International Association for the Study of Cooperation in Education

IASCE

TABLE OF CONTENTS

Dear Colleagues,

IASCE is pleased to bring you our second member newsletter of 2013.

In this issue, we have included several conference reports from Scarborough and we introduce the most recent recipients of the IASCE Achievement Award and the Elizabeth Cohen Outstanding Dissertation Award.

Scarborough was an incredibly stimulating event and I would like to thank those IASCE members who were able to join us.

In addition to news about Scarborough, board member Yael Sharan has provided us with a conference report from Verona, where she participated in a conference with our colleagues at IAIE (International Association for Inter-cultural Education) who so ably supported one of the conference strands in Scarborough. Her article is a good primer on how cooperative learning has the power to support multicultural/intercultural communication, and she reminds us that to do so we need to plan carefully and thoughtfully to focus on interpersonal skills and positive interdependence. The quote from Christine Sleeter serves to remind us that, no matter what our context, we all face challenges and we all benefit from deep conversation.

Board member Robyn Gillies has provided us with a tantalizing review of a new book that updates the work of several researchers who examine the challenges and potential of cooperation from a variety of perspectives. Cooperative learning is supported by both a broad and deep research base, and we are fortunate to have this new resource which provides us with ready access to recent work from respected, passionate researchers. Works such as these remind me that cooperative learning isn't something one can learn in a month and that we have a responsibility to build our practice carefully and continually, based on a body of respected research and coupled with reflection and collegial conversations with knowledgeable peers.

**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.jacobs@gmail.com and he'll do the necessary.

Talk to you soon!

As always, this issue of our newsletter includes a variety of article abstracts. As I was reading through the abstracts, I observed that the same themes and questions tend to emerge independently of the learning content, age of learner, or teaching modality. For instance, researchers continue to consider how best to form groups, how to support group talk in the most productive ways, how to build a sense of positive interdependence, and how to incorporate kinesthetic and visual learning. These new investigations suggest that our field remains a vital and diverse area for inquiry and that existing models and research are important supports for new work and daily practice.

We have big news to share. Our next conference will be in Odense Denmark, at University College Lillebaelt, from October 1-3, 2015. We had an initial planning meeting with our Danish hosts at Scarborough and we are excited. Please watch www.IASCE.net for more details and visit the conference website at http://iasce2015.ucl.dk.

As always, we want to thank you, our members and readers, for your commitment and support.

Cooperatively yours,

Lynda Baloche

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.

Contributed by Lynda Baloche

Waking up to the sound of gulls and a brilliant blue sky. Looking out over Victorian rooftops to the sea. Enjoying a delicious breakfast with old and new friends. Welcome to Scarborough!

The Scarborough conference was smashing, it was fabulous. The University of Hull, Scarborough Campus, provided an intimate, well-organized venue with good food and an on-campus bar with comfortable seating and an excellent espresso machine. The program was action packed. It started on Wednesday afternoon with registration, tea and cakes, and an evening with the Co-operative Learning and Development Associates (CLADA), and ended on Saturday with a conference wrap-up (facilitated by CLADA) and a dinner at a country pub on the North Yorkshire moors. In between were three keynotes, a variety of workshop and presentation sessions (always at least five simultaneously—lots of choices!), an awards ceremony—with fair-trade wine donated by The Co-operative Group North Region and music provided by Nick Breeze, a dinner (yes, we do like to eat), and an evening out on the town with local hosts showing off the best of the area. (I heard that one group went to an interesting pub for cockles, mussels, whelks and a pint, then onto a restaurant that serves "the best" fish and chips—accompanied, of course, by another pint.)

When IASCE says a conference will be international, we mean it. Scarborough attracted participants from 22 countries and five regions of the world. (I don't want to call them continents, because that seems to leave out some islands and, after all, the conference itself was on an island.) In addition to spanning major geographic regions, the participants spanned several generations. Attendees included three participants who attended the very first IASCE event in 1979 (when IASCE got its name) as well as many new faces. It was encouraging to hear from the veterans and to sense the commitment that has sustained them for so long. It was exciting to hear from the young researchers who are applying the lessons of cooperation in such varied contexts and with incredible passion and originality. It was humbling to realize that many of these new voices were sharing their work in their second or third language.

Conferences often have plenary sessions, and the Scarborough conference was no exception. Our planning committees are always concerned that keynotes aren't just lectures given by experts—after all, we do want to model what we believe. Pasi Sahlberg was our first plenary speaker. Author of the award-winning book *Finnish Lessons* (see a review in the 2012[1] issue of the IASCE Newsletter), Pasi took us on an around-the-world data trip to view the devastating results of the GERM (Global Education Reform Movement). The data were all too familiar to many of us. Pasi's message however, was one of hope; he emphasized equity, collaboration, creativity, and local authority. The time passed quickly as Pasi told the Finnish story and had us share predictions, talk with our neighbors, and signal our ideas.

Maureen Breeze was our second plenary speaker and she brought seven UK colleagues with her—all of whom had contributed chapters to a 2011 UK-based journal (see a review in the 2012[2] issue of the IASCE Newsletter). The session was a whirlwind—complete with a real tent and a make-believe campfire that materialized in front of our eyes in seconds. Again, modeling good collaborative strategies, Maureen had each "expert" give a brief talk and then all of us (yes, everybody) got up, moved around, and had the opportunity to chat with one-or-more of the experts. There was definitely something for everyone as the experts ranged from school principals and outdoor education leaders to those working in co-operative enterprise and adult development. It was noisy, it was fun, and it was informative.

