued-recall task alone, with the study partner, or with a different partner (Experiment 1). Collaborative encoding impaired recall. This counterintuitive outcome was found for both individual and group recall, even when the same partners collaborated across encoding and retrieval. This impairment was significantly reduced, but persisted, when the encoding instructions encouraged free-flowing collaboration (Experiment 2). Thus, the collaborative-encoding deficit is robust in nature and likely occurs because collaborative encoding produces less effective cues for later retrieval.

Barcelona, R. J., & Rockey, D. L. (2010). Using collaborative learning technologies to facilitate effective group work. *Journal of Physical Education, Recreation & Dance*, *81*(4), 12-15.

[...] the ability to more easily keep track of and assess students' work is seen as a major benefit of using collaborative technologies (Resta & Laferriere, 2007). Examples of synchronous tools that can enhance collaborative learning and group work include the following; Presence indicators: an icon or other representation signifying that a user is present in a digital space at a particular time. Chat: real-time, text -based discussions among group members within a digital space. Live audio or voice over Internet protocol (VoIP): real-time audio and voice conversations through a shared digital space. Application or screen sharing: allows users to display applications running on their computer in real-time. Group-editing applications: tools that allow for group construction of products or documents in the same space at the same time (e.g., virtual whiteboards, virtual notes, word processing, spreadsheets, presentations).

Buchs, C., Pulfrey, C., Gabarrot, F., & Butera, F. (2010). Competitive conflict regulation and informational dependence in peer learning. *European Journal of Social Psychology, 40,* 418–435. DOI: 10.1002/ejsp.631.

The present set of studies investigates the role of competitive conflict regulation and informational dependence in peer learning. Previous studies have shown that peer work on identical information produces not only a confrontation of viewpoints but also competitive conflict regulation, the latter of which is detrimental for learning. Conversely, working on complementary information produces positive interactions but also informational dependence, and good quality information transmission is needed to foster learning. The present research shows that discussion aids (note-taking and access to study materials during discussion), a variable related to the quality of informational input, moderated the relationship between information interdependence and learning. This moderation was mediated by competitive conflict regulation: Students who worked on identical information with discussion aids reported more competitive conflict regulation than those without discussion aids, which in turn reduced learning, a pattern that did not appear for students working on complementary information. Moreover, when students worked on complementary information, the good quality of information transmission elicited by discussion aids led to high levels of learning for all students. Contributions to research on resource interdependence, socio-cognitive conflict, and peer learning are discussed.

Casey, E. A., & Beadnell, B. (2010). The structure of male adolescent peer networks and risk for intimate partner violence perpetration: Findings from a national sample. *Journal of Youth and Adolescence, 39*(6), 620-633.

[Editor's note: Cooperative learning involves students working together to achieve socially approved goals. This article investigates how adolescent peer networks might lead to socially disapproved actions.]

Although peer networks have been implicated as influential in a range of adolescent behaviors, little is known about relationships between peer network structures and risk for intimate partner violence (IPV) among youth. This study is a descriptive analysis of how peer network "types" may be related to subsequent risk for IPV perpetration among adolescents using data from 3,030 male respondents to the National Longitudinal Study of Adolescent Health. Sampled youth were a mean of 16 years of age when surveyed about the nature of their peer networks, and 21.9 when asked to report about IPV perpetration in their adolescent and early adulthood relationships. A latent class analysis of the size, structure, gender composition and delinquency level of friendship groups identified four unique profiles of peer network structures. Men in the group type characterized by small, dense, mostly male peer networks with higher levels of delinquent behavior reported higher rates of subsequent IPV perpetration than men whose adolescent network type was characterized by large, loosely connected groups of less delinquent male and female friends. Other factors known to be antecedents and correlates of IPV perpetration varied in their distribution across the peer group types, suggesting that different configurations of risk for relationship aggression can be found across peer networks. Implications for prevention programming and future research are addressed.

Cinelli B., Symons C.W., Bechtel L. and Rose-Colley M. (2009). Applying cooperative learning in health education practice. *Journal of School Health, 64*(3), 99-102. Doi:10.1111/j.1746-1561.1994.tb03268.

Cooperative learning encompasses both a teaching philosophy and instructional methods that encourage students to work together to maximize learning. This article examines the rationale for incorporating cooperative learning in health education, reviews cooperative learning basics, and provides an example of cooperative learning technique in health education.

