International Association for the Study of Cooperation in Education
IASCE

IASCE Newsletter Volume 31 Number 3 November 2012

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Dear Colleagues,

IASCE is pleased to bring you the third member newsletter of 2012.

I will begin with a few reminders for our July 2013 conference in Scarborough England, *The Transformative Power of Co-operation in Education*. The Call for Proposals is on our website, www.iasce.net with a due date of December 1, 2012. At the conference, we will announce recipients of the *IASCE Achievement Awards* and the *IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation*. Award details and nominations forms are available on our site and the deadline for nominations is January 31, 2013. Also available on our site is an application for a modest bursary to support the attendance of an IASCE member. Applications are due February 15, 2013.

In our last newsletter, we announced a call for nominations to the IASCE Board. Elections are now complete and Lalita Agashe, Lynda Baloche, Celeste Brody, Richard Cangro, Robyn Gillies, and Christine Lee have been elected to four-year terms. Our current board is truly international with board members from Australia, Canada, Finland, India, Israel, Japan, Singapore, United Kingdom, and United States. Our board is committed to working with the organization and, as always, we welcome your input.

How to Subscribe to the CL List

Want to dialogue with others about your use of CL? 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@vegetarian-society.org, and he'll do the necessary.

Talk to you soon!

In this issue of our newsletter, we are introduced to Lalita Agashe, a returning board member. When I read her interview with board member Kathryn Markovchick, I was fascinated by Lalita's description of her participation in the Torino conference. It was clear that she had a strong commitment to cooperative learning when she travelled to Torino and it is nice to know how Lalita's work has benefited from her connection with IASCE. We also know that IASCE has benefited from Lalita's perspectives and expertise and we thank her for her work as newsletter editor.

In this issue, we again share an interesting array of abstracts that provide us with a window into the myriad of contexts and contents that benefit from the use of cooperation for learning. We also have a collection of on-line video resources related to cooperative learning. I first saw this list about two months ago, and I've already utilized several videos in my own work with teacher educators. Those of you who attended our conference in Brisbane will remember Michael Boyle and board member Robyn Gillies; thanks Michael and Robyn for sharing these resources.

We hope to hear from you soon and to see you in Scarborough. As always, thank you for your support.

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.

Lalita Agashe

Interviewed by Kathryn Markovchick

It has been my pleasure to work with Lalita to submit this interview to our readers. As I am sure you will see from reading her interview, Lalita is a real gift to the world of cooperative learning and teaching. She has been invaluable as the editor of our newsletter bringing our readers the heart and soul of cooperative learning. I especially have enjoyed meeting her, hearing her present, reading her research, and understanding how she weaves her passion for woman development, meditation and yoga into her work and life. Happy reading and make your plans now to come to Scarborough to meet and hear Lalita in person! (Kathryn)

Lalita Agashe, Ph.D., has enjoyed teaching pre-school through high school students as well as would-be teachers in her career as an educator. She is currently a visiting faculty at the SNDT Women's University, India and a freelance teacher educator. She has written textbooks on environment education and science for students and teachers at India's state and national level. She is also exploring the role of yoga in improving cooperation within oneself. She authored the first book in the Marathi language on cooperative learning.

How did you come across CL and IASCE?

In 1998-99, I was teaching maths and science to the upper primary and secondary kids at an upcoming school in Calcutta, India. After having taught a class of 40 preprimary kids single-handedly at a modest school for soldiers' children in another state of India, teaching in this affluent school was quite different. The school was new; the management was eager to implement good ideas and they provided sufficient resources to do so. While working on my PhD, I had explored the potential of individualised learning for mastering the basics of a topic. In this school, I realized that the principles of individualized instruction are very useful in teaching, yet the students and I are happier and often learn better in groups. At times, these twenty five students were a lot for me to handle, it was something not to be very proud of especially compared to a teacher in Indian urban school who teaches fifty to sixty students. During this period, I attended a workshop that included cooperative learning (CL). Even though the workshop hardly provided anything I wanted then - mainly group management skills, I was drawn to CL. I think it suited my innate belief that learning is a social process. I found a book that briefly mentioned CL principles and group investigation by Shlomo and Yael Sharan. As I read this book, I realized the way I was teaching the eighth graders biology was close to 'group investigation'. The students and I had a great time exploring 'pollution' and 'diseases' through group investigation. During the following vacation, my research article based on this experiment was published in an Indian journal. This was my first stint at CL practice and research. Later I moved to Pune and for some time worked as freelance teacher educator, conducting workshops based on 'maximising learning' where I tried to introduce both cooperative learning and individualized learning to the participant teachers. While working with some teacher educators, I found them use CL informally, yet very effectively. I purchased some books on CL from abroad, and started to integrate CL theory and practice. I was getting more and more uneasy with the contrast in Indian schools marked by the absence of group work in the classroom and ample group work in co-curricular areas. Indian cultural traditions and customs are so full of cooperative celebrations taking place throughout the year that the absence of group work in the classroom seemed unnatural. While working in environmental education, I felt a strong need for the Indian education system to adopt CL in classrooms and I wrote about it. When I got an opportunity to teach M.Ed. students, some of them took up CL-based topics for their master's dissertation. It was during this time that I happened to view the IASCE website, became a member of IASCE, started reading the newsletter and then the Turin conference was announced.