Robert Slavin provided our third plenary. Bob's style is quiet and gently paced, and participants had time for reflection as Bob talked about cooperative learning and achievement. He provided a framework designed to encompass varying theoretical perspectives—from psychology, social psychology and sociology—that have shaped different cooperative learning models, strategies, and points of view about what's most important in group work. Bob took the long view—so appropriate for one of the IASCE founders. Bob, as with some of the presenters in Maureen's group, provided a follow-up session with discussion and a simulation.

The conference sessions were as varied and as informative as the keynotes. The conference program is on our website at www.IASCE.net and I won't try to describe all of the sessions (which, of course, I can't because I couldn't possibly attend all of them). What I can share are my impressions of the variety of sessions and the intensity with which participants engaged the ideas and each other. As with our keynotes, we are always concerned that our sessions model the cooperative interactions we value. When I peeked into different rooms, I did see genuine engagement. When a session is a workshop designed by a veteran such as Don Plumb, Peter Duncan, or Yael Sharan, interactive engagement is "easy." But when a presenter is describing a research study or a community intervention and, perhaps, not speaking in his or her primary language, it can be much more challenging. It was wonderful to see that the presenters, participants, and session chairs all took their roles and responsibilities seriously and that people engaged each other and their ideas with genuine care and enthusiasm. At the closing session, CLADA asked participants to describe their personal transformations. I've chosen a few (some are lightly edited for ease of reading) that I think exemplify the feeling that I sensed in a variety of sessions.

> I had very positive interactions with other people; they were supportive not critical.
> I have a deeper and larger view of cooperative learning. I feel motivated.
> I have moved from a national perspective to an international perspective.
> I have been challenged personally to ask deep questions about cooperative learning.
> I learned lots of ideas from different countries.
> I am more positive that cooperative learning works and I should not give up.
> I realized I can choose to be with positive people.
> I felt the common goal of cooperation.

But was it "just" the keynotes and the wonderful and varied sessions? No. The conference planning team did an outstanding job providing spaces for informal interactions over shared meals and snacks and CLADA provided on-going support and a connecting thread of energy throughout the conference. As I write this, I am reminded of Bales' distinction between task and maintenance and the importance of both for high-functioning groups. Bales' work suggests that, over time, high-functioning groups spend about 40% of their time engaged in maintenance activities (a concept that is clearly not valued by GERM—the Global Education Reform Movement). It is these "spaces," the luxury of time, and the pleasant surroundings that make a difference. They encourage people to build and maintain relationships. Again, I'll use the voices of participants to describe what was valuable about their experiences:

> Getting to know a colleague better.
> Having a feeling of belonging.
> Meeting other believers who do similar work.
> Seeing the beauty of the social diversity.
> Moving from unknown to friends.
> Imbibing the philosophy of cooperative learning.

Prior to Scarborough I had personally begun to wonder if face-to-face conferences, which depend on large numbers of people traveling long distances, make sense in the 21st century. I left Scarborough knowing that they do make sense and that face-to-face interactions are still vital to creating and sustaining energy and connection. The title of the Scarborough conference was *The Transformative Power of Co-operation in Education.* I'll conclude with the voices of participants. They describe that power so well.

> This was a creative experiment.
> I realized how lucky I am.
> I feel more committed, determined, creative, innovative, energized.
> I lost my separate identity and felt being part of the very large energy of people and beings around.

by Lynda Baloche

Robert Slavin and Nancy Madden–The IASCE Research Award

2013 marks the first time IASCE has presented a team award, and IASCE is pleased to announce that Robert Slavin and Nancy Madden are the recipients of the IASCE Research Award for outstanding contributions related to cooperative learning.

Bob and Nancy attended the first IASCE international conference in 1979 and Bob served as president of the association from 1986-1988. Bob Slavin is currently Director of the Institute for Effective Education at the University of York (United Kingdom). Among other accomplishments, Bob is well known as a champion of best-evidence analysis and he has applied this methodology to a variety of fields—notably student achievement and cooperative learning. Nancy Madden is the current president of the Success for All Foundation; Bob serves as the current chairperson and was a co-founder. The Foundation supports development, research, and implementation of comprehensive restructuring programs designed to help schools meet the needs of all learners. Through the foundation, Bob and Nancy regularly collaborate on curricular and instructional research and implementation projects aimed at improving the life chances of children. Together Bob and Nancy are a powerful alliance and have demonstrated sustained commitment to their work.

The IASCE recognizes the work of Robert Slavin and Nancy Madden as a significant contribution to our collective understanding of the varied interpretations and uses of cooperation in education.

Usha Borkar–The IASCE Elizabeth Cohen Award for Outstanding Thesis/Dissertation

The IASCE is pleased to announce that Usha Borkar is the recipient of the 2013 IASCE Elizabeth Cohen Award for Outstanding Thesis/Dissertation. The IASCE 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. Usha has demonstrated her ability to continue this tradition with her thesis, *Development of Training Package Based on Cooperative Learning Strategy for Student Teachers*. Usha completed this thesis as part of her requirements for a Ph.D. at the Department of Education, S.N.D.T. Women's University, Mumbai, India.