Franklin, K. (2010). Thank you for sharing: Developing students' social skills to improve peer writing conferences. *English Journal* (High School ed.), *99*(5), 79-84.

Many of the peer relational skills and assertion skills Bremer and Smith outline read like a checklist of effective peer conferences: Use appropriate loudness and tone of voice. Encourage everyone to participate. Learn and use peoples' names. Look at the person who is speaking. Make eye contact with others when speaking. Check one's own understanding and ask questions. Describe one's own feelings when appropriate. Build on others' comments and ideas. Support others, both verbally and nonverbally. Participate appropriately in small talk. Keep remarks to an appropriate length. Ask for direction or assistance. Several components became the cornerstone of our writing classroom: Writing for a variety of audiences. Responding to writing in a variety of ways- from sharing without response to evaluative feedback from an authority. Allowing students time to talk. Students want to share their writing, but they may not know how to do it. Peer conferencing improves writing, and the social skills embedded in effective peer conferencing help students build community in the classroom and learn how to build community beyond the classroom.

[Note: the entire issue of that journal is devoted to various aspects of cooperation. Article titles include Collaboration and social interaction in English classrooms, Teacher to teacher: What kinds of collaboration do you engage in for the benefit of your students?, Student voices: What positive lessons have you learned from English class about working with other people?, Cross-level collaboration: Students and teachers learning from each other, Collaborating like never before: Reading and writing through a wiki, —Wiki, wiki, wiki—what?‖ Assessing online collaborative writing.]

Haberyan, A., & Barnett, J. (2010). Collaborative testing and achievement: Are two heads really better than one? *Journal of Instructional Psychology, 37*(1), 32-41.

Two studies examined the impact of collaborative testing on exam scores for psychology students at a moderately selective Midwestern University. The first study was a replication of previous classroom research where students could choose to test with a partner or alone. No significant differences were found between those taking tests alone or with a partner. Students who scored high on extraversion and excitement seeking were more likely to choose collaborative testing. However, no significant differences were found between the students in each condition in anxiety, trust, and achievement striving. Following the classroom study, a laboratory study was conducted to tease apart the effects of studying with a partner and with testing with a partner. In Experiment 2, a strong testing effect was found, where students testing with a partner benefited, regardless of whether they studied with a partner or not.

Harvey, S., & van der Mars, H. (2010). Teaching and assessing racquet games using "Play Practice" Part 1: Designing the right games. *Journal of Physical Education, Recreation & Dance, 81*(4), 26-34.

In games-based instruction, teachers design games or "game forms" that offer students opportunities to solve tactical problems (Bunker & Thorpe, 1982; Launder, 2001). [...] games-based approaches to teaching recognize the importance of simultaneously developing students' decision-making and technical execution skills relative to the "what," "how," and "when" of game play. [...] play practice, like TGFU, aims to bring the joy back to playing games and sports and to improve instruction in both school physical education and sport programs. [Editor’s note: includes section on cooperative rally games]

Ioannou, A., & Artino, A. R. (2010). Learn more, stress less: Exploring the benefits of collaborative assessment. *College Student Journal, 44*(1), 189-199.

Many classroom instructors use collaborative learning activities to promote student learning, raise academic achievement, and support cognitive engagement. We conducted a collaborative assessment in a small undergraduate educational psychology course (N = 31) and used survey methodology to explore student perceptions. Taken together, our quantitative and qualitative results support the notion that collaborative assessment can promote collaborative learning, mitigate test anxiety, and make in-class testing a more positive educational experience. We discuss these findings in relation to our observations as the course instructors, and we provide several practical recommendations, as well as study limitations and future directions.

Janssen, J., Kirschner, F., Erkens, G., Kirschner, P. A., & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. *Educational Psychology Review, 22*(2), 139-154.

Traditional research on collaborative learning employs a "black box" approach that makes it difficult to gain a deeper understanding of the differential effects of collaborative learning. To make the black box transparent, researchers have studied the process of collaboration, in order to establish which interaction features are likely to make learning more effective and efficient for group members. Although cognitive load theory has been developed in the context of individual learning situations, it may provide a promising new way of looking inside the black box, assuming that students working in groups have more processing capacity than students working individually. The aim of this article is to provide an overview of the process-oriented and cognitive-load approaches to conducting collaborative learning research, to highlight their respective advantages and disadvantages, and to suggest how they can be combined in order to address new research questions.

