International Association for the Study of Cooperation in Education
IASCE

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Dear Colleagues,

I want to end 2013 by thanking those board members who have contributed to ensuring that the IASCE newsletter remains a valuable resource for our field. I'll begin by thanking Maureen Breeze for her interview of fellow board member Kathryn Markovchick and Don Plumb for working with me on his interview for this issue. Thank you Robyn Gillies for your book review and Yael Sharan for reports on conferences in both Italy and India. As always, we thank George Jacobs and Lalita Agashe for their contributions to *From the Journals* and Lalita for her work as editor. While not specifically newsletter related, I also want to extend our thanks once more to co-president Maureen Breeze, member Wendy Joliffe, our friends at CLADA, and the Scarborough Campus of Hull University for everything they did to create a wonderful opportunity for learning and community this past July. Thanks to Nick Breeze for his continued work on our website.

I found the *From the Journals* feature in this issue particularly interesting. Often I comment that the articles represent work with a broad age range of learners but, in this issue, that isn't quite true. Ten of the 15 abstracts describe work in higher education, while the remaining articles discuss (a) sociability, goal orientation, and the development of shared meaning in adult on-line learning settings; (b) socialization issues with home schooling; and (c) social-skills development and autism. While we have known for quite some time that the barriers to the perceived applicability of cooperative learning in higher education have been coming down, the variety of applications suggested in these higher-education abstracts is still exciting. A closer look suggests that researchers are examining how careful facilitation and well-defined protocols are as important in higher education as they are with younger students. Two studies investigate goal orientation—including one that explores appropriate use of competition within a large cooperative goal structure. Two projects involve cross-course and cross-

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!

discipline cooperation. In higher education, where disciplinary walls tend to be well established, these projects are particularly promising; they suggest that faculty are willing to consider many variations on cooperation, shared knowledge, and shared goals to achieve authentic learning.

Early in 2014, we will announce preparation for Board elections. Please consider if this might be an appropriate opportunity for you to contribute to IASCE. Another way to contribute would be to submit cooperative-learning related abstracts for inclusion in the *From the Journals* section of the newsletter. We do our best, but we are sure we miss interesting articles that our readers would want to know about. Please send abstracts directly to Lalita Agashe, our newsletter editor.

I am regularly reminded that cooperative learning has a rich history and a rich research literature. I am grateful for the colleagues I know, and those I have yet to meet, who contribute to this work. As the year draws to a close, I encourage you to thank a colleague with whom you have collaborated. Take a moment to tell them what you have learned and how they have helped. I'll begin—with you. Hearing from you, reading your work, and meeting you at conferences helps me to continue to learn about the complexities and value of cooperation and it brings me joy as I share in your enthusiasms and commitment.

Thank you for your support of IASCE. Your support makes our newsletter, conferences, awards, and bursary funds for new scholars possible.

Cooperatively yours,

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.

The ***next IASCE conference*** will be in
Odense Denmark, at University College Lillebaelt,
from October 1-3, 2015.
Please note the dates in your calendar!

GLACIE's 29th Annual Cooperative Learning Conference

On May 22-23, 2014, GLACIE (*The Great Lakes Association for Cooperative Learning*) will be holding its annual cooperative learning event in Toronto, Canada. The GLACIE organization has held this conference for many years and has welcomed presenters and participants from North America, Europe, Asia and Australasia.

This year the Thursday Pre-Conference will feature Dr. Vern Minor, Director of Educational Leadership at Kagan Professional Development, who will offer a full day workshop on *Cooperative Learning vs. Group Work: Know the Difference*.

The Friday conference will have a wide range of presenters offering 15 workshops on topics that include: *Literacy and Numeracy, Student Success through Engagement , Brain-Based Instruction, Differentiated Instruction for All Learners, Using Technology in Cooperative Learning, Increasing Achievement, Problem-Based Learning, and Inclusive Education*. Three IASCE board members – Lynda Baloche, Rich Cangro and Don Plumb – will be among the presenters as well as other speakers from Canada and the US.

