International Association for the Study of Cooperation in Education
IASCE

IASCE Newsletter Volume 33 Number 1 April 2014

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Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2014.

I will begin by highlighting two of the announcements you will find in this issue. First, we are delighted to announce that our next conference will be held in 2015 in Odense, Denmark. We are pleased to be working in collaboration with the University of Lillebaelt. The theme is *Cooperative Learning: Meeting the Challenges of the 21st Century.* Please watch the IASCE newsletter and website to stay up-to-date as details are announced. Second, we are accepting nominations for membership on the IASCE Board. We anticipate filling vacancies and perhaps expanding our board; we invite you to consider this opportunity to contribute to the field and to the IASCE.

In this issue of our newsletter, we have the opportunity to learn more about one of IASCE's founding members, Yael Sharan. We thank former board member Rachel Lotan for crafting an interesting portrait of Yael that highlights Yael's visionary leadership, extraordinary energy, and long-term commitment to our field. I personally feel fortunate to know Yael; I regularly benefit from her enthusiasm, insight, and collaborative spirit. She serves as a role model for so many of us.

I would like to thank board member Kumiko Fushino for her description of the recent JASCE conference. Those of us who had the opportunity to travel to Nagoya, Japan in 2008 have such wonderful memories that it was added pleasure to read about JASCE's recent work.

As is typical, this issue of our newsletter includes abstracts of recently published articles related to cooperative learning and the use of cooperation in a variety of contents.

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!

Multiple articles report investigations related to the value of cooperative learning in developing dialogues and discussions; others examine challenges of cooperative learning such as social loafing. We have an opportunity to learn about new work from Bob Slavin and Claudia Finkbeiner, both of whom joined us in Scarborough last July. As always, the abstracts create a portrait of a vital and varied field of inquiry. Special thanks to board members Lalita Agashe and George Jacobs for compiling this feature for us. Also, we invite you, our readers, to submit cooperative-learning related abstracts for inclusion in the *From the Journals* section of the newsletter. Please send abstracts directly to Lalita Agashe, our newsletter editor.

We are pleased to bring you this newsletter as a member benefit. In upcoming issues, we will review two UK journals that highlight contributions from the Scarborough Conference, plus an issue of the journal of the International Association for Intercultural Education (IAIE) that has been guest edited by Yael Sharan. Again, please watch our website and our newsletter for details about the 2015 conference in Denmark. As always, we value your involvement and thank you for your support.

Writing for This Newsletter

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

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

Thank you for your submissions.

Congratulations!

As of January 1, 2014, board member Pasi Sahlberg is a visiting professor at the Harvard Graduate School of Education, Harvard University, Cambridge, Massachusetts, USA.

He can be contacted at: pasi_sahlberg@gse.harvard.edu

IASCE International Conference

The next IASCE international conference will take place in Odense, Denmark. We are working in collaboration with the University of Lillebaelt and the planning team has already had several stimulating conversations. Please visit the conference website http://iasce2015.ucl.dk/ to learn more about the conference and the surrounding area.

The conference theme is **Cooperative Learning: Meeting the Challenges of the 21st Century**

Dates: October 1-3, 2015

The Request for Proposals (RFP) will be available by September 1, 2014 via www.iasce.net

The Due Date for Proposals will be January 2, 2015

For the first time, members of the IASCE board will be available to assist potential presenters during the RFP circulation period. This pre review is intended to support young scholars and others who have not attended an IASCE conference or are new to the proposal submission process. Assistance might take the form of clarity of writing, appropriateness of content to theme, relationship of content to the "study of cooperation in education," or presentation design to ensure an interactive component.

Information about how to access this assistance will be included in the RFP.

IASCE Achievement Awards and the IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation

Applications for the IASCE Awards will be open in June 2014 via **www.iasce.net**

We anticipate presenting these awards in Odense.

Please, mark your calendars now!

*********CALL FOR PAPERS *********

Reconceptualizing Diversity: Engaging with Histories, Theories, Practices, and Discursive Strategies in Global Contexts

Joint AESA/IAIE conference

Toronto, Canada

English, Español, Francais

October 29 through November 2, 2014

Deadline for submissions: June 15, 2014

The American Educational Studies Association (AESA) and the International Association for Intercultural Education (IAIE) are presently accepting proposals for their joint tri-lingual conference, to take place in Toronto, Canada this autumn. The conference, entitled *Reconceptualizing Diversity: Engaging with Histories, Theories, Practices, and Discursive Strategies in Global Contexts* will provide a space for critical reflection and dialogue. The main aim of the conference is to bring together educational professionals working on educational issues pertaining to diversity and equity in various contexts. Both concepts are defined here as being dynamic, critical and multi-layered. The conference will be global in nature and scope. Participants are expected from all continents.

Though all quality proposals fitting the general theme of the conference will be considered, we would like to invite proposals relating to any of the following, especially if they have an educational dimension:

Migration and Refugee issues
Social Justice
Empowerment
(Post) – colonialism
Gender identity and sexual orientation
Majority- minority relations
Human rights and activism
Transnational identities
Inclusion and exclusion
Language and identity
The impact of poverty
Indigenous education
Lingua franca issues
Transformative pedagogies
Confronting majority privilege and nationalist tendencies in education

The main language of the conference will be English but presentations are welcomed in Spanish and French. Translations of keynote talks (in English) will also be available in these languages.