Lavy, I., & Yadin, A. (2010). Team-based peer review as a form of formative assessment - The case of a systems analysis and design workshop. *Journal of Information Systems Education, 21*(1), 85-98.

The present study was carried out within a systems analysis and design workshop. In addition to the standard analysis and design tasks, this workshop included practices designed to enhance student capabilities related to non-technical knowledge areas, such as critical thinking, interpersonal and team skills, and business understanding. Each task was reviewed and assessed by both the students and the instructor. The main research study objective was to examine the effect of team-based peer-review on the students' learning process in an information systems workshop, What is presented is data referring to the grading process, to students' enhanced learning reflected in the narrowing gap between the instructor's and the students' grading, as well as the students' reflections demonstrating their perception of the workshop's components.

Mehrotra, S., Khunyakari, R., Natarajan, C., & Chunawalan, S. (2009). Collaborative learning in technology education: D&T unit on puppetry in different Indian socio-cultural contexts. International *Journal of Technology and Design Education, 19*(1), 1-14.

The paper reports on the trials of a Design and Technology (D&T) unit carried out in three different Indian contexts with a focus on collaborative learning. Both collaboration and technology education are not common to the Indian school system. As part of a larger project to introduce technology education, suitable for middle school girls and boys in urban and rural areas, three culturally appropriate and gender sensitive D&T units were developed. All the units were tried out with middle school students in different sociocultural settings: two schools in urban areas (with different languages of teaching and learning) and one in a rural area. This paper presents details of a unit on puppetry which involved making a puppet and staging a puppet-show. Aspects of collaboration within and among groups were observed with respect to: roles played by the members, conflicts and their resolution, sharing of resources, communication and peer review among the students. The trials in the three clusters indicate the potential of this D&T unit to provide collaborative learning situations for the multicultural contexts of Indian classrooms.

Ozkan, H. H. (2010). Cooperative learning technique through internet based education*:* A model proposal. *Education, 130*(3), 499-508.

Internet is gradually becoming the most valuable learning environment for the people which form the information society. That the internet provides written, oral and visual communication between the participants who are at different places, that it enables the students' interaction with other students and teachers, and that it does these so fast are the important factors that improve the value of the Internet*.* Internet is becoming widespread especially at higher education. Given the complex structure of the modern life, which becomes more and more complex day by day, humans need to develop more effective teaching practice models to solve the problems of education. One of these models is the Internet based education*.* Internet based education, which is an education model performed using the internet, is the name given to the personal pages prepared on the web and to the action formed by these pages. In this study, the concept of Internet based education, the ways of communication on the internet and cooperative learning are explained at first, and then, the concept of cooperative learning using Internet based education its advantages are discussed. Lastly, "group research game technique*"* model based on the cooperative learning is proposed.

Pifarre, M., & Cobos, R. (2010). Promoting metacognitive skills through peer scaffolding in a CSCL environment. *International Journal of Computer-Supported Collaborative Learning, 5*(2), 237-253. [Note: as the journal's name suggests, this, previous, and future issues of the journal contain many articles of interest to readers of this newsletter.]

This paper aims to better understand the development of students' metacognitive learning processes when participating actively in a CSCL system called KnowCat. To this end, a longitudinal case study was designed, in which 18 university students took part in a 12-month (two semesters) learning project. The students followed an instructional process, using specific features of the KnowCat design to support and improve their interaction processes, especially peer-learning processes. Our research involved both supervising the students' collaborative learning processes throughout the learning project and focusing our analysis on the qualitative evolution of their interaction processes and of their metacognitive learning processes. The results of the current research suggest that the pedagogical use of the KnowCat system may favour and improve the development of the students' metacognitive learning processes. In addition, the implications of the design of CSCL networks and related pedagogical issues are discussed.

Sahlberg, P., & Oldroyd, D. (2010) Pedagogy for economic competitiveness and sustainable development. *European Journal of Education*, *45*(2), 280-299.