How do you remember the Turin conference?

It was a memorable event for me in many ways. It was my first visit abroad. I was travelling alone. I was going not just to listen to others at the conference but was also going to read my paper on 'woman empowerment through CL' at an international conference. I was spending a considerable amount of my own money, though later I got some back with a Travel Grant from the University of Pune. I realised how my trip would have been impossible to arrange without the cooperation of family and friends.

I wanted to make the most of Turin conference. It was difficult to choose from the tantalizing menu of the preconference workshops. I attended the workshop on creativity held jointly by the same Yael Sharan whose Group investigation strategy I had used, and Lynda Baloche, another veteran and author. I was impressed by the pleasant and the expert way the duo conducted the workshop! I also attended Pasi Sahlberg's workshop and was very happy to experience the same simplicity that I had seen in some of my favourite Indian teachers which directly conveys the essence to the participants. I liked the mix of academics and the atmosphere of comfortable dialogue at the conference.

What helped you sustain your interest in CL?

I continue to feel happy, practicing and exploring CL. There are many important things that go hand in hand and keep me continuing with CL with increasingly greater involvement. One is regular practice of using CL in classroom and in teacher training. Sometimes the students respond well to CL and occasionally they resist. When they resist I am forced to take a step back and reflect. Sometimes due to such resistance and often out of curiosity, I refer to the books and research articles and approach my IASCE friends for guidance. Here comes the second factor, that of becoming a board member of IASCE and becoming its newsletter editor. It opened up a rainbow of new friendships and communications. I began corresponding with the CL experts in IASCE, who helped readily when I needed to consult and share. I have developed close contact with some members. Through the occasional CL-listserv and through the communication with CL researchers, I am able to get new perspectives on CL and more. It also brings in the third important factor--my learning of yoga, especially meditation practice--that is helping me in many ways. It helps me keep happy, calm and understand myself and my students better. Gradually it helps with CL and teaching in general. I also find that meditation helps to keep alive my need as a teacher for 'something new coming my way'.

I attended the 2010 Brisbane conference. And then I found myself coordinating the CL special issue of the Indian research journal *Experiments in Education* that was published through the initiatives of Raja Ganesan, and IASCE board members Yael Sharan and Robyn Gillies.

Back home, some of my teachers at SNDT College of Education, Pune, and educator friends in India have been supporting me in my efforts to spread CL. Guidance from Yael Sharan and Celeste Brody as well as other IASCE members in various CL related matters has always come my way freely whenever I requested. All this helps me continue with CL and share it, though my work is still on a small scale.

How did you go about writing a book on CL in Marathi language?

Let me provide the background first. India is a vast country of many languages with many scripts and many social castes with related socio-economic hierarchy and disconnected social groups. These unique features of Indian diversity highlight the need to raise the 'we' feeling among the citizens and so I think it is critical that formal education contributes to it through ample and systematic use of CL and cooperative approach in general. India's latest national curriculum framework and teacher education policy also recommend the use of cooperative and collaborative learning approaches in the classroom. However, there is dearth of literature on CL in India. In this situation, a book on CL for the Marathi teacher, educator and policy maker was overdue. Most probably it is the first book on CL in Marathi, which is the regional language of the State of Maharashtra where it can be useful for thousands of teachers.

What are your future plans?

I want to do many things, (already started doing some). They include: sharing CL and cooperative approach in its broader sense with the Indian teachers and educators at the school level and in higher education; making my CL book available to the readers of other Indian languages; exploring the way the Indian teachers and educators perceive and implement CL in their own context; encouraging Indian educators to link with the IASCE; using CL for woman development; and exploring the spiritual basis of cooperation and its correlates. The last, but no less important, plan is to keep practicing the CL approach in classroom in a better manner.

2013 IASCE International Conference

The Transformative Power of Co-operation in Education

4, 5 & 6 July

University of Hull, Scarborough Campus, England

IASCE invites practitioners, academics, and representatives from community organizations to participate in its 2013 conference. It has been designed to encourage dialogue and reflection through intentional interaction in order to:

* deepen understanding of how co-operation can be appropriately developed and expanded in differing contexts to encourage learning and development, and
* encourage educational and organizational innovation and transformation based on co-operative values.