GLACIE conferences have always featured energetic presenters who use cooperative learning activities to actively involve participants in their workshops. GLACIE looks forward to sharing ideas with participants from around the world in May, 2014.

Special Education Edition of the Journal of Co-operative Studies

The winter edition of this journal is due to be published in early January 2013. Inspired by the IASCE 2013 conference in Scarborough, England on the theme of *The Transformational Power of Co-operation in Education*, it contains ten contributions from conference delegates from around the world including South Africa, El Salvador, Italy, Scotland ,and the USA. The contents have a range of contribution styles; some are substantial peer-reviewed articles, while others are shorter case studies and personal perspectives. The journal will be available to purchase or on-line. Watch the next IASCE newsletter for details.

Don Plumb Interviewed by Lynda Baloche

I first met Don in Toronto at the GLACIE conference in 2012. I was impressed with his efficient and kind manner and by the respectful and dynamic way he facilitated a post-conference conversation with the board and organizing committee. I was delighted to spend time with him in Scarborough. (We met accidentally on the train platform in Manchester, so had some time to get to know each other before the conference started. Being a teacher, Don was teaching me things about my iPad within an hour!) Developing this interview gave me a chance to learn more—about Don, not my iPad.

What's your teaching background?

I taught mainly science and some mathematics to grade 7 to 12 students in Canada for many years in both the public and private systems. I also had the opportunity to teach in Australia while traveling around the world. I taught additional qualifications courses for teachers at faculties of education at University of Toronto and York University. Related to teaching, I worked in educational television for a couple of years, mostly in production of teacher professional development, but also some on-camera work on distance education for remote areas in Canada. More recently, I've been involved in mentoring first and second year teachers.

You mentioned experience in distance learning.

When I was working in educational television, I worked on several different projects. One was a series of 90-minute professional-learning broadcasts via satellite to teacher groups throughout North America. There was some two-way interaction via telephone calls from some of the sites, but we could only process five to ten questions in one broadcast so most participants were passive watchers.

Another project was more ambitious in that we had one-way video but two-way audio possible for every participant and, best of all, each individual had a keypad that we had them use often in the broadcast to respond to questions and offer opinions which could be processed immediately and shared. So the level of participant involvement was much higher. I even used occasional cooperative structures at the downlink sites, with random selection of participant responses to increase individual accountability.

The challenge of distance education is one that interests me, particularly in its relation to cooperative learning. I love the face-to-face classroom environment and the interactions that happen between teacher and student and among students in cooperative groups. A lot of teaching decisions happen in the moment—when the teacher can see how students and teams are behaving. Teachers become very efficient in reading non-verbal clues in a classroom just by observation, and these clues are almost impossible online. Straight lecturing seems easy enough, but more complex strategies, even efficient question-and-answer, are much more difficult. But distance education is only going to get bigger, so it's a huge challenge for those of us who love cooperative learning.

Why do you like teaching?
I think teaching is the best job in the world—the most interesting and complex job there is. What the teacher does makes all the difference in the world to students. A great lesson that engages them and helps them learn can stay with them forever and change their lives. And an ineffective lesson can be fixed—teaching is a job where you can always learn, you can always get better. It's endlessly engaging—it's possible to never do the same thing twice exactly the same way.

How did you come to cooperative learning?
My CL journey started when I attended a week-long workshop in Toronto for science teachers facilitated by Barrie Bennett using the David and Roger Johnson model. I started to use CL in my classroom and attend conferences on CL anytime I could, particularly the GLACIE conferences in Toronto. A few years later, I met Spencer Kagan at one of these conferences and found in my classroom that his "structures" approach connected really well with my teaching style—I could plan a 20-minute strategy ahead of time or just "wing it" and insert a two-minute structure depending on what direction the class was going. A Kagan training workshop in Florida further expanded my repertoire of these teaching strategies.