As part of her study, Usha Borkar developed a training package for pre-service teachers that focused on cooperative learning. Her study, a carefully crafted experimental design, then examined pre-service teachers' attitudes, knowledge base, and skills at lesson planning that utilized cooperative learning strategies. Her literature review was extensive and well organized. In her nomination, Dr. Madhura Kesarkar emphasized Dr. Borkar's constructivist approach, the contributions of her work to encouraging a shift away from expository teaching, and the importance of the training package approach within the Indian context. Congratulations Usha.

Details about prior recipients are available on the IASCE website. Please watch the website for an announcement of the next nominations opportunity.

What the two young researchers experienced at Scarborough…..

Peter Seow from NIE, Singapore and Mijal Golub from Israel are the two young CL- researchers who received the IASCE bursary funds for attending the IASCE conference at Scarborough. We are happy to share their impressions in their own words with our readers.

Peter Seow writes . . .

In November 2012, George Jacobs announced the IASCE 2013 conference and I was immediately captivated by the picturesque scenery of Scarborough on the PowerPoint he showed. I decided to submit a presentation to the IASCE conference and was glad to have my proposal accepted.
I never regretted making the decision as this is the best international conference I have ever attended.

After travelling a long way from Singapore to Scarborough, the prospect of attending the IASCE conference among an unfamiliar community made me worry about how I would be able to fit in. However, the pre-conference activity "Create a Nation" organised by the great guys from CLADA took care of those apprehensions. On my own, I thought that it would be impossible to design a flag let alone decide on rules for migration and laws and a national anthem, with people I just got to know, in a short space of time. Even though it was the first time working together, we managed to complete the task. In the process, we had a blast laughing as we brainstormed ideas and made decisions collectively. For me, the activity set the tone for what I would experience throughout the conference--the value of co-operation in the community.

What impressed me the most about the conference was how the IASCE community "walks the talk" in the conference. Cooperation entailed interaction with others which I have never experienced so much in a conference before. We formed groups to discuss the presentation and raised questions. This brought me to understand and learn from the participants' different perspectives. As a workshop participant, I experienced what it means to be engaged in different cooperative learning techniques which I plan to share with the teachers I work with in Singapore. Together with the teachers, we can apply the techniques to make lessons more meaningful, engaging, and fun for the students, transforming learning in the classroom. The daily morning keynotes were certainly great way to start off each day, and underscored the value of co-operation in transforming education.

I thank the IASCE for granting me the bursary to attend the conference at Scarborough. To me the grant was generous and timely because I attended the conference without the financial support of my institution. The conference was definitely worth the long travel and cost as I was introduced to the wonderful IASCE community and learned of the power of transforming education through co-operation.

and Mijal Golub writes . . .

After many hours of travel, we finally got to the beautiful and peaceful campus of Scarborough. As soon as we arrived, we dropped our luggage in our rooms and ran

down to the main room to meet everyone. There, guided by CLADA's energetic team, people from 32 nationalities split into groups to found new countries. We had to invent not only a name, a motto and a flag but also land rules and Immigration policy. The funniest part came when groups sang their anthems to all. This great ice breaking activity offered us a good start, getting to know each other through laughter and creativity. As the new school year approaches and I'm starting to put together my class climate activities to create a fresh and enjoyable start, I plan to integrate this great idea into the first week's program. Other ideas to create a welded class climate encouraging leadership and acceptance of diversity could be drawn from the workshop with The Woodcraft Folk. This group of young people sure have the skills and imagination to invent and establish activities leading to a positive social change end empowerment of the youth!

After the first period of establishing a positive energy in the classroom, and when social goals will start to be related to the academic ones, I will probably find my inspiration in Maureen Breeze's presentation. Wanting to show us the diversity of cooperation projects in England, she presented seven different ones in the form of chapters of a book. After a short introduction, each chapter (played by a person) presented its project or field of activity. We then had the opportunity to walk between the seven chapters, ask questions and investigate the projects we wanted to know more about. I believe in a classroom context, this way of presenting can be part of a long term Jigsaw project. In this context, well defined roles can increase the feeling of responsibility towards each other's learning and the positive interdependence as a key to success.

A few days later, as I started my way back home, I could only regret not having had enough time to share experiences, difficulties and thoughts with my cooperating colleagues from all over the world! Maybe, with luck, at the next IASCE conference the intense schedule will allow more personal interactions so we can all create new things together and learn from each other's practice in daily life.

Congratulations Pasi!

IASCE board member Pasi Sahlberg has been awarded the 2013 University of Louisville (USA) *Grawemeyer Award in Education* for his book,
Finnish Lessons: What Can the World Learn from Educational Change in Finland?

Looking for Connections between Multiculturalism and Cooperative Learning: A Report from the International Conference *International Counseling and Education in the Global World*, **Verona, Italy, April 2013**

Contributed by Yael Sharan

A young fellow from India helped me lift my suitcase onto the train; during the ride a woman from the Ukraine told me about her life in Italy; two young men were chatting in Arabic; an Asian woman was talking on her cell phone in Chinese. . . . If there was any doubt in my mind about the multicultural nature of the world we live in, the two hour train ride from Milan to Verona served as a vivid reminder. To add to the mosaic I was on my way from Israel to attend the international conference on International Counseling and Education in the Global World, sponsored by several organizations: the Center for Intercultural Studies at the University of Verona, IAIE (International Association for Intercultural Education), OISE (the Ontario Institute for Studies in Education), and NAME (the National Association for Multicultural Education).