The call for proposals is now open

Conference Strands

* Transforming school, college and university classrooms through co-operative learning
* Co-operative pedagogies: Transforming teacher education
* Co-operative catalysts: Transforming schools and communities
* Co-operative dispositions: Transformative solutions for diversity and inclusion
* Co-operative innovations in the arts, with technology, and to enhance creativity
* Transformative policy: Supporting local/regional/national and organisational policy

For further information, the proposal form, registration details and costs, please visit www.iasce.net

Closing date for submission of proposals is 1 December 2012

In association with the University of Hull, School of Education and the International Association for Intercultural Education

IAIE

IASCE International Association for the Study of Cooperation in Education

University of Hull

IASCE AWARDS

The theme of the next IASCE international conference, The Transformative Power of Co-operation in Education, promises to highlight the impact cooperative learning has had on education over the years. At this conference, IASCE will recognize educators and researchers who have contributed to cooperative learning's impact on education by presenting the IASCE Achievement Awards and the IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation.

The IASCE Achievement Awards recognize outstanding contributions to education and the field of cooperative learning by those who have (a) conducted research in cooperative learning, (b) created original materials that promote student academic improvement and democratic social processes, or (c) engaged in service and activism that contributes to organizations and structures that enhance cooperation in education and extend high-quality practices in cooperative learning.

The IASCE Award for Outstanding Thesis or Dissertation recognizes new scholars who demonstrate strong potential for contributions to the field of cooperative learning and education through the completion of a recent thesis or dissertation for the master's or doctorate degree.

Nominations are now open for the 2013 Awards. The closing date is 30 January, 2013.
For further details, nomination forms and submission details kindly see the Awards link on the IASCE website (iasce.net).

Names of award recipients and their projects will be posted on the IASCE website and announced in the Newsletter.

VERONA CONFERENCE

UNIVERSITY OF VERONA
Department of Philosophy, Education and Psychology

CENTER FOR INTERCULTURAL STUDIES
Centre for Leadership and Diversityin co-organisation with Comune di Verona, NAME, IACP, IAIE

Conference Website
http://www.csiunivr.eu/it/notizie/62-conference-intercultural-counselling-and-education-in-the-global-world-april-18-21-2013.html

International Conference
Intercultural Counseling and Education in the Global World
Educazione e Counselling interculturale nel mondo globale
Verona, 15-18 April 2013
University of Verona and Palazzo della Gran Guardia, Piazza Bra

STRANDS:
Strand 1: Integrating Counseling and Psychotherapy Approaches into Inter- and Multicultural Therapy
Strand 2: Integrating Traditional Healing and Spirituality into Counseling and Psychotherapy
Strand 3: Diversity Issues in Therapy- Gender, Race, Class, Sexual Orientations, Disability, Age, and Religion
Strand 4: Cross-cultural Supervision and Research in Counseling
Strand 5: Intercultural and Multicultural Education
Strand 6: Intercultural Competences
Strand 7: Democracy, Citizenship, Equity and Student Engagement
Strand 8: Cooperative Learning

Cooperative Learning Resources: High Quality Videos In the Public Domain

Compiled by Robyn Gillies and Michael Boyle: University of Queensland, Australia

EDUTOPIA: How to Teach Maths as a Social Activity

http://www.edutopia.org/math-social-activity-cooperative-learning-video

This lesson focuses on a Year 5 classroom in Anchorage Alaska. The main character, an impressive "master" teacher explains the importance of teaching explicitly the social skills that contribute to successful group work (e.g., giving and receiving help). The Fishbowl strategy is demonstrated to show students what the basic skills look like. The teacher models particular group skills, explains how to promote thinking through students explaining solutions to others, etc. This video makes an important contribution in communicating the importance of social skills in contributing to group success.

EDUTOPIA: Applying Maths Skills to a Real World Problem

http://www.edutopia.org/mountlake-terrace-geometry-real-world-video

This video shows high-school students working in collaborative groups designing an appropriate educational facility to meet the demands of students in 2015. This architectural, design project is a great example of a complex task where students can bring their respective strengths into play in the service of the whole group.

EDUTOPIA: Teaching Students to Work Together

http://www.edutopia.org/cooperative-project-learning-middle-school-video

Set in a middle school in the US, this video explains how cooperative learning is used in the service of "real world" projects, hands-on science activities; it also explains how the teachers across curriculum disciplines work collaboratively to integrate their teaching but also to model what collaborative practice looks like.