We are accepting proposals (English, Español, Francais) in the following categories:

- **Papers on concluded or ongoing research**
- **Posters**
- **Book and audio/video presentations**

Submissions will be accepted for review starting March 1. The deadline for submissions is June 1, 2014.

- The abstract should be between 400 and 800 words in length.
- Abstracts are to be submitted in English, Español or Francais
- The abstract should specify the name, institutional affiliation (if any) and email address of the author(s).

Submissions should include the paper's / poster's / book or audio/video presentation's main objectives, conceptual framework, methodology and results. In the case of proposed book or audio/video presentations, participating presenters and/or material producers should also be specified in the abstract.

In addition, Please indicate the equipment required for your presentation (PC, beamer, DVD player etc.).

*****Please note that all presenters need to be a member of the AESA or the IAIE. Membership of the IAIE costs € 30/$40 US per year. *****

Important dates and deadlines:

June 15, 2014: Deadline for submitting abstracts for paper, poster, video and book presentation proposals

July 20, 2014: All potential presenters informed of decision to accept proposal or not.

Japan: The Japan Association for the Study of Cooperation in Education (JASCE) Report by Kumiko Fushino

The Japan Association for the Study of Cooperation in Education (JASCE) held its 10th annual conference in Sapporo, Hokkaido (the Northernmost part of Japan) from November 29 to December 1, 2013. The conference theme was 'Cooperative Learning in Hokkaido', and it was hosted by the Hokkaido University of Education.

On the first day, there was an open school session at an elementary school, and more than hundred teachers visited the school and observed lessons. The next two days featured presentations on research and classroom practices in CL, roundtables, symposiums, and workshops. One symposium introduced a new model in which schools, communities, local administration, and the university work cooperatively. In the Keynote speech, Mr. Hirotsugu Hori, a secondary school teacher, gave a lively talk on the educational power of teachers.

This year's (2014) meeting will be held at Soka University in Tokyo, from October 1st through 3rd. The conference will be special since it will mark the beginning of JASCE's second decade. A lot of workshops will be held for university teachers on the first day, and the third day's activities will be designed for primary and secondary school teachers. For the second day, a keynote speech, presentations, symposiums and some more workshops are planned.

JASCE has been organising beginning—and advanced—level workshops so far, and is now planning to start a masters level workshop. A tentative plan for the latter includes learning about the history and theories of CL and methods to conduct research on CL. In addition, observing a workshop conducted by an experienced trainer, designing a workshop and implementing it, and writing a report on it can also be included. We hope to see JASCE and CL in Japan growing together fast in near future.

Nominations Sought for Directors of the International Association for the Study of Cooperation in Education (IASCE)

The IASCE has a proud history of 35 years. It is an international organization that provides various forums for educators, at all levels and in difference venues, who research and practice any of the many forms of collaborative and cooperative processes. One of the principal roles of the IASCE is to link organizations and individuals interested in the research and practice of cooperative learning and related approaches.

Managed by a volunteer Board of Directors, the organization has, for the past several years, channeled its communication and networking efforts through four main avenues: a website, a three-times-a-year newsletter which is available to members and non-members alike, guest-edited topical issues of established journals, and conferences.

Directors normally serve four-year, elected terms. Currently, there are 13 Directors; our bylaws specify as many as 16. At this time, we are announcing plans to hold an election for new and continuing Directors.

Directors must be IASCE members and are expected to contribute to the work of the Association. To learn more about these expectations, please email Yael Sharan, current Board Secretary, at yaelshar@015.net.il. She will reply with the document *IASCE Board of Directors Purpose, Responsibilities, and Roles.*

Potential Directors may self nominate. To nominate yourself, please send the following via attached file to Yael Sharan at yaelshar@015.net.il.

Name
Contact information
Institutional affiliations, both current and other relevant ones
Experience working in areas of education relevant to IASCE*
Reasons why you would be an asset to the IASCE Board*
*please limit items 4 and 5 to approximately 1000 words total

The deadline for nominations is June 30, 2014. Nominees will be contacted by a current Director and apprised of the next steps in the process. We anticipate that elections will be completed by August 1, 2014.

IASCE does exciting work. We welcome your participation. Thank you.

Meet The Board

Yael Sharan interviewed by Rachel Lotan

This is the latest interview in the Meet the Board series. Former board member Rachel Lotan interviews Yael Sharan. We look forward to interviews with new board members in 2015.

I met Yael Sharan in the early 1980s at Elizabeth Cohen's home at Stanford, when Shlomo Sharan was there on sabbatical. I was a doctoral student at the time and had first encountered the work of the Sharans as a teacher in Israel. Ever since, Yael has continuously contributed to the field of Cooperative Learning (CL,) and to the IASCE as an organization, with undiluted energy and enthusiasm for improving teaching and learning in classrooms around the world.

Yael, you are among the pioneers of cooperative learning in general and Group Investigation in particular. How did your journey begin, how did it grow?

The roots of my commitment to CL began before I knew it was CL, during my first teaching post in an immigrant village in Israel from 1954 to 1956. My teacher training was based on the traditional transmission approach, which very quickly proved to miss the mark completely with children from Iran, Kurdistan and other countries. I began to seek ways of involving the kids in learning by integrating their stories, customs and backgrounds into the learning process; I even learned a song in Persian that I remember to this day. I went on to study remedial reading, which also changed my emphasis in teaching from content to process.