Why was CL important to you? How did it transform your work?
Before I encountered CL, I had started to feel jaded in my teaching, very much the "sage on the stage". I had tried to be as creative as possible with inquiry-based activities and labs, but still found my dominant way of teaching was "chalk-and-talk" lessons—if anybody was talking, it was bound to be me. With CL, I could be in a classroom where the students were energized and talking about my subject (not last night's hockey game). CL changed the culture of my classroom to a much more student-centred one; I felt I had a much better chance of increasing student motivation and engagement. Eventually I started to feel that a class without at least one cooperative structure, even if only a couple of minutes long, was missing something. And CL became the core process in my teacher workshops.

Who along the way has influenced your teaching?
The best learning for me has involved talking to and sharing ideas with fellow teachers and students. But conferences have been a constant source of inspiration—getting just one good idea at a conference makes it worthwhile because you will use and share that idea for years and years. I've seen David and Roger Johnson and Spencer Kagan many times, and they've been the most important influences on my teaching using cooperative learning. And Madeline Hunter and her *Instructional Theory into Practice* teaching model have provided the framework for my teaching for a long time—her approach is something I apply in every classroom I visit.

You've done a fair bit of writing.
Yes, I started writing curriculum materials at my local board of education, and articles for newsletters and professional organizations. This developed into roughly 20 years of writing textbooks for intermediate and secondary science teachers and students, which were published in Ontario and British Columbia by John Wiley & Sons and Nelson Thomson. More recently, I wrote a book published by Spencer Kagan on cooperative learning activities in science (*Structures for Success in Chemistry*) that provides classroom-ready materials and ideas using a variety of structures.

You mentioned workshops. What's your approach to workshops?
I've delivered workshops at a number of conferences this year, but my two favourites were the GLACIE and IASCE conferences in Canada and England. I've always been more interested in application rather than theory and one of the things I love about cooperative learning is that you can see results immediately. I want every person to carry away from my workshops practical ideas that they can use immediately in their classrooms. So the subject content of my workshops varies depending on the audience, but the process is always cooperative structures.

Tell us something about GLACIE. You've obviously put a lot of energy into the organization.
GLACIE is *The Great Lakes Association for Cooperation in Education,* part of the IASCE "family" of professional organizations. It's a group of educators who are committed to cooperative learning with our core group in Ontario and Western New York State. Our biggest "product" is a two-day international conference—our 29th annual gathering is in Toronto in May 2014. Every year we have a broad range of presenters, but our focus has always been practical ideas that classroom teachers can use immediately. Some of our presenters describe CL theory but they immediately tie it to application in elementary, secondary and college classrooms. A GLACIE conference is a bit different from many education conferences: no papers are presented and presenters are expected to use cooperative activity as part of every workshop. We typically have a full one-day preconference with Spencer Kagan or, last year, David and Roger Johnson, and then a second more varied day with 15 - 20 presenters mostly from Canada, but also from the U.S., Europe and Australia. We were lucky to have Robyn Gillies from the University of Queensland, Australia (also on the IASCE board) as part of our conference a couple of years ago.
The organization has been an important part of my professional life for a long time. I started out going to GLACIE conferences almost 20 years ago, then joined the committee, and in the last four years have been co-chair. We try to include professional development in everything we do, including cooperative activity that is part of every meeting.

What are you currently working on?
I'm working now mainly on teacher education, either through workshops at schools and conferences, or direct observation in teacher mentorship programs. Classrooms are amazingly complex systems and I'm fascinated by the dynamics in the room: the effects of curriculum planning and teaching strategies, the relationships among students and teacher, the capacity for improvement in classroom management and student motivation. What makes teaching truly wonderful is that you can always get better at it. So I really enjoy going into classrooms and working with teachers to make them more effective (and to learn from them as well).