PASIFIKA EDUCATION COMMUNITY

http://pasifika.tki.org.nz/Media-gallery/Effective-teaching-for-Pasifika-students/Collaborative-Learning

This site has been developed by the Ministry of Education in New Zealand to cater for teachers working with students from diverse cultural and linguistic backgrounds; these include Maori, Samoan and Tongan students. A number of short videos are provided; these exemplify teaching priorities in acknowledging student strengths, emphasizing the importance of caring relationships, having high academic expectations of students and implementing pedagogical practices that promote collaboration amongst students.

- **Collaborative Learning**
  http://pasifika.tki.org.nz/Media-gallery/Effective-teaching-for-Pasifika-students/Collaborative-Learning
  This video emphasizes the value of cooperative learning for enabling students from various cultural backgrounds to come together.

- **Effective Teaching for Pasifika Students**
  http://pasifika.tki.org.nz/Media-gallery/Effective-teaching-for-Pasifika-students/Strategies-at-Work
  A number of teachers working at various levels talk about the teaching approaches they find to be effective.

Teachers Network: Classroom Management through Cooperative Groups
http://ediv.alexanderstreet.com/view/1641190/play/true/
Available through the "Education in Video" database, this 7 mins video provides a nuts and bolts description of how CL can be used successfully in conjunction with Maths upper primary school teaching. the presentation is set in an American classroom and demonstrates how a CL lesson might flow, how groups are formed and roles are assigned.

TES: Structured Groups
http://www.tes.co.uk/teaching-resource/Structured-Groups-6085358/
Small groups of secondary students (Year 9) are seen here working on a marketing campaign. Peers adjudicate one another's presentations using criteria delineated by the teacher. The teacher is shown in the facilitative role. Some comments are provided by an expert commentator on the teacher's implementation of the cooperative approach to teaching.

SCRIPTED COOPERATIVE LEARNING

Collaborative Strategic Reading (CSR)
http://iris.peabody.vanderbilt.edu/csr/cwrap.htm
An introduction to a multi-component strategy, based on Reciprocal Teaching is provided. This video is one resource offered in a module which enables teachers to explore the strategy

Reciprocal Teaching Part 1
http://www.youtube.com/watch?v=8oXskcnb4RA

Reciprocal Teaching Part 2
http://www.youtube.com/watch?v=e8gSIcSyypk&feature=relmfu

Success at the Core: The Big Brain: A Cooperative Learning Protocol
http://successatthecore.com/teacher-development/featured-video.aspx?v=28
A group work protocol, "Big Brain" is explored to enable students to listen more effectively to one another.

INTERVIEWS

EDUTOPIA: The Collaborative Classroom: An Interview with Linda Darling-Hammond
http://www.edutopia.org/linda-darling-hammond-social-emotional-video
Hammond discusses how to "design schools that are developmentally healthy places", creating environments where social and emotional needs are recognized and catered for.

EDUTOPIA: The Heart-Brain Connection: The Neuroscience of Social, Emotional, and Academic Learning – Richardson Davidson
http://www.edutopia.org/richard-davidson-sel-brain-video
Davidson explains the relationship between environmental behavioural interventions and the development of the brain structure in specific ways. Significantly, he suggests that social and emotional learning can change brain structure and function.

From the Journals
Compiled by George Jacobs and Lalita Agashe

Benard S. (2012). Cohesion from conflict: Does intergroup conflict motivate intragroup norm enforcement and support for centralized leadership? *Social Psychology Quarterly, 75*(2), 107-130. doi: 10.1177/0190272512442397

Classic work suggests that intergroup conflict increases intragroup cohesion and cooperation. But how do group members respond when their peers refuse to cooperate? Simmel ([1908] 1955) argued that groups in conflict quell dissent by sanctioning group members and supporting centralized leadership systems. This claim has important implications, but little direct support. This research investigates how intergroup conflict shapes individuals' tendencies to sacrifice for their groups, enforce norms by sanctioning their peers, and relinquish decision-making autonomy to a leader. I test the predictions with two small group experiments, which find that conflict increases enforcement of norms when outgroup participation in conflict is high and increases contribution to the group regardless of outgroup participation in conflict. Evidence on support for leaders is mixed and suggests that the performance of the group may affect support for leaders. The research has broader theoretical implications for the study of group processes, collective action, and institutions.

Chan, S., & Leijten, F. (2012). Using feedback strategies to improve peer-learning in welding. *International Journal of Training Research, 10*(1), 23-29.

Due to safety considerations, students' practice and learning of welding is conducted within individual welding booths. The booth setting presents some challenges to student learning as collaborative learning within a workshop learning environment is compromised. The project reported in this paper, established peer-learning (i.e., students learning from each other) as an opportunity to enhance student learning. Techniques for effective feedback were presented to students as a means of compensating for reported disadvantages of novices' peer learning. Therefore, this article provides results from introducing peer-learning with relevant feedback techniques, to improve learning outcomes for welding students. This is a practical evidence-based study, reporting findings that are generalisable to the learning of other trade-based disciplines. The feedback strategies proposed are not difficult to introduce to learners and teachers but lead to improved student engagement, improved student meta-cognition and enhanced skill practice and learning.