In the 70s, on two sabbatical years in California, we were exposed to various experimental forms of teaching and got involved in what was then called Small Group Teaching. Reading Alice Miel's book Cooperative Planning clinched it and, from then on, any and all forms of CL have been an inseparable part of my professional work.

Without any prior preparation I took on the training of teachers in Shlomo Sharan's research projects, and, together with colleagues, (Rachel Hertz-Lazarowitz was one), developed experiential workshop designs for professional development for Group Investigation (GI) and for CL in general. We were also influenced by Richard Schmuck's work on group processes in the classroom. Those were very creative and exciting days and included the founding of IASCE in 1979. That's when we first met Dick Schmuck, Spencer Kagan, Bob Slavin and Nancy Madden, as well as researchers from Australia, England, Canada and other countries. Many English teachers from Israel attended the conference and were the first to implement CL, as is true in many other countries.

I was a teacher of English in Israel at the time, which is how I became familiar with group work and the benefits of kids talking to one another in order to learn how to speak a language. Yael, you conducted professional development for CL and facilitated workshops for cooperative learning all over the world. What are some of the similarities and what are some of the differences in the different locales?

I've had the good fortune to work in many different countries, most often in Italy, (no cause for complaint), Singapore (with George Jacobs and Christine Lee), Thailand, Mexico, India (thanks to Lalita Agashe's efforts), Finland (with Pasi Sahlberg), Sweden, Lithuania (as part of a five-year national education reform project), Latvia, Japan and in the US (mainly at our conferences), and, of course, Israel. I found that everywhere teachers raise similar questions and concerns about CL in general and about Group Investigation in particular. The list of concerns is well known: how to "cover" the curriculum, how to organize groups, how to deal with a dominant group member, etc. Unless they participate in more structured formal settings to learn how to start implementing CL, for some mysterious reason many teachers tend to begin implementing CL "from the top," without setting the stage for effective cooperation.

Teachers everywhere are astounded and impressed by the sheer amount of knowledge about CL that they themselves generate in workshops and by the benefits of open exchanges of ideas and experience. These help a lot to overcome their hesitancy and sometimes reluctance to implement CL.

There are clear cultural differences, too, of course, that reflect a country's approach to teaching and to the profession. In India, for instance, teachers in one workshop were impressed by the fact that I publicly admitted

to having made a mistake. In Singapore there's a lot of thought given to ways of understanding and dealing with perceived conflicting cultural expectations of teachers in Western tradition and in Confucian heritage societies. In all countries I've learned a great deal from teachers who devise and design very original ways of gradually Introducing CL so as to avoid conflict with existing educational norms.

Despite the uniformity of a 'teacher culture,' luckily as people teachers present a wide variety of backgrounds and interests and responses to CL. This diversity makes for fascinating differences in the energy and creativity in the workshops. Even in Finland, where I expected teachers to be very reserved, they responded to the opportunity to make their opinions heard and were very active participants. Same goes for northern Italy, where I anticipated a rather homogeneous group, but the various activities that allowed for diverse opinions had them voicing many different original ideas (which translate to mean ideas I hadn't thought of!) and perceptions of the topic at hand, to my own amazement and satisfaction as well as theirs.

What do you think are the greatest challenges in implementing cooperative learning in classrooms and in schools?

Wherever I've worked, teachers' comments reflect the enormous pressures put on them by society and by the school system. These concerns are universal, in addition to the tradition of the transmission model of teaching many teachers hold on to, even young ones. Reconciling these factors is a prime challenge for teachers and teacher educators. Today, due to mass immigration and other factors, many teachers also deal with a degree of heterogeneity that would challenge any well-meaning humanistic educator.

Once I retired from my regular job, I had time to learn more about this situation by attending conferences run by the International Association for Intercultural Education (IAIE), where everyone mentioned CL, but few really knew how to implement it. I am proud that I was instrumental in promoting IASCE's continued collaboration with IAIE, which has given a platform to the contribution CL makes to the intercultural classroom. In 2010, IAIE published a special issue based on papers from our joint conference in 2008, and soon another special issue will come out with newer studies on cooperative learning and intercultural education.

What do you see as the greatest educational benefits of cooperative learning?

There's no doubt in my mind that CL is a powerful way of making learning meaningful for all ages. CL, in its broadest applications, in systematic methods, in less structured models, and even in components that are part of a traditional lesson—all contribute to the realization of the promise of CL: the development of cooperative social, communication and learning skills in a heterogeneous classroom.

Naturally I favor those models and procedures where the quantity and pace of learning depend a great deal on the students. A powerful starting point for teachers is reversing the role of questions. Teachers are so surprised when I point out that they should invite students to ask questions about what they want to know instead of them, the teachers, asking questions to which they know the answers. That's one of the "aha" moments in a workshop that helps teachers take the first step in creating an open and accepting atmosphere.

What are you looking forward to the most?

It would be wonderful to be able to continue traveling and working with teachers in different countries, but that's come to a halt, though I've renewed my passport just in case. My writing days are also coming to an end, excluding writing for this newsletter.