Tell us about your impressions of the IASCE conference in Scarborough in 2013.
I had been on the IASCE board for several years, but never attended a conference. It was a remarkable experience for me because it was such a warm, collegial meeting of people from so many different countries and cultures. The commonality was cooperation, but not necessarily just in a classroom, so it broadened my perspective on what it means to work with diverse people in diverse situations. And that applied to spending time with the delegates. You could have people who teach 150 students in one room in India, CL trainers from Denmark, and early childhood caregivers from Portugal all in the same conversation. I thought the organizers, especially Maureen Breeze and Wendy Jolliffe, did a terrific job of making people feel included and connected, and the CLADA guys were dynamic! I'm hoping to be able to attend the 2015 conference in Denmark—the planners there seem to be doing a great job of making it happen.

What do you do outside of the classroom?
I'm a movie buff—Toronto is a great place to find movies from all over the world and we travel as much as possible, particularly to Europe and Australia. The Canadian outdoors plays a big part in my life too, with skiing in the winter and canoe tripping in the summer.

Contributors: George Jacobs and Lalita Agashe

Adriansen, H. K., & Madsen, L. M. (2013). Facilitation: A novel way to improve students' well-being. *Innovative Higher Education, 38*(4), 295-308. doi:http://dx.doi.org/10.1007/s10755-012-9241-0

In this article we analyze a project that used facilitation techniques, which are known from training in industry, to improve the study environment at a public research university in Denmark. In 2009, the project was initiated in *one graduate program*; and it has subsequently been modified and institutionalized. The project did not change the teaching format, but introduced facilitated study-groups using peer learning. It was successful in increasing students' well-being. While peer learning and study groups are well-known in higher education, facilitation is a different and novel tool. We argue that facilitation makes study groups more inclusive, and they provide the potential for deep learning by structuring the learning situation.

Arteaga, J. F., Blanco, M. J. D., Fuentes, C. T., & Alfonso, J. E. M. (2013). Implementation of a cooperative methodology to develop organic chemical engineering skills. *European Journal of Engineering Education, 38*(4), 370-384. DOI: 10.1080/03043797.2013.767779

The objective of this work is to investigate how most of the competences required by engineering students may be developed through an active methodology based on cooperative learning/evaluation. Cooperative learning was employed by the University of Huelva's third-year engineering students. The teaching methodology pretends to create some of the most relevant engineering skills required nowadays such as the ability to cooperate finding appropriate information; the ability to solve problems through critical and creative thinking; and the ability to make decisions and to communicate effectively. The statistical study carried out supports the hypothesis that comprehensive and well-defined protocols in the development of the subject, the rubric and cooperative evaluation allow students to acquire a successful learning.

Tortosa Ausina, E., Soler Domínguez, A, Matallín Sáez, J.C. (2013). Coperative learning practice in higher education, INTED2013 Proceedings, pp. 124-128. http://library.iated.org/view/TORTOSAAUSINA2013COO, Universitat Jaume I (SPAIN)

This study explores the impact of cooperative learning practice from the methodological point of view, under the tenets of the European Higher Education Area (EHEA) and after the implementation in small groups (<50 students) for Undergraduate level classes. The project is driven by a vocation for innovation in the learning process that enables students to take responsibility for their own learning and, by unifying objectives, for that of their peers. This aim requires the modification to the way the course is approached, as well as the reorganization of classroom tasks to create an interactive space. The interest of this project lies in the approach of the cooperative working as a technique introduced within the classroom to gain dynamism and a deeper skills development. Results obtained by a questionnaire show that the learning process is better consolidated, students' motivation is strengthened

and their co-responsibility is enhanced following the cooperative learning experience. Thus, innovation in methodologies that do not clearly respond to the standard methodology profile in the Spanish university environment undoubtedly remains a big challenge, but the results are such promising to make the learning process more effective and dynamic.