This article joins many others in insisting that education systems and schools must change. In doing so, it accepts that a radical transformation of education systems is not likely to happen rapidly enough. It is fashionable to call for fundamental rethinking of education and reforms in schools but it is much more difficult to get to the level of detail that would help teachers change the way they teach day by day. Education policies in many countries have left them trapped between the demands of teaching for testable results and providing their students with an education that is relevant for an unpredictably changing and complex world. Standardisation is the worst enemy of creativity and innovation because it narrows the curriculum and steers teachers to teach for predetermined results and tests. Learning basic knowledge and skills should remain an important task of schooling. Similarly, developing a broad range of key competences should be the guiding principle of lifelong learning. Indeed, being able to come up with new ideas, processes and products that have value should be raised to the same level of importance as that which literacy has enjoyed so far. This requires wider and more frequent use of methods of teaching and work that promote collaboration, creativity and focus on students' individual talents.

Scheeler, M. C., Macluckie, M., & Albright, K. (2010). Effects of immediate feedback delivered by peer tutors on the oral presentation skills of adolescents with learning disabilities. *Remedial and Special Education, 31*(2), 77-86.

High school graduation requirements are becoming increasingly demanding. In addition to meeting academic benchmarks, some school districts have added performance requirements such as oral presentations to their criteria for earning a high school diploma. This type of requirement may present an additional challenge for students with learning disabilities. Research was conducted to determine if a treatment package consisting of immediate feedback delivered via wireless technology by peer tutors was effective with improving oral presentation skills in four high school senior girls with learning disabilities. Results suggest that immediate feedback provided by peer tutors (compared with delayed feedback) was effective in decreasing undesirable target behaviors that interfered with performance, in all four participants. Each participant also rated the treatment as acceptable. Implications for practice are discussed.

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education, 45*(2), 300-313.

A growing number of governments, seeking to modernise their country's education system, adapt cooperative learning (CL) as a major component of their educational policy. Since the 1960s, when CL re-emerged to become a systematic pedagogy, CL practice has been constantly refined on the basis of ongoing research. Research results have consistently shown that CL improves students' academic achievement as well as social interaction when carried out responsibly. CL methods and procedures are designed to promote cooperation and mutual assistance among learners and often carry over to relationships outside the school. Translating the promise of CL to practice is more complicated than meets the eye, and does not always guarantee that its desired goals are achieved. This article sets out to explore some of the causes of the discrepancy between the promise and practice of CL, such as confusion about methods, lack of adequate preparation, and teachers' perceptions of teaching in general and of CL in particular.

Shields, D. L., & Bredemeier, B. L. (2010). Competition: Was Kohn right? *Phi Delta Kappan*, *91*(5), 62-67.

In No Contest: The Case Against Competition (1986), Alfie Kohn made the case for competition being destructive to education. An abundance of research and anecdotal evidence supports Kohn's conclusions. However, the research might have examined the wrong type of competition. There are two separate ways to contest: True competition, which is a healthy desire to excel, and decompetition, which is the unhealthy desire merely to beat the opponent. Decompetition leads to the ills that Kohn enumerated. How people think about a contest matters. Educators should teach their students the difference between competition and decompetition and highlight the challenges to achieving true competition. School sports might be the best opportunity for teaching this distinction.

Szostek C.(2008).Assessing the effects of cooperative learning in an honors foreign language classroom. *Foreign Language Annals. 27*(2), 252-261. Doi:10.1111/j.1944-9720.1994.tb01206.

Oral proficiency and communication are the principal desired outcomes of today's foreign language (L2) instruction. Recent research in theoretical linguistics has recommended increased use of the target language, the use of cognitive, metacognitive, and prosocial strategies, and cooperative learning to help achieve oral proficiency and communication within the classroom. This paper describes a 21-day research action project involving two Spanish II Honors classes and several cooperative learning techniques. The project included: 1) assessing student attitudes toward participating in group work as identified by before and after questionnaires; 2) implementing a variety of specific cooperative learning activities; 3) determining what successes and problems occurred in the cooperative learning groups and activities; and 4) observations of the classroom activities by colleagues. Four cooperative learning

models were incorporated into the project: Student Team Learning, Group Investigation, Think-Pair-Share, and Three-Step Interview. Results suggested that students' actions throughout the term of the study and their responses to the final questionnaire all validate the use of cooperative learning as an effective strategy in the honors foreign language class. Since there was no control group, the findings are of necessity qualitative and subjective. However, this makes them no less valid. The study demonstrates unequivocally that cooperative learning is an effective methodology in the honors foreign language classroom.