Dawes C., Loewen P., Schreiber D., Alan N. Simmons, Taru Flagan, Richard McElreath, Scott E. Bokemper, James H. Fowler, and Martin P. Paulus. (2012). Neural basis of egalitarian behaviour. *Proceedings of the national academy of sciences of the USA, 109*(17), 6479-6483. doi: 10.1073/pnas.1118653109. Retrieved from http://www.pnas.org/.

Individuals are willing to sacrifice their own resources to promote equality in groups. These costly choices promote equality and are associated with behavior that supports cooperation in humans, but little is known about the brain processes involved. We use functional MRI to study egalitarian preferences based on behavior observed in the "random income game." In this game, subjects decide whether to pay a cost to alter group members' randomly allocated incomes. We specifically examine whether egalitarian behavior is associated with neural activity in the ventromedial prefrontal cortex and the insular cortex, two

regions that have been shown to be related to social preferences. Consistent with previous studies, we find significant activation in both regions; however, only the insular cortex activations are significantly associated with measures of revealed and expressed egalitarian preferences elicited outside the scanner. These results are consistent with the notion that brain mechanisms involved in experiencing the emotional states of others underlie egalitarian behavior in humans.

Denton, D. W. (2012). Enhancing instruction through constructivism, cooperative learning, and cloud computing. *TechTrends, 56*(4), 34-41. doi: http://dx.doi.org/10.1007/s11528-012-0585-1

Cloud computing technologies, such as Google Docs and Microsoft Office Live, have the potential to enhance instructional methods predicated on constructivism and cooperative learning. Cloud-based application features like file sharing and online publishing are prompting departments of education across the nation to adopt these technologies. However, realizing the full potential of these tools necessitates that future educators develop an understanding of how they can be used. Strategies for integrating cloud-based applications are suggested and results from a case study involving graduate education students are presented.

Dierdorff, E. C., Bell, S. T. and Belohlav, J. A. (2011). The power of collectivism: Effects of psychological collectivism on team performance over time. *Journal of Applied Psychology, 96* (2), 247-262. doi: 10.1037/a0020929

We examined the influences of different facets of psychological collectivism (Preference, Reliance, Concern, Norm Acceptance, and Goal Priority) on team functioning at 3 different performance depictions: initial team performance, end-state team performance, and team performance change over time. We also tested the extent to which team-member exchange moderated the relationships between facets of psychological collectivism and performance change over time. Results from multilevel growth modelling of 66 teams (N = 264) engaged in a business simulation revealed differential effects across facets of psychological collectivism and across different performance measurements. Whereas facets concerned with affiliation (Preference and Concern) were positively related to initial team performance, reliance was negatively related to initial team performance. Goal Priority was a strong predictor of end-state performance. Team-member exchange moderated the relationship between performance change and 3 of the 5 facets of psychological collectivism (Preference, Reliance, Norm Acceptance). Implications for team composition and team training are discussed.

Geier, C. S., & Bogner, F. X. (2011). Learning at workstations: Students' satisfaction, attitudes towards cooperative learning and intrinsic motivation. *Journal of Educational Research, 3*(2), 5-16.

194 5th graders participated in an age-appropriate anti-smoking study of a special student-centered learning form called 'learning at workstations - health hazards of smoking'. The educational intervention was implemented in school classroom. The methodical focus was cooperative learning with comparing both factual knowledge and behavioral skills relevant to smoking education. Empirical scores revealed a clear preference for behavioral-based workstations. Students' satisfaction with the knowledge-related workstations was shown to correspond to their attitudes towards cooperative learning and to their interest and perceived choice, whereas the behavioral-based ones did not show any such correspondence.

Goodell, L. S., Cooke, N. K., & Ash, S. L. (2012). Cooperative learning through in-class team work: An approach to classroom instruction in a life cycle nutrition course. *NACTA Journal, 56*(2), 68-75.

Aimed at increasing higher level and critical thinking skills, professional and social skill development, and at engaging students in ownership of their learning, Cooperative Learning (CL) occurs when small groups of students work together to achieve a common objective. Through this qualitative examination, student reports revealed three dominant emergent themes related to the CL approach: "Real World" Preparation, Group Dynamics, and Variety Desired. Students wrote that the course described here was challenging and helped prepare them for future careers in which they would be required to work in groups to solve complex problems. In line with the instructor's goals, the CL environment appeared to simulate the challenges associated with group work in a professional setting while providing students feedback on their performance and opportunities to change their behavior in a supportive atmosphere. While student satisfaction was high in the course, they also desired a variety of teaching methods in the classroom (e.g. hands-on activities, guest speakers, whole class discussion), suggesting the CL approach should be paired with additional teaching strategies to optimize learning outcomes. Cooperative Learning could be used in a variety of courses to provide students structured opportunities to learn from each other and to improve their problem-solving abilities.