Kim, M., & Ryu, J. (2013). The development and implementation of a web-based formative peer assessment system for enhancing students' metacognitive awareness and performance in ill-structured tasks. *Educational Technology, Research and Development, 61*(4), 549-561. doi:http://dx.doi.org/10.1007/s11423-012-9266-1

An assessment was conducted of a web-based formative peer assessment system (WFPAS) emphasizing learners' metacognitive awareness for their performance in ill-structured tasks. Results indicate that the WFPAS group achieved significantly higher scores for metacognitive awareness and performance in ill-structured tasks than the traditional peer assessment group and that a traditional peer assessment group achieved higher scores for metacognitive awareness than a self-assessment group. In addition, the WFPAS group showed significantly higher scores in motivation than the traditional peer assessment group. Results are explained from the perspective of peer interaction and scaffolding. The potential challenges and implications of the WFPAS are discussed.

Lee, C. C., Hsu, S. H., & Chang, J. W. (2013). Factors influencing sociability in educational MMORPGs - a fuzzy AHP approach. *Internet Research, 23*(3), 298-315. doi:http://dx.doi.org/10.1108/10662241311331745

Sociability is considered to be important to the success of educational MMORPGs [Massively multiplayer online role-playing game]. The purpose of this study was to assess the relative weights of these sociability factors which the authors garnered from the literature on educational MMORPGs. The authors used fuzzy-AHP [Analytic Hierarchy Process] approach to access the relative weights of these sociability factors they garnered from the literature on educational MMORPGs. To do this, a questionnaire using a pair-wise comparison data input format was administered to *242 school teachers to* gather assessments for the factors.The authors found *five most important factors* affecting sociability - cooperation, team-based reward, discussion of strategy, reputation, and social navigation. Although prior studies have identified various factors that facilitate sociability in educational MMORPGs, the relative importance of these factors has not been determined. The results can not only be used to help educational MMORPG developers focus on the most important sociability factors and propose specific guidelines for designing educational MMORPGs, but can also identify the best design strategy for promoting sociability of educational MMORPGs.

Long, S. K., & Carlo, H. (2013). Collaborative teaching and learning through multi-institutional integrated group projects. *Decision Sciences Journal of Innovative Education, 11*(3), 233-241. DOI: 10.1111/dsji.12011

This teaching brief describes an innovative multi-institutional initiative through which integrated student groups from different courses collaborate on a common course project. In this integrated group project, students are asked to design a decentralized manufacturing organization for a company that will manufacture industrial Proton-Exchange Membrane fuel cells. The groups include students from supply chain management, production planning and scheduling, and facility layout and design courses. Empirical results from the implementation suggest that students responded positively to the integrated experience. Lastly, the article presents implementation strategies for multi-institutional group projects based on the experiences gained through the collaborative experience.

McLelland, G., McKenna, L., & French, J. (2013). Crossing professional barriers with peer-assisted learning: Undergraduate midwifery students teaching undergraduate paramedic students. *Nurse Education Today, 33*(7), 724-728. doi: 10.1016/j.nedt.2012.10.016

Peer assisted learning (PAL) has been shown in undergraduate programmes to be as effective as learning from instructors. PAL is a shared experience between *two learners often with one being more senior* to the other but usually both are studying within the same discipline. Interprofessional education occurs when *two or more professionals* learn with, from and about each other. Benefits of PAL in an interprofessional context have not been previously explored. As part of a final year education unit, midwifery students at Monash University developed workshops for second year undergraduate paramedic students. The workshops focused on care required during and after the birth of the baby. To investigate the benefits of an interprofessional PAL for both midwifery and paramedic students. Data for this project were obtained by both quantitative and qualitative methods. Questionnaires were distributed to both cohorts of students to explore experiences of peer teaching and learning. Results were analysed using Statistical Package for Social Sciences (SPSS). Focus groups were conducted separately with both cohorts of students and transcripts analysed using a thematic approach. Response rates from the midwifery and paramedic students were 64.9% and 44.0% respectively. The majority of students regardless of discipline enjoyed the interprofessional activity and wanted more opportunities in their curricula. After initial anxieties about teaching into another discipline, 97.3 (n = 36) of midwifery students thought the experience was worthwhile and personally rewarding. Of the paramedic students, 76.9% (n = 60) reported enjoying the interaction. The focus groups supported and added to the quantitative findings. Both midwifery and paramedic students had a new-found respect and understanding for each other's disciplines. Midwifery students were unaware of the limited knowledge paramedics had around childbirth. Paramedic students admired the depth of knowledge displayed by the midwifery students. This study indicates both educational and professional benefits for undergraduate students from different disciplines having shared PAL activities.