White, R., & Dinos, S. (2010). Investigating the impact of mediated learning experiences on cooperative peer communication during group initiatives. *The Journal of Experiential Education, 32*(3), 226-238.

This study investigates how structured Mediated Learning Experiences may improve peer-cooperative communication within problem-solving task exercises. Two groups (n = 22) of Year 8 students (mean age 13 +/- 5 months) were randomly selected to participate in this study. The study began with two one-hour sessions of activity-based problem-solving tasks for the control and experimental groups. These sessions were coded for *on* and off-task communication. The experimental group then participated in a Mediated Learning Experience (MLE) focusing *on* building trust, effective communication and pro-social behaviour. Following the MLE, a one-hour problem-solving exercise for the collection of data related to *on*- and off-task communication was conducted for both the control and experimental groups. Results demonstrate that cooperative group on-task communication can be effectively influenced, both intra-group and inter-group, implying that the success associated with cooperative learning may be enhanced by first teaching students how to cooperate.

Wyatt, T. H., Krauskopf, P. B., Gaylord, N. M., & Ward, A. (2010). Cooperative m-learning with nurse practitioner students. *Nursing Education Perspectives, 31*(2), 109-113.

New technologies give nurse academicians the opportunity to incorporate innovative teaching-learning strategies into the nursing curricula. Mobile technology for learning, or m-learning, has considerable potential for the nursing classroom but lacks sufficient empirical evidence to support its use. Based on Mayer's multimedia learning theory, the effect of using cooperative and interactive m-learning techniques in enhancing classroom and clinical learning was explored. The relationship between m-learning and students′ learning styles was determined through a multimethod educational research study involving nurse practitioner students at two mid-Atlantic universities. During the 16-month period, nurse practitioner students and their faculty used personal digital assistants (PDAs) to participate in various m-learning activities. Findings from focus group and survey responses concluded that PDAs, specifically the Pocket PC, are useful reference tools in the clinical setting and that all students, regardless of learning style, benefited from using PDAs. It was also demonstrated that connecting students with classmates and other nurse practitioner students at distant universities created a cooperative learning community providing additional support and knowledge acquisition. The authors concluded that in order to successfully prepare nurse practitioner graduates with the skills necessary to function in the present and future health care system, nurse practitioner faculty must be creative and innovative, incorporating various revolutionary technologies into their nurse practitioner curricula.

Yasuda, T. (2009). Psychological sense of community in university classrooms**:** Do achievement goal orientations matter? *College Student Journal, 43*(2), 547-561.

Studies of Psychological Sense of Community (PSOC) have been conducted in association with various settings, and evidence has shown the impact of PSOC in local neighborhoods and communities, community organizations, and industrial organizations. On the other hand, relatively little is known about the effect of PSOC in student learning situations-more specifically, achievement goal orientations (AGO) in the university settings. This study examined how different types and degrees of AGO were predictive of PSOC in university classrooms. Responses from 1801 college students recruited from 92 classes were analyzed via multilevel regression models. Results indicated that the mastery-approach and performance-approach goals had positive relations with PSOC. A negative relationship was found between the mastery-avoidance goal and PSOC.

COOPERATIVE LEARNING FAQS

Interested readers may like to find answers to some frequently asked questions about CL. Here are some sample items from the rich storehouse in previous IASCE Newsletters on our website.

- **Q.** The next IASCE conference will be in Brisbane, Australia, in November, 2010. Ever wonder how CL got started in Australia and in other countries?

  A. *Check out the Forum series of stories from various countries, beginning with vol. 21, 3, October 2002, up to and including vol. 26, 1, February 2007.*

- **Q**. Want to learn how CL and Distance Learning can co-exist?

  A. *Find out in Felder and Brent's article in vol. 21, 3, October 2002 and in the abstract of Lou, Bernard and Abrami's article in Educational Technology, Research and Development (vol.26, 1, February 2007) and in the abstract of Merrill's article in Distance Education, vol. 27, 3, November 2008.*

- ***Q.*** Do you want to find out more about cooperative learning in the electronic world?