I do hope to be able to continue working with IASCE and attending conferences. I can't imagine a more dedicated, creative, caring, fun, and diverse group of people to work with. One benefit of our conferences for me has been co-facilitating workshops with colleagues—always an inspiring and rejuvenating experience. I provide the "investigation" framework for inquiry into the area the co-facilitator wants to develop. For example, with Sally Olson participants investigated cooperative games; with Lynda Baloche (at our conference in Turin) they Investigated cooperation and creativity. It is good modeling of cooperative leadership—and fun.

I am also looking forward to meeting the new and young researchers and practitioners that keep turning up at our conferences and are so impressed by how we succeed in engaging everyone and demonstrating true cooperation.

Contributors: George Jacobs, Lynda Baloche and Lalita Agashe

Chiang, V. C. L., Leung, S. S. K., Chui, C. Y. Y., Leung, A. Y. M., & Mak, Y. W. (2013). Building life-long learning capacity in undergraduate nursing freshmen within an integrative and small group learning context. *Nurse Education Today, 33*(10), doi: 10.1016/j.nedt.2012.05.009

Life-long learning involves the development of skills in critical thinking (CT), effective group process (GP), and self-directedness (SDL). Recent studies have shown that small group learning with active interactions is effective in enabling students to develop themselves as independent learners beyond graduation. With a view to integrative learning, the purpose of this study was to evaluate life-long learning outcomes through the work of small group teaching and learning for a class of undergraduate nursing freshmen during one academic year. A mixed-methods approach was used to evaluate the CT, GP and SDL of 99 freshmen with a self-assessment questionnaire before and after their learning activities in three nursing courses, and to identify themes from a total of six focus group interviews with the students and teachers. The CT, GP and SDL results obtained from self-assessment did not indicate significant differences. Four themes emerged from the qualitative analysis. Many factors contributed to the results on life-long learning skill development of students in this study. The qualitative analysis provided good insights for future teaching and learning development. With a developmental perspective, life-long learning may be better developed and evaluated over a longer period of time in the nursing program.

Cole, M. W. (2013). Rompiendo el silencio: Meta-analysis of the effectiveness of peer-mediated learning at improving language outcomes for ELLs. *Bilingual Research Journal, 36*(2), 146-166.

This article reports the results of a meta-analysis of the effectiveness of peer-mediated learning for English language learners. Peer-mediated learning is presented as one pedagogical tool with promise for interrupting a legacy of structural and instructional silencing of culturally and linguistically diverse students. Oral language (n = 13) and written language (n = 28) outcomes were analyzed, and main effects analyses indicate that peer mediation is highly effective at promoting both oral (g = .578, p = .000) and written language (g = .486, p = .000). A number of moderator analyses were conducted, and study-quality variables were the most important moderators across outcome types. Importantly, qualitative analysis of moderator variables provides tentative evidence that peer-mediation was more effective the more that students' L1 was used for instruction, and ELLs performed better in unsegregated environments where they had both language support services and access to native-English-speaking peer.

Couvreur, L. D., 1, W. D., 1, J. D., & 2, 3., Richard Goossens. (2013). The role of subjective well-being in co-designing open-design assistive devices. *International Journal of Design, 7*(3). Retrieved from http://search.proquest.com/docview/1468157559?accountid=28682

In this paper we explore the role of subjective well-being within the process of making together a personalized assistive device. Through a process of social product adaptation, assistive artifacts become part of occupational therapy and co-evolve with clients. Personal digital fabrication tools enable small user groups to make and share their one-of-a-kind products with the world. This approach opens up new possibilities for disabled people and their caregivers to actively engage with their own skills and challenges. The paper describes a case study of an inclusive participatory design approach, which leads to qualitative occupational experiences within the field of community-based practice. The aim is to show how the process of collaborative designing, making and using artifacts fosters several elements of subject well-being in itself. The starting point of this open design process is a threefold interaction involving industrial designers, patients and occupational therapists within their local product ecology. Co-experience driven design is an intersubjective process that enables all individual stakeholders to work on a common phenomenon in respect of each subjective experience. Participatory prototyping is applied as a mobilization medium that (a) coordinates and (b) motivates design actions towards collaborative well-being equilibriums. This form of artifact-mediated participatory design embodies simultaneously (1) a communication

language between all stakeholders that identifies meaningful goals, (2) an explorative process to attain and challenge these goals, (3) a selection of meaningful and engaging prototyping activities and (4) an appropriateness process with local skills and technology. By implementing this creative process, disabled people and their carers become conscious actors in providing collaborative maintenance of their own physical, mental and social well-being.

Day, S. P. and Bryce, Tom G. K. t.g.k.bryce@strath.ac.u. (2013). The benefits of cooperative learning to socio-scientific discussion in secondary school science. *International Journal of Science Education, 35*(9), 1533-1560. doi:10.1080/09500693.2011.642324

The aim of this research was to determine the benefits of cooperative learning to opening up socio-scientific discussion in secondary science. Seventy-four classes of 20 13–14-year-old pupils in one secondary school were observed engaging in discussion concerning climate change over three rounds of action research involving 12 teachers associated with the implementation of a Topical Science strand of a new national science curriculum. Pupil views on the cooperative learning approach used to facilitate the lessons and the associated discussion were determined using a pupil questionnaire (n = 171). By the end of the action research, the overall average typical exchange in the observed lessons was between pupil-to-pupil (mean ± SD, 41% ± 5%) and pupil-to-teacher (32% ± 4%) with teacher-to-pupil interactions accounting for only 27% ± 5% of exchanges. However, the pace of the typical exchanges was predominantly fast with most of the questions being a mixture of low order on task questions from teacher-to-pupil; technical exchanges, inquiring what to do from pupil-to-teacher; and quiz questions from teacher-to-pupil or from pupil-to-pupil. Questionnaire data indicated that overall 50.3% of pupils enjoyed the discussion (on global warming) and 59.7% did not find it boring. Nevertheless, only 45% felt that they were given the chance to express their own opinions during these discussions. Prior to these lessons, 59.6% were not interested in the issue of climate change and global warming. Cooperative learning facilitated a shift in the pattern of typical exchanges away from a teacher-dominated discourse towards a more pupil-centred, open discourse.