Hadjerroui, S. (2012). Investigating technical and pedagogical usability issues of collaborative learning with wikis. *Informatics in Education, 11*(1), 45–64.

Wikis have been recently promoted as tools that foster collaborative learning. However, there has been little research devoted to the criteria that are suitable to address issues pertinent to collaborative learning. This paper proposes a set of criteria to explore technical and pedagogical usability issues of collaborative learning with wikis. The criteria are then used to evaluate students' collaborative writing activities. The units of study are wikis that groups of students developed collaboratively using MediaWiki. This paper also reports on technical and pedagogical implications for the use of wikis as collaborative learning tools in teacher education.

Hanshaw, L. (2012). Qualitative aspects of group-only testing. *College Student Journal, 46*(2), 419-426.

This study sought to determine how students would describe their group-only cooperative testing experiences in terms of key elements of cooperative learning often cited in the literature. Written comments of 159 graduate students were analyzed and 26 related categories of comments were derived from 495 statements of students enrolled in two graduate classes offered during nine months of a regular school year and two five-week summer terms. Students mentioned all five of the selected elements of cooperative learning within various contextual statements they wrote to describe their cooperative testing experiences. The results of this study indicated that positive experiences occurred more often than negative experiences across categories defined as (1) Positive Interdependence, (2) Face-to-Face Interaction, (3) Individual and Group Accountability, (4) Appropriate Use of Social Skills, and (5) Group Processing in this study. Students also reported predominantly positive psycho-social benefits such as lowered stress and test anxiety levels, friendships made, increased learning, and a strong preference for the group-only testing format. Teachers in the class also indicated a willingness to use this testing format in their own classrooms following their group testing experiences. Moreover, higher achievement gains were reported as part of students' experiences during the cooperative group-testing arrangement featured in this study.

Hsiung, C.-M. (2012). The effectiveness of cooperative learning. *Journal of Engineering Education, 101*(1), 119-137.

Empirical evidence suggests that students studying cooperatively exhibit significantly better academic achievement. However, since most prior studies do not carefully monitor the time on task, it is unclear whether the observed learning benefits are due to the intrinsic superiority of cooperative learning or merely a reflection of the increased amount of time students spend on studying. This study compares the learning effectiveness of cooperative and individualistic learning. The proposed approach carefully monitors the learning method and the time on task both in regular day-time teaching classes and out-of-class studies. A series of experiments was performed in which 42 mechanical engineering students were randomly assigned to individualistic or cooperative learning conditions, respectively, and were then formed into heterogeneous groups comprising three team members. The experiments were conducted over an 18-week semester. In conducting the experiments, the students attended both regular classes and out-of-hours homework sessions. The experimental results showed that given a sufficient period of time for the cooperative learning teams to mature, the students in the cooperative learning condition performed substantially better in both the homework and unit tests than those in the individualistic learning condition. Since the time on task was carefully monitored, the higher academic performance of the students in the cooperative learning condition suggests that cooperative learning is more effective than individualistic learning.

Hsiung, C.-M. (2010). Identification of dysfunctional cooperative learning teams based on students' academic achievement. *Journal of Engineering Education, 99*(1), 45-54.

Considerable evidence exists to suggest that students who study cooperatively reap significant benefits in terms of their learning performance. However, sooner or later, most cooperative learning teams have to deal with one or more members whose actions disturb the team. Unless these problems are quickly resolved, the cooperative learning team gradually becomes dysfunctional and the benefits of cooperative learning are diminished. A method is proposed for identifying dysfunctional cooperative learning teams by comparing the academic achievement of students in a cooperative learning condition with that of students in an individual learning condition. A series of experiments were performed in which 42 sophomore mechanical engineering students were randomly assigned to the two learning conditions and were formed into mixed-ability groups comprising three team members. The academic performance of the students in the two learning conditions was then systematically compared in terms of their respective test scores. Dysfunctional teams were identified using a new quality index defined as the mean test score of the team divided by the standard deviation of the team members' test scores. The probability of a Type I error was quantified using a control chart. The identification results were verified by analyzing the students' off-task behavior frequency and attitudes toward cooperative learning, respectively. The experimental results confirm that the proposed quality index is a potential indicator of dysfunctional cooperative learning teams.