It comes as no surprise that today societies are increasingly challenged by multiculturalism and are seeking ways to achieve understanding between cultures. The acute need to identify and employ intercultural skills was the concern of the educators, psychologists and counselors who came to the conference to share their experiences, research and viewpoints. They, too, were a multicultural group, and offered a variety of perspectives for examining the challenges and achievements of intercultural competence development and civic engagement in a global context. (The terms multicultural and intercultural were used interchangeably.)

The conference organizers will publish a compilation of all papers, so what follows are my impressions of a few of the sessions and ideas heard at the conference.

Naturally my perspective was the contribution that cooperative learning makes to the multicultural classroom. Unfortunately there was very little time for me to actively engage people in some of the ways this is done, but I did get to point out that CL is inherently diverse, and described a few of the many ways it contributes to the culturally sensitive classroom.

It was clear to me from many of the presentations that CL is the practical vehicle for developing intercultural competence. A basic way of defining intercultural competence is by the acronym ASK: Attitude, Skills and Knowledge. The connection to the skills and principles inherent in CL (such as communication and social skills, open-ended inquiry, inclusion and acceptance of diverse opinions) was more than apparent. In his talk, the sociologist Zygmunt Bauman reinforced this connection for me by stating that today one has to take on the role of teacher and of learner when encountering the "other." Both sides gain by approaching this encounter with an open mind.

One way teachers take on the role of learners is by listening to immigrants tell stories of their backgrounds and struggles. An Italian teacher, Beatrice Bianchini, said that "every time I hear the word 'intercultural' I think about faces, people, stories." An intriguing project, reported by Tina Brondum of the University of Southern Denmark, explores how educators can improve dialog and the understanding of intercultural and multiple perspectives across "divergent cultural narratives." To this end the project trains teachers to elicit students' memories and personal narratives as a bridge to making learning relevant and meaningful, a practice familiar to teachers in a culturally sensitive cooperative classroom.

Total immersion in a multicultural experience was at a session called the Debate Café, facilitated by Dr.Thierry Bonfanti, in the spirit of non-directive intervention. A Debate Café brings together people of diverse interests and backgrounds, and participants choose the topic for debate when they meet. It reminded me of the Open Space IASCE conference in Toronto in 1999, when participants set the agenda for the conference. The participants in the Debate Café at this conference spoke several languages, made a valiant effort to communicate, and altogether demonstrated basic intercultural competence.

The continuous encounters during the conference between people of different cultures and viewpoints highlighted the complexity of multiculturalism, as Christine Sleeter, past-president of NAME, pointed out in her closing remarks: "The speakers, sessions, and conversations made me reflect on both how important it is, and also how difficult it is, to engage in substantive conversations about culture, difference, power, and justice across national borders. These conversations are hard enough within national borders, and are complicated across national borders because of the diverse histories and relationships that frame any point of view. In the U.S., for example, while challenging racism forms the foundation of my understanding of multicultural education . . . people from other countries bring histories that may be differently rooted, such as in addressing new immigration. At the same time, these global conversations are essential if we are to forge alliances that can better push back against the injustices, standardization, and neocolonial relationships of neoliberalism."

IASCE, a truly multicultural association, has collaborated with IAIE by organizing three conferences where we've had the chance to demonstrate what CL offers the field of multicultural education. IAIE also had a strand at our conference in Scarborough. Sadly, though, I noted that in past issues of our newsletter there are hardly any abstracts of studies that specifically explore ways that CL contributes to the development of intercultural competence. How about a Debate Café at our next conference to see how we might promote more research in this endeavour?

More photos from the Scarborough Conference.

Book Review

Contributed by Robyn Gillies

<u>The International Handbook of Collaborative Learning.</u> Cindy E. Hmelo-Silver, Clark A. Chinn, Carol K.K. Chan, & Angela O'Donnell (Eds.), 2013, New York, Routledge, pp. 516 (Hardback) ISBN 978-0-415-80573-5

This edited volume brings together a range of international scholars who have an established history of having published research that focuses on collaborative or cooperative learning. While the volume uses the term 'collaborative learning' in the title, an examination of the chapters and, indeed, the editors' introduction indicates that they use the terms 'collaborative' and 'cooperative' interchangeably; the emphasis being on mutual influence and equality of participation, characteristics of groups where students work together to promote each other's learning and success. The purpose of the volume is to document current development in research on collaborative/cooperative learning with the intention of integrating key themes that have emerged across disciplines that can be used to inform current and future research in this field.

The Introduction: What is collaborative learning? by Angela O'Donnell and Cindy Hmelo-Silver addresses some of the overarching issues discussed in the various chapters. Issues such as the different perspectives on peer-learning and, in particular, the key role positive interdependence plays in providing opportunities for group members to interact constructively with each other around group tasks and processes. Other issues that are discussed include the different cognitive-elaboration and cognitive-developmental perspectives on how peers learn from each other and the implications these perspectives have on how research is framed.

The volume contains 28 chapters that are organised into four sections: *Theoretical approaches*; *Studying collaborative learning*; *Instructional issues and approaches*; and, *Technology and collaborative learning*. The first section on theoretical approaches begins with a chapter by Noreen Webb who examines the role of information processing approaches on collaborative learning or, in other words, how students can learn by actively processing information from each other while collaborating together. Webb stresses the importance of structuring collaborative group work where students are required to carry out specific activities or adopt specific roles to ensure that students benefit from their collaborative experiences. The following chapter in this section discusses developmental approaches to collaborative learning where the authors outline three broad traditions or paradigms which are used to explain what it means to learn, how knowledge is acquired, and how individuals coordinate their understanding. This chapter sets the scene for the next, on *Sociocultural perspectives on collaborative learning,* that argues that collaborative learning not only enables individuals to acquire knowledge and participate in helping to socially shape, but also enables the creation of knowledge through socially mediated activities and artifacts that the groups share. The following chapter on *Theories of cognition in collaborative learning* focuses on computer supported collaborative learning research and notes that groups produce their own cognitive phenomena because cognitive processes appear to be distributed across members, they are produced through interaction with each other, and group cognitive properties often differ from individual cognitive properties.