Mcmahon, C. M., Vismara, L. A., & Solomon, M. (2013). Measuring changes in social behavior during a social skills intervention for higher-functioning children and adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 43*(8), 1843-56. doi:http://dx.doi.org/10.1007/s10803-012-1733-3

The social behavior of children and adolescents with Autism Spectrum Disorder was evaluated weekly over *19 weeks of a* social skills training program. Participants' vocalizations were coded as initiating, responding, or other (e.g., self-talk). Participants' interactions were coded as dyadic peer interactions, dyadic leader interactions, interactions with a group of peers, interactions with a group of peer(s) and leader(s), or time spent by self. Over the course of the intervention, participants made fewer initiating and other vocalizations, more responding vocalizations, spent more time interacting with a group of peers, and spent marginally less time interacting with a leader. Gender, age, and intervention attendance effects on social behavior are also noted.

Medlin, R. G. (2013). Homeschooling and the question of socialization revisited. *Peabody Journal of Education, 88*(3), 284-297. DOI:10.1080/*0161956X*.2013.796825

This article reviews recent research on homeschooled children's socialization. The research indicates that homeschooling parents expect their children to respect and get along with people of diverse backgrounds, provide their children with a variety of social opportunities outside the family, and believe their children's social skills are at least as good as those of other children. What homeschooled children think about their own social skills is less clear. Compared to children attending conventional schools, however, research suggest that they have higher quality friendships and better relationships with their parents and other adults. They are happy, optimistic, and satisfied with their lives. Their moral reasoning is at least as advanced as that of other children, and they may be more likely to act unselfishly. As adolescents, they have a strong sense of social responsibility and exhibit less emotional turmoil and problem behaviors than their peers. Those who go on to college are socially involved and open to new experiences. Adults who were homeschooled as children are civically engaged and functioning competently in every way measured so far. An alarmist view of homeschooling, therefore, is not supported by empirical research. It is suggested that future studies focus not on outcomes of socialization but on the process itself.

Partti, H., & Westerlund, H. (2013). Envisioning collaborative composing in music education: Learning and negotiation of meaning in operabyyou.com. *British Journal of Music Education, 30*(2), 207-222. doi:http://dx.doi.org/10.1017/S0265051713000119

This qualitative instrumental case study examines collaborative composing in the operabyyou.com online music community from the perspective of learning by utilising the concept of a 'community of practice' as a heuristic frame. The article suggests that although informal music practices offer important opportunities for people with varied backgrounds to participate in the production of art works, and may thus represent and illustrate important aspects of the community life of the society, they do not necessarily provide ideal models for the music classroom. Based on the analysis of the operabyyou.com community, we discuss conditions for collaborative composing when aiming to design educational settings that support the students' construction of identity and ownership of musical meaning.