McCulloch, P., Rathbone, J. and Catchpole, K. (2011). Interventions to improve teamwork and communications among healthcare staff. *British Journal of Surgery. 98*. 469–479. doi: 10.1002/bjs.7434.

Concern over the frequency of unintended harm to patients has focused attention on the importance of teamwork and communication in avoiding errors. This has led to experiments with teamwork training programmes for clinical staff, mostly based on aviation models. These are widely assumed to be effective in improving patient safety, but the extent to which this assumption is justified by evidence remains unclear. A systematic literature review on the effects of teamwork training for clinical staff was performed. Information was sought on outcomes including staff attitudes, teamwork skills, technical performance, efficiency and clinical outcomes. Of 1036 relevant abstracts identified, 14 articles were analysed in detail: four randomized trials and ten non-randomized studies. Overall study quality was poor, with particular problems over blinding, subjective measures and Hawthorne effects. Few studies reported on every outcome category. Most reported improved staff attitudes, and six of eight reported significantly better teamwork after training. Five of eight studies reported improved technical performance, improved efficiency or reduced errors. Three studies reported evidence of clinical benefit, but this was modest or of borderline significance in each case. Studies with a stronger intervention were more likely to report benefits than those providing less training. None of the randomized trials found evidence of technical or clinical benefit. The evidence for technical or clinical benefit from teamwork training in medicine is weak. There is some evidence of benefit from studies with more intensive training programmes, but better quality research and cost-benefit analysis are needed.

Montoya M. M., Massey A. P. and Lockwood N.S. (2011). 3D collaborative virtual environments: Exploring the link between collaborative behaviors and team performance. *Decision Sciences. 42* (2), 451–476, DOI: 10.1111/j.1540-5915.2011.00318.x

Increasingly, organizational work is conducted by virtual teams interacting across boundaries of space and time. Despite advances in collaborative technologies, members of virtual teams often find the experience challenging and a far cry from physically “being there.” In response, immersive and interactive three-dimensional collaborative virtual environments (3D CVEs) are emerging and purported to address the shortcoming of earlier technologies. How teams will interact and ultimately perform in a 3D environment remains to be seen. In this study, drawing from group and communication theories, we explore the link between collaborative behaviors and the performance of virtual teams working in a 3D CVE. We report on the results of a controlled experiment consisting of 39 virtual teams of 91 individuals. Through cluster analysis, we identify distinct patterns of collaborative behaviors associated with differential levels of performance. Our findings provide a deeper understanding of how the unique spatial and visual characteristics of 3D CVEs may transform virtual work.

Pescarmona, I. (2011). Working on cooperative learning: Challenges in implementing a new strategy. *International Journal of Pedagogies & Learning, 6*(3), 167-174.

The development of teaching professional competencies is necessary if teachers are to cope with heterogeneous students. From an educational comparative perspective, the article explores the complex process of implementation of a new teaching method for multicultural classrooms, such as Complex Instruction. It investigates the implications of an educational innovation for a group of teachers, and to what extent the latter are able to change their educational ideas and practices. An ethnographic research approach is adopted in order to shed light upon some of the challenges these teachers encountered and how these affected their choices. Thus the process of educational change is presented as an open problem in which the 'culture of the school' does not play a neutral role.

Qureshi, M. A. (2012). Group dynamics and peer-tutoring: A pedagogical tool for learning in higher education. *International Education Studies, 5*(2), 118-124.

The increasing diversity in students' enrolment in higher education in Norway offers an opportunity to use collaborative learning and teamwork as a learning vehicle to exploit the synergy in the community to have formal and informal agoras. Theoretical and empirical observation of the value of team processes provides the framework to personify our understanding of learning and present a model for teaching in higher education in Norway. We consider learning as a holistic process and one must appreciate its dynamics and be flexible and responsive to it. Moreover, such a view of the entire process necessitates an active communication with all stakeholders of the system and to make an integrative and coordinated effort to ensure availability of the required institutional resources, equitable distribution of the students' resources, and a smooth transition from the traditional lecturing to this form of collaborative learning to make higher educational institution a learning organization. We report a positive feedback from the students attending two courses at School of Business at HiOA, indicating that students consider this teaching method adding more value compared to traditional lecturing.

Rojano-Caceres, J. R., Ramos-Quintana, F., & Vargas-Cerdan, M. D. (2012). On fostering a co-creative process within a CSCL framework. *Creative Education, 3*(4), 383-391.