The second section on *Studying collaborative learning* consists of eight chapters that outline different approaches to studying and analysing collaborative group behaviour. These approaches include using quantitative methods, multi-level analysis, qualitative methodologies, conversational analysis, verbal data analysis, linguistic analysis, and mixed-methods approaches. There is also a chapter on analysing video data, critically important for capturing and coding the real time experiences of students working in small groups. Together the chapters in this section present a rich source of methodological approaches that have been used to help understand group behaviour and outcomes.

The third section on *Instructional issues and approaches* consists of nine chapters that discuss a number of issues involved in establishing effective collaborative learning experiences. These include chapters on experiences in cultivating a community of learners (CoL) to foster deep disciplinary understanding through joint investigations; a synthesis of research on motivation and engagement in small groups; children's leadership behaviours in collaborative groups; different types of group assessment in collaborating groups; collaborative learning for

diverse learners; learning through collaborative argumentation; and organising collaborative learning experiences around subject matter domains. The chapter that follows is on *The group investigation approach to cooperative learning* and was authored by Shlomo Sharan, Yael Sharan and Ivy Tan. Their chapter highlights the key tenets of this approach: "*Group Investigation is a cooperative learning method that integrates interaction and communication among learners with the process of academic inquiry*" (p. 351). The group investigation approach to cooperative learning underpins much of the collaborative approaches to inquiry teaching that is now evident in teaching science in schools. The final chapter in this section is on problem-based learning and this, like the previous chapter, is an inquiry approach to learning in small groups.

The final section in this volume is on *Technology and collaborative learning* and contains seven chapters that address the issue of using technology to enhance collaborative learning. The topics covered include designing collaborative learning and how different design models and instructional theories can be used to inform various computer supported approaches; using different collaborative scripts to support learning; the role of mobile-supported technologies; collaborative knowledge building and creation; developing metacognition through computer-supported collaborative learning; access and participation in youth virtual communities; and issues around cross-cultural collaboration and technology.

This volume represents a compendium of recent development in research on the implementation of different approaches to collaborative/cooperative learning. The chapters are informed by a range of theoretical perspectives and empirical studies that demonstrate the powerful effect collaborative/cooperative learning has on small group learning. Because of the rigor that has been exercised in reporting much of the research in this volume, I have no hesitation in strongly commending it to undergraduate and postgraduate education and psychology students and academics who are interested in current developments in collaborative/cooperative learning. It is also pleasing to note that a number of past and current members of the IASCE contributed chapters: Angela O'Donnell (co-editor); Noreen Webb; Shlomo Sharan; Yael Sharan; Ivy Geok-chin Tan; and Robyn Gillies.

More photos from the Scarborough Conference.

Contributors: George Jacobs, Lalita Agashe, and Yael Sharan

Blasco-Arcas, L., Buil, I., Hernandez-Ortega, B., & Sese, F. J. (2013). Using
clickers in class. The role of interactivity, active collaborative learning
and engagement in learning performance. *Computers & Education, 62*, 102-110. http://
dx.doi.org.elibrary.jcu.edu.au/10.1016/j.compedu.2012.10.019

As more and more educational institutions are integrating new technologies (e.g. audience response systems) into their learning systems to support the learning process, it is becoming increasingly necessary to have a thorough understanding of the underlying mechanisms of these advanced technologies and their consequences on student learning performance. In this study, our primary objective is to investigate the effect of clickers (i.e. audience response systems) on student learning performance. To do so, we develop a conceptual framework in which we propose that interactivity, active collaborative learning and engagement are three key underlying forces that explain the positive effects and benefits of clickers in enhancing student learning performance. We test these relationships empirically in a university class setting using data from a survey answered by students in a social sciences degree. The results provide strong support for our proposed framework and they reveal that the high level of interactivity with peers and with the teacher that is promoted by the use of clickers positively influences active collaborative learning and engagement, which, in turn, improves student learning performance. These results show the importance of clickers in improving the student learning experience and recommend their use in educational settings to support the learning process.

Ferguson-Patrick K. (2011). Professional development of early career teachers: A pedagogical focus on
cooperative learning *Issues in Educational Research, 21(2).* 109.

Teacher retention has long been recognised as a significant problem in many education systems, while retaining early career teachers is particularly problematic. Although a variety of interventions have been suggested to support beginning teachers, too little attention has been paid to the importance of enhancing their knowledge about pedagogy in the early years of teaching. This paper examines data from an action research study that explored the impact of cooperative learning pedagogy on the professional learning of early career teachers. It focuses on the experiences of two early career teachers, one in her first year of teaching and the other in her third year, who participated in professional development on cooperative learning. Classroom observations and teacher interviews are analysed to explore the teachers' implementation of the cooperative learning strategy, their understanding of the practice and its impact on their attitude to teaching. The paper argues that a focus on pedagogy was significant in enhancing these early career teachers' professional accomplishment, as well as maintaining their enthusiasm in the early years of teaching with implications for retaining quality teachers in the profession.