Rapanta, C., Maina, M., Lotz, N., & Bacchelli, A. (2013). Team design communication patterns in e-learning design and development. *Educational Technology, Research and Development, 61*(4), 581-605. doi:http://dx.doi.org/10.1007/s11423-013-9306-5

Prescriptive stage models have been found insufficient to describe the dynamic aspects of designing, especially in interdisciplinary e-learning design teams. There is a growing need for a systematic empirical analysis of team design processes that offer deeper and more detailed insights into instructional design (ID) than general models can offer. In this paper we present findings from *two case studies of* team design meetings involved in the development of fully online courses at *two well-established European* Distance Universities. We applied an activity-based approach to an extended verbal protocol dataset. This method proved to be adequate to describe the emerging team design process by taking into account both cognitive and social aspects of team activity in this specific context. Our findings provide evidence that design is more than problem solving, mainly because the design process is strongly related to the communication process in a team. Some useful patterns of designing emerge, which shed light on the still implicit nature of ID performed by teams. We conclude by presenting guidelines for team designing in the complex field of e-learning.

Rosol, S. B. (2013). Adding constructive competition to enhance a cooperative learning experience: A quest for kudos. *Journal of Management Education, 37*(4), 562-591. doi:10.1177/1052562912451738

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.

Tempelaar, D. T., Wosnitza, M., Volet, S., Rienties, B., Giesbers, B., & Gijselaers, W. H. (2013). The role of self- and social directed goals in a problem-based, collaborative learning context. *Higher Education, 66*(2), 253-267. doi:http://dx.doi.org/10.1007/s10734-012-9602-8

Students' learning goals demonstrate much stronger variety than traditional goal orientation models for classroom learning assume, especially when the educational context allows so. In this empirical study we will investigate the richness of students' goal orientation in a collaborative learning context.

We do so with the help of a goal setting framework that is based on a two-facet approach distinguishing multiple contents (performance, learning, well-being) and goal directions (varying degrees of self vs social direction). To investigate the role of different goal constellations, goal setting and learning performance data of first year students (n = 2,636) in a problem-based, collaborative learning program, and evaluation data of problem-based tutorial groups (#groups = 206) are combined into a multilevel model. Each tutorial group functions in *two different educational settings*: *one directed at open*-ended, group problems, the other at closed, individual problems. Educational context appears indeed to have a crucial role in the relationship between students' goal setting at the one side, and students' performance and group functioning on the other side.

Van Blankenstein, F. M., Dolmans, D. H. J. M., Van der Vleuten, C. P. M., & Schmidt, H. G. (2013). Relevant prior knowledge moderates the effect of elaboration during small group discussion on academic achievement. *Instructional Science, 41*(4), 729-744. doi:http://dx.doi.org/10.1007/s11251-012-9252-3

This study set out to test whether relevant prior knowledge would moderate a positive effect on academic achievement of elaboration during small-group discussion. In a 2 × *2 experimental design, 66 undergraduate students observed* a video showing a small-group problem-based discussion about thunder and lightning. In the video, a teacher asked questions to the observing participants. Participants either elaborated by responding to these questions, or did not elaborate, but completed a distraction task after each question. They received either relevant or irrelevant prior knowledge before the discussion. After the discussion, all participants studied a text about thunder and lighting and completed immediate and delayed-recall tests for this text. Elaboration had no main effect on recall, but there was a significant interaction effect between relevant prior knowledge and elaboration. The results suggest that elaboration is helpful for students with more prior knowledge, but harmful for students with less prior knowledge.

Wilson, K. P. (2013). Teaching social-communication skills to preschoolers with autism: Efficacy of video versus in vivo modeling in the classroom. *Journal of Autism and Developmental Disorders, 43*(8), 1819-1831. doi:http://dx.doi.org/10.1007/s10803-012-1731-5

Video modeling is a time- and cost-efficient intervention that has been proven effective for children with autism spectrum disorder (ASD); however, the comparative efficacy of this intervention has not been examined in the classroom setting. The present study examines the relative efficacy of video modeling as compared to the more widely-used strategy of in vivo modeling using an alternating treatments design with baseline and replication across *four preschool-aged students* with ASD. Results offer insight into the heterogeneous treatment response of students with ASD. Additional data reflecting visual attention and social validity were captured to further describe participants' learning preferences and processes, as well as educators' perceptions of the acceptability of each intervention's procedures in the classroom setting.

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:
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