Finkbeiner, C., Olson, A. M., & Friedrich, J. (2013). Foreign language learning and teaching in Germany: A review of empirical research literature from 2005 to 2010. *Language Teaching, 46*(4), 477-510. doi:http://dx.doi.org/10.1017/S026144481300027X

This article reviews the empirical research literature on foreign language (FL) learning and teaching published between *2005 and 2010 in Germany*. It focuses on the empirical studies that have attracted the greatest interest among researchers during this period of time. These include research on educational standards, teacher education, early FL learning, content and language integrated learning, motivation and interest, intercultural learning, literacy, learning strategies and cooperative and computer-assisted language learning. The review reveals rich and diverse research studies in the field of FL teaching and learning. As a relatively young discipline without a longstanding research tradition, this field overlaps in its research interests and methods with other research fields such as educational psychology, linguistics and the educational sciences. The review also shows that the research into FL teaching and learning is to a large degree dominated by small rather than large-scale projects and is characterized by its largely practical relevance. The review ends with recommendations for future research as a condition sine qua non for further development in the field.

Ganske, K. Kkathy.ganske@vanderbilt.edu and Jocius, R. (2013). robin.jocius@vanderbilt.edu. Small-group word study: Instructional conversations or mini-interrogations?. *Language Arts. 91*(1), 23-40.

The article discusses small-group word studies as a teaching method for vocabulary lessons, examining how they can be used to improve student comprehension of academic language, allow for student-led discussions, and explore students' thinking processes. Information is provided on the educational value of classroom discussions and positive teacher-student interactions, as well as how the small-group technique can benefit the English language learners.

Hall, D. and Buzwell, S. (2013). The problem of free-riding in group projects: Looking beyond social loafing as reason for non-contribution. *Active Learning in Higher Education. 14(1),* 37-49. doi: 10.1177/1469787412467123

The increase in popularity of group work in higher education has been accompanied by an increase in the frequency of reports of students not equally contributing to work within the groups. Referred to as 'free-riders', the effect of this behaviour on other students can make group work an unpleasant experience for some. Of most frustration to students is receiving the same mark as their fellow non-contributing group members despite producing much of the group's work. Identifying free-riding behaviour early on in a project can help reduce the impact it has on other group members. What can also be identified is that free-riding behaviour is not necessarily due to apathy or a deliberate attempt to do as little work as possible. Numerous underlying reasons can lead a student to not contribute equally to a group even if he or she is willing. This study involved surveying students (N = 205) from all faculties of an Australian university and asking them of their attitudes towards group work. Free-text responses from the students were thematically analysed, and results showed that free-riding was the greatest concern across all disciplines.

Hayes, S. C. and Sanford, B. T. (2014). Cooperation came first: Evolution and human cognition. *Journal of The Experimental Analysis of Behavior, 101*(1), 112–129. doi: 10.1002/jeab.64

Contextual behavioral perspectives on learning and behavior reside under the umbrella of evolution science. In this paper we briefly review current developments in evolution science that bear on learning and behavior, concluding that behavior is now moving to the center of evolution studies. Learning is one of the main ladders of evolution by establishing functional benchmarks within which genetic adaptations can be advantaged. We apply that approach to the beginning feature of human cognition according to Relational Frame Theory: derived symmetry in coordination framing. When combined with the idea that cooperation came before major advances in human cognition or culture, existing abilities in social referencing, joint attention, perspective-taking skills, and relational learning ensure that the behavioral subcomponents of symmetrical equivalence relations would be reinforced. When coordination framing emerged and came under arbitrary contextual control as an operant class, a template was established for the development of multiple relational frames and the emergence and evolutionary impact of human cognition as we know it. Implications of these ideas for translational research are briefly discussed.

Hintz, A. B. ahintz@uwb.edu (2013). Strengthening discussions. *Teaching Children Mathematics. 20*(5), 318-324.

The article presents information on the focus of strategy sharing discussions in mathematics education. The author looks at the author's experience teaching math in elementary schools, math mistakes, and group problem solving. The article also discusses how students can share problem solving strategies with other classmates.

Jelinek, E. (2013). betsyjelinek@gmail.com. Using small group learning in the philosophy classroom. *Teaching Philosophy. 36*(2), 137-159. doi:10.5840/teachphi1201336218

I advocate the use of small group learning in the philosophy classroom because it engages a broad cross-section of students and because it proves to be an effective way to teach critical thinking. In this article, I suggest small group activities that are useful for developing philosophical skills, and I propose methods for circumventing common logistical problems that can arise when implementing small group learning in the classroom. Ultimately, I show that small group learning is a pedagogically powerful and logistically feasible supplement to traditional teaching methods.