  A. *Look through the From the Journals feature in all issues, where you'll find abstracts of relevant articles from journals such as the International Electronic Journal for Leadership in Learning, (vol. 22, 1), the Journal of Computers in Mathematics and Science Teaching, (vol. 22, 2), the Journal of Educational Computing Research, (vol. 22, 3), Computers in Human Behavior (vol. 23, 2).*

- **Q.** Searching for a dissertation topic related to CL?

  A. *Read the review of several dissertations in vol. 22, 3, October 2003.*

- **Q.** Can cooperation be part of the culture of teaching?

  A. *Read the high points of the 2004 annual theme issue of Childhood Education in vol. 23, 3, October 2004.*

- **Q.** Wondering about the differences and similarities between collaborative and cooperative learning?

  A. *Read Celeste Brody's article in vol. 28, 1, April 2009.*

- **Q.** CL and EFL? CL and ESL?

  A. *Nearly every issue of the newsletter has an abstract of one or more articles dealing with these connections, in all grades, even in adult education.*

FROM THE WEB

Contributor: Lalita Agashe

http://www.collaborativelearning.org/

This website gives many interesting learning activities and useful resources collected from a large number of teachers. Teachers of all grades and subjects can make use of the group activities, games, and materials.

http://trc.virginia.edu/.../**Teaching**.../TC.../**Cooperative_Learning**.htm

This teacher resource website by the University of Virginia offers cooperative learning articles and some other resources like videos.

http://www.unicef.org/teachers/teacher/co-op.htm

This UNICEF website offers materials and links useful for teachers. The emphasis is often on removing gender bias through cooperative concepts and techniques, activities and games.

An Abstract:

Gabaron J. (2009). *Synchronous computer mediated communication in foreign language learning*. Retrieved from http://www.unice.fr/whyte/admin/masters/finalJG.pdf

This paper has focused on Synchronous Computer-Mediated Communication in Foreign Language Learning and Teaching. It has documented the symbiotic relationship between language learning theories and teaching methods and CALL (computer assisted language learning). The paper has also investigated the use and potential of SCMC (Synchronous Computer-Mediated Communication) devices in SL/FL education. The SCMC tools stimulate complex and authentic constructivist learner-centered learning environments that include Virtual Learning Environments, Collaborative Learning Ubiquitous Environments, and Blended Learning Environment. This paper has demonstrated that SCMC devices in these environments can enhance Foreign Language Learning (FLL).

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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Through our MEMBERSHIP DUES!

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- ★ 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 technology, cooperative learning with different ages and populations, 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.

Website

The IASCE website, which is supported by membership dues, offers many links to sites related to cooperative learning and announces opportunities for face-to-face learning with internationally recognized leaders in cooperative learning.

- ★ IASCE also offers a membership directory (upon request) for the purposes of networking.
- ★ A list of board members, who are veteran experts in the field, to contact for consultation and professional assistance.
- ★ Occasional discounts on publications and conferences.

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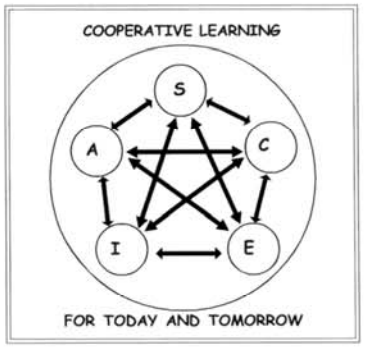

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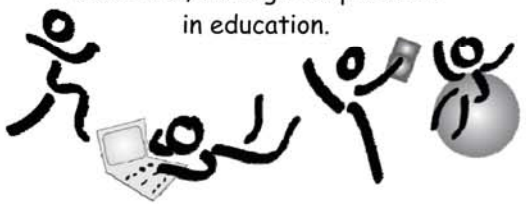

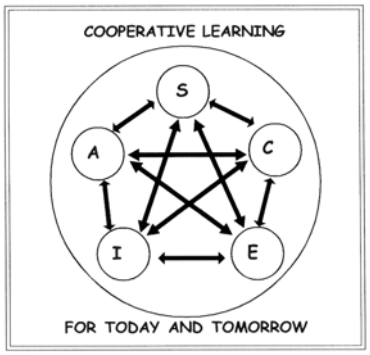

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