Gagné, N., & Parks, S. (2013). Cooperative learning tasks in a grade 6 intensive ESL class: Role of
scaffolding. *Language Teaching Research, 17*(2), 188-209. doi:http://
dx.doi.org/10.1177/1362168812460818

Although a number of studies have investigated classroom-based peer interaction with adults and high school students, research pertaining to children in the elementary grades is scant. Drawing on sociocultural theory, the present study investigated how children in an intensive elementary level Grade 6 class for English as a second language (ESL) scaffolded each other while carrying out cooperative learning tasks. Interactions for two teams were analysed. As in the case of older learners, children were shown to be capable of engaging in linguistically oriented scaffolding. Although a variety of scaffolding strategies were in evidence, the two most frequently used pertained to request for assistance and other-correction. As in the Foster and Ohta (2005) study, the present analysis suggests that the strategies typically associated with negotiation of meaning within an interactionist perspective were rarely used. To explain how the children were orienting to the tasks, the importance of the classroom culture and the structure of the cooperative learning tasks were evoked.

Karacop, A., & Doymas, K. (2013). Effects of Jigsaw cooperative learning and animation techniques on students' understanding of chemical bonding and their conceptions of the particulate nature of matter. *Journal of Science Education and Technology, 22*(2), 186-203.

The aim of this study was to determine the effect of jigsaw cooperative learning and computer animation techniques on academic achievements of first year university students attending classes in which the unit of chemical bonding is taught within the general chemistry course and these students' learning of the particulate nature of matter of this unit. The sample of this study consisted of 115 first-year science education students who attended the classes in which the unit of chemical bonding was taught in a university faculty of education during the 2009–2010 academic year. The data collection instruments used were the Test of Scientific Reasoning, the Purdue Spatial Visualization Test: Rotations, the Chemical Bonding Academic Achievement Test, and the Particulate Nature of Matter Test in Chemical Bonding (CbPNMT). The study was carried out in three different groups. One of the groups was randomly assigned to the jigsaw group, the second was assigned to the animation group (AG), and the third was assigned to the control group, in which the traditional teaching method was applied. The data obtained with the instruments were evaluated using descriptive statistics, one–way ANOVA, and MANCOVA. The results indicate that the teaching of chemical bonding via the animation and jigsaw techniques was more effective than the traditional teaching method in increasing academic achievement. In addition, according to findings from the CbPNMT, the students from the AG were more successful in terms of correct understanding of the particulate nature of matter.

Kim, S., & Song, K. (2012). The effects of thinking style based cooperative learning on group creativity. *Creative Education, 3*, 20-24.

Recent studies have emphasized group creativity within a socio-cultural context rather than at an individual level, but not many researchers reported strategies for developing group creativity. This paper aims to explore strategies to enhance group creativity based on the theoretical basis of thinking styles by Sternberg. The hypothesis was that groups with members of diverse thinking styles would show greater gains in creative performance. In this study, the participants (n = 72) were divided into 24 three-person groups. Each group was given the task to create a game using Scratch programming language. Among the 24 groups, eleven groups (n = 33) consisted of heterogeneous thinking styles, and the other thirteen groups (n = 39) consisted solely of homogeneous thinking styles. All divided groups performed same creative task. The empirical results supported the hypothesis that group formation of diverse thinking style shows better group creativity.

Ku, H. Y., Tseng, H. W., & Akarasriworn, C. (2013). Collaboration factors, teamwork satisfaction, and student attitudes toward online collaborative learning. *Computers in Human Behavior, 29*(3), 922-929.

This study examined online courses with collaborative learning components from 197 graduate students across three consecutive academic years. A student attitude survey containing 20 items and a student teamwork satisfaction scale containing 10 items on a 5-point Likert-type scale with three open-ended questions regarding their online collaborating experiences were collected during the final week of each semester. Results revealed that the three extracted online collaboration factors (Team Dynamics, Team Acquaintance, and Instructor Support) from the student attitude survey had moderate to high degrees of correlation with teamwork satisfaction. Results also revealed that the three collaboration factors accounted for 53% of the variance in online teamwork satisfaction. In addition, results from both surveys and open-ended questions revealed students favored working collaboratively in an online environment.

Lai, K., & Wang, S. (2013). International cooperative learning and its applicability to teaching tourism geography: A comparative study of Chinese and American undergraduates. *Journal of Teaching in Travel & Tourism, 13*(1), 75-99. DOI:10.1080/15313220.2013.756714

Although international cooperative learning (ICL) possesses great potential as an effective solution for higher education's internationalization challenge, theoretical and practical issues of ICL remain understudied. To further understand ICL and explore how it should be employed in reality, researchers from two universities designed a cross-cultural ICL project and incorporated it into two tourism geography courses. The study revealed that the conceptual model of ICL proposed is generally workable in capturing the salient features of the conducted project and ICL can help enhance the learning effects of tourism geography. Also presented are recommendations for ICL's future practices.

Lo, H. C. (2013). Design of online report writing based on constructive and cooperative learning for a course on traditional general physics experiments. *Journal of Educational Technology & Society, 16*(1), 380-n/a.