Khalil, M. K., Kirkley, D. L., & Kibble, J. D. (2013). Development and evaluation of an interactive electronic laboratory manual for cooperative learning of medical histology. *Anatomical Sciences Education, 6*(5), 342-350. doi:http://dx.doi.org/10.1002/ase.1350

This article describes the development of an interactive computer-based laboratory manual, created to facilitate the teaching and learning of medical histology. The overarching goal of developing the manual is to facilitate self-directed group interactivities that actively engage students during laboratory sessions. The design of the manual includes guided instruction for students to navigate virtual slides, exercises for students to monitor learning, and cases to provide clinical relevance. At the end of the laboratory activities, student groups can generate a laboratory report that may be used to provide formative feedback. The instructional value of the manual was evaluated by a questionnaire containing both closed-ended and open-ended items. Closed-ended items using a five-point Likert-scale assessed the format and navigation, instructional contents, group process, and learning process. Open-ended items assessed student's perception on the effectiveness of the manual in facilitating their learning. After implementation for *two consecutive years*, student evaluation of the manual was highly positive and indicated that it facilitated their learning by reinforcing and clarifying classroom sessions, improved their understanding, facilitated active and cooperative learning, and supported self-monitoring of their learning.

Klein, J. (2013). Individual and group performance of computerized educational tasks. *Education and Information Technologies, 18*(3), 443-458. doi:http://dx.doi.org/10.1007/s10639-012-9187-y

This study examines the conditions under which task performance is accomplished more efficiently by a single individual or a group. *116 participants*, ranging in age from high school level through holders of Master's degrees, *58 women and the* same number of men, were presented with a computer game based on educational software, arranged in five levels of difficulty. A comparison was made of the speed in which objectives were attained when performed individually and when divided among groups of two to four partners, controlling for the type of coordination required. Cases of expedient and inexpedient division of labor were identified, as were factors affecting feasibility, among them the number of simultaneous tasks to be performed, complexity level, number of participants and the intensity of coordination required among them. Basic principles, pertaining to the functional division of roles in learning activities and in educational administration, are discussed.

Kyndt, E. Eva.Kyndt@ppw.kuleuven.be, Raes, E., Lismont, B., Timmers, F., Cascallar, Eduardo and Dochy, F. (2013). A meta-analysis of the effects of face-to-face cooperative learning. Do recent studies falsify or verify earlier findings?. *Educational Research Review, 10,* 133-149. doi:10.1016/j.edurev.2013.02.002

One of the major conclusive results of the research on learning in formal learning settings of the past decades is that cooperative learning has shown to evoke clear positive effects on different variables. Therefore this meta-analysis has two principal aims. First, it tries to replicate, based on recent studies, the research about the main effects of cooperative learning on three categories of outcomes: achievement, attitudes and perceptions. The second aim is to address potential moderators of the effect of cooperative learning. In total, 65 articles met the criteria for inclusion: studies from 1995 onwards on cooperative learning in primary, secondary or tertiary education conducted in real-life classrooms. This meta-analysis reveals a positive effect of cooperative learning on achievement and attitudes. In the second part of the analysis, the method of cooperative learning, study domain, age level and culture were investigated as possible moderators for achievement. Results show that the study domain, the age level of the students and the culture in which the study took place are associated with variations in effect size.

Morgan, B. M., Keitz, R. A., & Wells, L. (2011). Quantitative and qualitative results: Cooperative learning implementation with Hispanic community college freshmen. *Journal of International Education Research*, *9*(4), 345-350.

Five classes of Art Appreciation first semester undergraduate Hispanic students assigned to one professor were selected to experience cooperative learning over a full semester. Pre-semester surveys and post-semester surveys were completed by 104 Hispanic freshmen college students. Strategies used in the classes included Think-Pair-Share, Ticket Out the Door, Jigsaw and being a member of base groups of two. This study is based upon theories of social interdependence, cognitive development, and behavioral learning. The surveys were completed by the first time college freshmen to compare and contrast knowledge about their experiences in: 1) individual learning, and 2) learning with a partner.

Nelson, J. A. P., Caldarella, P., Adams, M. B., & Shatzer, R. H. (2013). Effects of peer praise notes on teachers' perceptions of school community and collegiality. *American Secondary Education, 41*(3), 62-77.

Successful schools acknowledge that collective responsibility for student learning occurs when strong teacher relationships and collegiality are present, but few school interventions are aimed at improving outcomes for teachers. In this study, a nonequivalent wait-list control group design was used to test the effects of teacher-to-teacher written praise notes on junior high school teachers' perceptions of school community and collegiality. Participants completed the School Community Survey (SCS), a measure of collaborative interactions within a community of teachers. Results showed a statistically significant difference between treatment and control conditions, with moderate effect sizes: SCS scores improved following the praise note intervention. Teacher ratings of social validity were also high. Implications for secondary schools are addressed.