In this article is introduced a co-creative process fostered by a Collaborative Learning Framework which pursues to engage peers of students in a synchronous collaborative dynamic to build the knowledge by representing it by a formal digraph called Networks of Concepts (NoC). This digraph, the NoC, allows building and representing the knowledge in a synthetic way, while the co-creative process aims at developing cognitive skills and collaborative attitudes as essential part of 21st century skills for students. Nowadays, the Collaborative Learning Framework has been and is currently being used in Mexican universities in different undergraduate programs such as Industrial Engineering, Computer Science, Sociology, Accounting, Business Administration, and Molecular Biology; in this article we analyze and discuss a particular case of an example in the Engineering program. Thus, the analyzed digraphs are the outcome of a co-creative process that is carried out through synchronous-mode argumentation and shared interactions by peers of students.

Romero, M., Hyvonen, P., & Barbera, E. (2012). Creativity in collaborative learning across the life span. *Creative Education, 3*(4), 422-429.

Creativity is one of the competencies required in order successfully to meet challenges across the life span. After defining the broad concept of creativity and its relevance in education, this paper discusses the outcome of a literature review on creativity in collaborative learning across the different stages of an individual's development, with a specific focus on the use of ICT as a means of fostering the creative learning process. Although much of the literature concerns creativity and critical thinking skills in children and adolescents, we analyze the specific requirements and specificities of these competencies in advanced adulthood. We aim specifically to characterize the capabilities of older adults to collaborate through Virtual Learning Environments (VLEs). The last part of the paper discusses means of promoting the development of creative skills at different ages, notably in elderly persons, and the use of collaborative learning technologies.

Snel,M.J., Terwel, J., Aarnoutse, C.A.J. and van Leeuwe, J.F.J. (2012). Effectiveness of guided co-construction versus direct instruction for beginning reading instruction. *Educational Research and Evaluation, 18* (4), 353–374.

In a field experiment with 178 first-grade pupils, the effects of an experimental beginning reading programme were investigated. Both an experimental and a control group worked with the most frequently used Dutch beginning reading programme, Learning to Read Safely. The instructional approach implemented in the experimental group was guided co-construction (GCC); the instructional approach implemented in the control group was direct instruction (DI). The results of an overall analysis of the development of word recognition (WR) over time (i.e., throughout the 1st grade) showed the pupils in the experimental group to outperform those in the control group. However, the better performance by the experimental group attenuated over time with better performance by the control group on the last measurement occasion. Majority pupils benefitted more from GCC but minority pupils more from DI. Minority pupils in the control group showed greatest progress.

Terwel, J., Van Oers, B., Van Dijk, I.M.A.W.& Van den Eeden, P.(2009). Are representations to be provided or generated in primary mathematics education? Effects on transfer. *Educational Research and Evaluation, 15*(1), 25-44. DOI: 10.1080/13803610802481265.

With regard to transfer, is it better to provide pupils with ready-made representations or is it more effective to scaffold pupils' thinking in the process of generating their own representations with the help of peers and under the guidance of a teacher in a process of guided co-construction? The sample comprises 10 classes and 239 Grade 5 primary school students, age 10–11 years. A pretest-posttest control group research design was used. In the experimental condition, pupils were taught to construct representations collaboratively as a tool in the learning of percentages and graphs. Children in the experimental condition outperformed control children on the posttest and transfer test. Both high- and low-achieving pupils profited from the intervention. This study shows that children who learn to design are in a better position to understand pictures, graphs, and models. They are more successful in solving new, complex mathematical problems.

Van, D. T., & Lewis, R. (2012). Effects of cooperative learning on students at An Qiang University in Vietnam. *International Education Studies, 5*(1), 86-99.

This study investigates the effects of jigsaw cooperative learning on the achievement and knowledge retention of 80 final-year Vietnamese mathematics students, as well as reporting their attitudes toward this form of learning. These tertiary students were divided into two matched groups of 40 to be taught by the same lecturer. In the experimental group, jigsaw learning was employed, while in the control group, lecture-based teaching was used over the six weeks of instruction. The results showed that students in the experimental group, who perceived their instruction as more cooperative and more student-centered, had significantly greater improvement on both achievement and retention measures than did the students in the control group. A survey revealed favorable responses toward jigsaw learning. The major findings of this study support the effectiveness of jigsaw learning for students in Vietnamese higher education institutions.

Zhang, X.-a., Cao, Q. and Tjosvold, D. (2011), Linking transformational leadership and team performance: A conflict management approach. *Journal of Management Studies, 48*, 1586–1611. doi: 10.1111/j.1467-6486.2010.00974.x

This study develops a model in which transformational leadership affects team coordination and performance through the conflict management approaches adopted by team members. Data were collected from three different sources in a lagged design from 108 teams in a large enterprise in China. Results support the reasoning that transformational leadership promotes team coordination and thereby team performance by encouraging teams to adopt a cooperative, as opposed to competitive, approach to conflict management. These results suggest that transformational leadership may help team members manage conflicts for their mutual benefit. This is an important mechanism through which transformational leadership enhances team coordination and, in turn, achieves higher team performance.

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