The objective of this study was to develop an online report writing activity that was a constructive and cooperative learning process for a course on traditional general physics experiments. Wiki, a CMC authoring tool, was used to construct the writing platform. Fifty-eight undergraduate students (33 men and 25 women), working in randomly assigned groups of 2 to 3 members, participated in this course. Both quantitative and qualitative data, including assessments of reports, questionnaires, interviews, and records of discussion on wiki, were collected and analyzed to investigate the course design of online report writing. Results showed that students recalled, discussed, searched for, and integrated auxiliary information, reflected on the experiment, and shared meaning in the process of online writing. Evidence of positive interdependence, promotive interaction, individual accountability, social skills, and group processing proved that students worked cooperatively to accomplish shared learning goals. A higher average score of online writing than that of traditional paper writing indicated that students wrote online reports better, compared to the traditional method. Student participants and the instructor in the course responded positively when they were questioned on their perceptions of the Wikibased report writing.

Lin, Z. C. (2013). Comparison of technology-based cooperative learning with technology-based individual learning in enhancing fundamental nursing proficiency. *Nurse Education Today, 33*(5), 546–551. DOI: http://dx.doi.org.elibrary.jcu.edu.au/10.1016/j.nedt.2011.12.006

The aim of nursing education is to prepare students with critical thinking, high interests in profession and high proficiency in patient care. Cooperative learning promotes team work and encourages knowledge building upon discussion. It has been viewed as one of the most powerful learning methods. Technology has been considered an influential tool in teaching and learning. It assists students in gathering more information to solve the problems and master skills better. The purpose of this study was to compare the effect of technology-based cooperative learning with technology-based individual learning in nursing students' critical thinking in catheterization knowledge gaining, error discovering, skill acquisitions, and overall scores. This study used a pretest–posttest experimental design. Ninety-eight students were assigned randomly to one of two groups. Questionnaires and tests were collected at baseline and after completion of intervention. The results of this study showed that there was no significant difference in related catheterization skill performance. However, the remaining variables differed greatly between the two groups. This study's findings guide the researchers and instructors to use technology-based cooperative learning more appropriately. Future research should address the design of the course module and the availability of mobile devices to reach student-centered and learn on the move goals.

Ray, B., Faure, C., & Kelle, F. (2013). Using social impact games (SIGS) to support constructivist learning: Creating a foundation for effective use in the secondary social studies education. *American Secondary Education, 41*(2), 60-70.

This paper examines how Social Impact Games (SIGs) can provide important instructional support in secondary social studies classrooms. When used within the framework of the constructivist teaching philosophy and teaching methods, as recommended by the NCSS (2010), SIGs have the potential to hone critical thinking, collaboration, and problem solving skills that enhance knowledge retention as well as foster dispositional skills, including empathy, that encourage 21st century global awareness for active democratic citizenship. The interactive aspect of SIGs gives the learner the opportunity to 'virtually' participate as a member of new cultures or previously unknown subcultures, thereby immersing learners in culturally situated reflection, inquiry, problem solving, and decision-making. SIGs can serve to introduce or reinforce historical facts and current events; initiate classroom discussions about complex social and political principles, values, and concepts; create timelines; motivate interest and further research; and exemplify other key social studies content-related concepts.

Roseth, C., Akcaoglu, M., & Zellner, A. (2013). Blending synchronous face-to-face and computer-supported cooperative learning in a hybrid doctoral seminar. *TechTrends, 57*(3), 54-59.

Online education is often assumed to be synonymous with asynchronous instruction, existing apart from or supplementary to face-to-face instruction in traditional bricks-and-mortar classrooms. However, expanding access to computer-mediated communication technologies now make new models possible, including distance learners' synchronous online attendance of face-to-face courses. Going beyond traditional uses of videoconferencing (e.g., real-time remote viewing with limited student interaction), this article describes the use of freely available technologies to support synchronous cooperative learning activities involving both face-to-face and hybrid doctoral students. Specifically, we describe the rationale behind pedagogical choices and specify how various technologies were re-purposed to create a virtual classroom space in which all possible combinations of face-to-face and hybrid students worked together in multiple small-groups across single class sessions. Implications for course development, the implementation of cooperative learning activities in online settings, and the use of both synchronous and asynchronous methods of online instruction are discussed.

Rosol, S. B. (2013). Adding constructive competition to enhance a cooperative learning experience**.** *Journal of Management Education. 37*(4), 562-591 **.** retrieved on 27.7.2013 from http://jme.sagepub.com/content/37/4/562.abstract

This article reviews a classroom application titled "The Quest for Kudos Challenge," which is a long-term, multitask, large group competition to attain a reward that was designed to adhere to the recommendations for creating a cooperative learning experience while maintaining the elements of a constructive competition. The application was implemented in a course mid-semester, allowing for a comparison of the results before and after the introduction of the Kudos Challenge. Furthermore, the outcomes for the classes that participated in the Kudos Challenge are compared with classes from a previous semester that did not implement the application. Results show that students in the Kudos Challenge classes received higher exam scores, increased classroom participation, and made more voluntary contributions than the Comparison classes from the previous semester. Qualitative feedback from the Kudos classes was overwhelmingly positive. Furthermore, several positive instructor outcomes resulted from the implementation of the Kudos Challenge, including positive feedback from the students, colleagues, and school administrators; higher student evaluations; and an innovative teaching award.

Strauss, P., U, A., & Stuart, Y. (2011). ''I know the type of people I work well with": Student anxiety in multicultural group projects. *Studies in Higher Education, 36*(7), 815-829.