Park, S., Cho, Y., Yoon, S. W., & Han, H. (2013). Comparing team learning approaches through the lens of activity theory. *European Journal of Training and Development, 37*(9), 788-810. doi:http://dx.doi.org/10.1108/EJTD-04-2013-004

The purpose of this study is to examine the distinctive features of three team learning approaches (action learning, problem-based learning, and project-based learning), compare and contrast them, and discuss implications for practice and research. The authors used Torraco's integrative literature review method and activity theory as a framework for analyzing commonalities and differences of the three learning approaches. Action learning emphasizes the balance between action and learning, problem-based learning has evolved to develop knowledge acquisition, application, and reasoning skills, and project-based learning connects learning with work. All three learning approaches are learner-centered, tackle real problems, emphasize collaboration, have a learning coach, and work through learning processes. Research limitations/implications - Comparison of the three approaches has been *done through a review* of the literature only. More qualitative analyses of actual cases need to be *done to confirm or* improve the findings. Qualitative knowledge from this study should be linked to quantitative research. Comparison of each team learning approach provides team managers, instructional designers, and instructors with guidance of pedagogy selection regarding what particular team learning approach fits best for their organizational learning needs. Six components of activity theory can be useful to evaluate team learning interventions. The findings can be used for clarifying the relationships among the three learning approaches, and can guide HRD practice and research in line with improved team learning design, process, and measurement. The current study is possibly the first attempt to analyze the three team learning approaches based on activity theory.

Puzio, K., & Colby, G. T. (2013). Cooperative learning and literacy: A meta-analytic review. *Journal of Research on Educational Effectiveness, 6*(4), 339-360.

We conducted a meta-analysis on the effectiveness of cooperative and collaborative learning to support enhanced literacy outcomes. Interventions considered were provided in regular education settings (i.e., not pull-out instruction) with students from Grades *2 through* 12. Reviewing more than *30 years* of literacy research, we located *18 intervention studies with 29 study cohorts*. Included studies primarily used standardized assessments to report on students' reading, vocabulary, or comprehension achievement, which we analyzed separately. Overall, students had significantly higher literacy achievement scores when instructional interventions utilized cooperative and collaborative activity structures. The overall weighted mean effect sizes ranged from *0.16 to* 0.22 ($p < .01$) with more than 94% of the point estimates being positive. Because cooperative or collaborative learning was always one of multiple intervention components, it was impossible to estimate the unique, added effects of cooperative/collaborative learning. Although the small number of eligible studies precludes any claims about the effectiveness of specific forms of grouping and the circumstances under which programs have more impact, our findings suggest that cooperative and collaborative grouping was a core component of effective literacy interventions, particularly at the elementary level.

Reznitskaya, A. (reznitskayaa@mail.montclair.edu) and Glina, M. (2013). Comparing student experiences with story discussions in dialogic versus traditional. *Journal of Educational Research, 106*(1), 49-63. doi:10.1080/00220671.2012.658458

The authors examined the testimonials of 60 elementary school students about their experience during class discussions of assigned readings. They randomly assigned 12 classrooms to 2 treatments: Philosophy for Children (P4C) and Regular Instruction. P4C is an alternative educational environment that places dialogue at the center of its pedagogy. Ten students from each classroom were interviewed. According to the results, significantly more P4C students stated that they enjoyed expressing disagreement with peers, taking on new responsibilities, and explaining their thinking to others. More P4C students complained about the difficulties with getting the floor to speak, and suggested that changes are needed to better balance group participation. The authors discuss these findings and suggest implications for research and teaching.

Sears, D. A., & Reagin, J. M. (2013). Individual versus collaborative problem solving: Divergent outcomes depending on task complexity. *Instructional Science, 41*(6), 1153-1172. doi:http://dx.doi.org/10.1007/s11251-013-9271-8

Many studies have tested external supports for promoting productive collaboration, but relatively few have examined what features characterize naturally productive collaborative tasks. Two lines of research have come to distinct conclusions on the primary task feature associated with productive collaboration: demonstrability versus complexity. This study examined the problem-solving performance of *110 seventh grade students* on a demonstrable mathematical task, including *69 in three traditional* math classrooms (for whom the task was complex) and *41 in two accelerated* math classrooms (for whom the task was not complex). Students were further assigned to one of four conditions split by two factors: grouping (individual versus dyad) and number of problems (one or two). For the accelerated math classes, individuals performed significantly better than dyads. For the traditional math classes, dyads performed significantly better than individuals and exceeded the truth-wins criterion (a theoretical maximum indicating how individuals would perform if they shared knowledge perfectly). A complex-demonstrable task framework is proposed for characterizing naturally productive collaborative tasks.

Sidorko, P., & Lee, L. (2014). JURA: A collaborative solution to Hong Kong academic libraries storage challenge. *Library Management, 35*(1), 46-68. http://dx.doi.org/10.1108/LM-03-2013-002

The purpose of this paper is to discuss issues and concerns raised in a collaborative and cooperative central storage facility for Hong Kong academic libraries. The approach is to propose and to implement a joint storage business plan and a possibility of acting for others to consider similar storage facilities. Useful experiences have been gained while planning a central storage facility. The proposed JURA project is for Hong Kong academic libraries. The sharing of JURA proposal to create a central storage will inform the libraries around the region of the benefits of having a useful facility in the long term. The paper will inform others wishing to set up collaborative storages on governance, storage systems, business plan, problems and issues in what is still a relatively unexplored approach to storage problems.

Slavin, R. E. (2013). Effective programmes in reading and mathematics: Lessons from the best evidence encyclopaedia. *School Effectiveness and School Improvement, 24*(4), 383-391.

This article summarises findings from systematic reviews of research on primary and secondary mathematics, primary and secondary reading, and programmes for struggling readers. All reviews used a common set of procedures, requiring comparisons with control groups and duration of at least *12 weeks*. Across hundreds of qualifying studies, a clear pattern emerged. Programmes providing extensive professional development in well-structured methods such as cooperative learning and teaching of metacognitive skills produce much more positive effect sizes than those evaluating either curricular reforms or computer-assisted instruction.

Tarhan, L. leman.tarhan@deu.edu.tr, Ayyıldız, Y., Ogunc, A. and Sesen, B. A. (2013). A jigsaw cooperative learning application in elementary science and technology lessons: physical and chemical changes. *Research in Science & Technological Education, 31*(2), 184-203.

Cooperative learning is an active learning approach in which students work together in small groups to complete an assigned task. Students commonly find the subject of 'physical and chemical changes' difficult and abstract, and thus they generally have many misconceptions about it. Purpose This study aimed to investigate the effects of jigsaw cooperative learning activities developed by the researchers on sixth grade students' understanding of physical and chemical changes. Sample Participants in the study were 61 sixth grade students in a public elementary school in Izmir, Turkey. Design and methods A pre-test and post-test experimental design with a control group was used, and students were randomly assigned to the experimental and control groups. Instruction of the subject was conducted via jigsaw cooperative learning in the experimental group and via teacher-centered instruction in the control group. During the jigsaw process, experimental group students studied the subjects of changes of state, changes in shape and molecular solubility fromphysical changes, and acid–base reactions, combustion reactions and changes depending on heating fromchemical changesin their jigsaw groups. Results The concept test results showed that jigsaw cooperative learning instruction yielded significantly better acquisition of scientific concepts related to physical and chemical changes, compared to traditional learning. Students in the experimental group had a lower proportion of misconceptions than those in the control group, and some misconceptions in the control group were identified for the first time in this study. Conclusions Jigsaw cooperative learning is an effective teaching technique for challenging sixth grade students' misconceptions in the context of physical and chemical changes, and enhancing their motivation, learning achievements, self-confidence and willingness in the science and technology lesson. This technique could be applied to other chemistry subjects and other grade levels.

Thanh Pham, Thi Hong (2013). Using group projects as a strategy to increase cooperation among low- and high-achieving students. *Higher Education Research & Development. 32*(6), 993-1006.

This study aimed to investigate the perceptions, interactions and behaviours of different-ability college students when they worked on different types of assessments. Two classes of 145 Vietnamese college students participated in this three-month study. The students were assigned to mixed-ability groups, each of which consisted of five students. The results show that assessment designed as a group project helped close the gap in communication and interactions between different-ability students within groups. When the students engaged with assessment as a group project, all levels of performers increased productive learning behaviours and provided more relevant verbal help and assistance to each other. Importantly, this type of assessment created various opportunities for the low performers to participate in, and make a contribution to, group tasks. As a result, all group members became interested in working with others. They perceived cooperative learning groups as being enjoyable and fun.

van Beers, C. and Zand, F. (2014). R&D cooperation, partner diversity, and innovation performance: An empirical analysis. *Journal of Product Innovation Management, 31*(2), 292–312. doi: 10.1111/jpim.12096

Existing literature on research and development (R&D) alliances focuses on formation motives and performance impacts of these alliances but hardly on diversity of the partners' portfolio. Cooperation with a diverse set of partners leads to learning opportunities with regard to both cooperation and innovation skills and hence is expected to enhance the firm's innovation performance. This paper examines two research questions: (1) the impact of functional and geographical diversity of R&D partners on radical and incremental innovation performance of product innovating firms, and (2) the organizational determinants of partner diversity in R&D alliances. The empirical analysis is based on data from the Dutch Community Innovation Survey, R&D and Information and Communication Technology Surveys, and Production Statistics, which lead to a representative sample of 12,811 innovating firms in the period 1994–2006. Through random-effects panel Tobit estimates, econometric models for both research questions are estimated. The results indicate that functional and geographical diversity act through different channels. Functional diversity leads to a variety of knowledge intake and synergetic effects necessary to develop and commercialize novel products. Geographical diversity results in successful adaption of existing products to different local requirements such as technical standards, market regulations, and customer preferences. The organizational determinants of both kinds of partner diversity are prior experience, patenting, and information technology infrastructure.

Wyeld, Theodor G.(2013). Using activity theory to study cooperative learning. *International Journal of Innovation & Learning. 13*(4), 430-450. doi:10.1504/IJIL.2013.054238

Cooperative learning is about students working together in groups on a single project discussing ideas and sharing information openly. Graduate students need group work skills for engaging in increasingly globalised workplace practises. Activity theory (AT) is used to analyse the effectiveness of cooperative learning as a simulated workplace practise in the classroom. AT helps the teacher to understand how work activities are cooperatively realised. There have been many case studies using AT to analyse cooperative learning. They all tend to focus on the role of social interaction in collaborative projects. This paper provides a summary overview of the structure and key elements of an AT-led analysis of cooperative learning environments. It includes the observable facets of cooperative learning: actors, history, transformation, action, play, culture, teams and knowledge. It concludes with some recommendations for adopting and adapting AT to classroom practice monitoring for the teacher.

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