Research indicates that the uncertainty created when students are required to work in groups for assessed projects induces anxiety, which can manifest itself both cognitively and affectively. Such anxiety may influence student attitudes towards the selection and formation of the groups. This study explored whether different methods of <u>group formation</u> impact on student anxiety levels and, in addition, whether the home language of the students is associated with the different levels of anxiety. In this study, 165 first-year tertiary students were surveyed before and after completion of assessed group projects. The findings reveal that the uncertainty profile produced different levels of anxiety.

Szlachta, J. (2013). Peer instruction of first-year nurse anesthetist students: A pilot study of a strategy to use limited faculty resources and promote learning. *Journal of Nursing Education, 52*(6), 355-359. doi:http://dx.doi.org/10.3928/01484834-20130515-01

A peer-instruction model was used to introduce the fundamental concepts and skills in an introductory nurse anesthetist course as an innovative teaching strategy to efficiently use simulation and faculty resources and promote learning. However, no studies have evaluated whether a peer-instruction model compared with faculty instruction facilitates learning in first-year nurse anesthetist students. The purpose of this prospective, posttest only, true experimental pilot study was to determine whether a difference was noted in learning outcomes between first-year nurse anesthetist students who received peer instruction and those who received faculty instruction. Perceptions of peer learners and peer instructors about the benefits, limitations, and overall level of satisfaction of a peer-instruction teaching model were also examined. No statistically significant difference in learning outcomes was found between groups, which supports the use of the model. Perceptions of nurse anesthetist students were generally positive regarding the use of a peer-instruction model.

Whittingham, J. (2013). Literature circles: A perfect match for online instruction. *TechTrends, 57*(4), 53-58. doi:http://dx.doi.org/10.1007/s11528-013-0678-5

This article describes the author's search for an appropriate and satisfying online teaching method. After experimenting with several methods (chat room, discussion board, student led discussion), the author reached back to his face-to-face classroom success with literature circles. This article reports the results of research conducted by the author while implementing online literature circles. The author adapted literature circles for use in an online environment with great success.

Zakaria, E., Solfitri, T., Daud, Y., & Abidin, Z. Z. (2013). Effect of cooperative learning on secondary school students' mathematics achievement. *Creative Education, 4*(2), 98-100.

The purpose of this study was to determine the effects of cooperative learning on students' mathematics achievement in secondary school students in Pekanbaru, Indonesia. In addition, this study also determined students' perception concerning cooperative learning. The samples of this study consisted of 61 Form Three students. In order to control the differences of dependent variables, a pre-test was given before treatment. After treatment, a post-test was administered to both groups. Two types of instruments were used to collect the data: the mathematics achievement test and open-ended questions on cooperative learning. The pre-test and the post-test data were analyzed using t-test. Content analysis was used for the open-ended questions on cooperative learning. The results showed that there was a significant difference of mean in students' mathematics achievement between the cooperative group and the traditional group. Content analysis data revealed that students in the cooperative group were able to increase their understanding and to develop their self-confidence.

IASCE EXECUTIVE BOARD

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

What does IASCE do?

☆ Supports the development and dissemination of research on cooperative learning, particularly educator research and inquiry that fosters understanding of the effects of context on implementing cooperative learning

☆ Helps organizations develop structures that enhance cooperation in education, working through the inclusion of people of diverse backgrounds in our schools and society

☆ Works with local, national, and international organizations to extend high quality practices of cooperative learning.

☆ Sponsors collaborative conferences and projects that extend the understanding of cooperative learning principles in different settings.

How does IASCE do this?

Through our MEMBERSHIP DUES!

MEMBERSHIP BENEFITS INCLUDE:

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

☆ Research and project reports from the international perspective.

☆ New ideas from leaders in the field.

☆ Reports on the latest research and journal publications.

☆ Book and media reviews.

☆ New resources for CL on the WWW.

☆ Articles by international experts on topics such as cooperative learning and 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.

Please visit us on the web at: www.iasce.net

IASCE

The International Association
for the
Study of Cooperation in Education
ON THE WEB AT www.iasce.net

International Association for the Study of Cooperation in Education

IASCE

Join the worldwide community of educators, administrators, researchers and staff developers working together to create more effective learning environments for our students and ourselves, through cooperation in education.

Annual Dues

INDICATE TYPE OF MEMBERSHIP
Circle only the box that applies.
Fees are in US Dollars

Types of Member-ship	One Year	Two Years	Three Years
Basic Individual Membership (receiving newsletter electronically):	$20	$35	$50
Basic Individual Membership (newsletter by post):	$30	$55	$80
Institutional Memberships (newsletter by post):	$35	$65	$95

Make checks payable to IASCE. For non-US postage (airmail), please add $10 for each year's subscription.

Check one: ☐ Visa ☐ Mastercard

#:

Expiration:

Order Total:

Signature:

☐ Please check here if you would like to receive your Newsletter electronically.

To become a member of IASCE,
visit our website
OR fill out the form below and mail or fax to:

IASCE - Cooperative Learning

Kathryn Markovchick
11 South Road
Readfield, Maine 04355 USA
Phone: 207-685-3171 Fax: 1 (866) 883-9271
office@syntiro.org

Membership form

Surname/Last Name: _____

First Name: _____

Institution: _____

Street: _____

City: _____

State or Province: _____

Zip/Postal code: _____

Country: _____

E-mail: _____

Phone: _____

Fax: _____

www.iasce.net

Check your mailing label for your membership expiration date.

If you receive your copy electronically, we will email your membership expiration date along with your newsletter.

IASCE

11 South Road
Readfield, Maine 04355
(207) 685-3171
www.iasce.net