International Association for the Study of Cooperation in Education

IASCE

TABLE OF CONTENTS

Dear Colleagues,

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

I will begin with an update on our October 2015 conference in Odense, Denmark, *Cooperative Learning: Meeting the Challenges of the 21st Century*.

- The Call for Proposals is on our website, www.iasce.net with a due date of 2 January 2015. We are enjoying our work with our Danish colleagues and have developed six conference strands that both mirror current work and suggest emerging directions and challenges. We are encouraging proposals in a variety of interactive formats and are planning interactive plenary sessions as well.

- I'm happy to announce that David and Roger Johnson will be joining us as plenary speakers. We look forward to hearing them discuss the depth and longevity of social interdependence theory and research and how this has translated into powerful cooperative learning practices.

- Available on our website in early January will be an application for a modest bursary to support the conference attendance of an IASCE member. Applications will be due 15 April 2015.

As we have all come to expect, this issue of the newsletter includes a variety of abstracts that describe work from multiple continents and contexts related to cooperative learning. Included are abstracts of work by board members Yael Sharan and Robyn Gillies; Robert Slavin, one of our plenary speakers in Scarborough; Marialuisa Damini, Rosa Pons, and Clotilde Lomeli, who also joined us in Scarborough; and David and Roger Johnson who will join us in Odense.

Also included in this issue is a review of a special journal edition, guest edited by Board Member Yael Sharan and reviewed by Board Member Celeste Brody. This special edition is one outcome of IASCE's collaboration with the International Association for Intercultural Education (IAIE). Included are articles by Board Member Lynda Baloche, Leslie Bash, Isabella Pescarmona, Marialuisa Damini, and Kam Wing Chan, all of whom have attended IASCE conferences in recent years. Other IASCE

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.

Board members featured in this issue are Christine Lee who has shared a variety of video resources related to cooperative learning and Wendy Joliffe, who has been interviewed by Rich Cangro. Those of you who were able to join us in Scarborough will certainly remember Wendy, and we are delighted that she has recently joined our board.

As this is our last newsletter of the year, I would like to thank the IASCE Board, whose contributions help to support cooperative learning and sustain the IASCE. We view our newsletter as one way that we support cooperative learning and, as always, we thank George Jacobs and Lalita Agashe for their vigilance in providing us with interesting abstracts and Lalita Agashe for serving as our Newsletter Editor. We encourage you, our readers, to contribute to the newsletter by sending cooperative-learning related abstracts to our editor.

I want to thank our Danish colleagues for the work they have undertaken to bring an international cooperative learning conference to Denmark. Simply put, it is a lot of work, and we deeply appreciate their willingness to host us in Odense and to ensure that the conference includes opportunities to extend our knowledge and appreciation of the region.

I also want to thank you—our members and readers. We are an organization that values cooperation, and we encourage you to share your newsletter with colleagues as one way to support your own work and professional networks. Another way is by submitting a proposal for Odense. We know from experience that IASCE conferences are wonderful ways to extend professional networks, deepen understandings, learn new perspectives and approaches, and enjoy experiences that have been designed to maximize opportunities for discovery and collaboration.

As always, thank you for your support.

Lynda Baloche

Writing for This Newsletter

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

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

Thank you for your submissions.

IAIE **Journal of Intercultural Education**: Special issue on Cooperative Learning and Intercultural Education (Volume 25, Number 3, 2014)
Reviewed by Celeste Brody

It has been 27 years since the first joint conference of the IASCE and the IAIE (International Association for Intercultural Education) was held in Sweden in 1987 thanks to the vision of Peter Batelaan of the IAIE, and Elizabeth Cohen of the IASCE. Since then collaboration between these two organizations has deepened. Both are committed to equity in education at all levels. But by reaching out to the IAIE and holding the bi-annual international conferences in different regions of the world, the IASCE has seen an increase in the kinds of research that we could only hope for 25 years ago—studies that have helped us understand the context and challenges of implementing cooperative learning in increasingly diverse educational settings.

In her editorial for this issue (Intercultural Education, June 2014, volume 25, number 3) Yael Sharan articulates the ongoing mutual concerns of both organizations: to understand the multiple challenges and benefits of cooperative learning pedagogies in the intercultural classroom—a classroom that is now the norm in much of Europe, North America, Australia, Asia and other parts of the world.

The term 'heterogeneous,' Sharan explains, "no longer refers mainly to bringing together students of both genders and of various levels of achievement." It has "expanded to include cultural elements and is generally replaced by the term 'cultural diversity,' as more and more classrooms have become multicultural settings, where students of various religious, ethnic, and cultural backgrounds sit side by side." (p. 175). Leslie Bash, goes even further in his opening paper to emphasize the particular challenges when cooperative learning it is not implemented fully or well. And, significant and important academic knowledge and skills need to be drawn from all of the groups in the diverse classroom. (See "Some issues for cooperative learning an intercultural education: reflections on aspects of the recent work of Jagdish Gundara", pp. 179-186.)

The June 2014 issue of the Journal of Intercultural Studies showcases researcher and practitioners who are intent on understanding the multiple challenges and benefits of the use of cooperative learning in the intercultural classroom, and in the service of preparing teachers who will work with an increasingly diverse student population. Taken as a whole, the studies described in this volume, along with the detailed references that accompany them, provide one of the richest set of insights into teacher and student thinking and behavior—from primary levels through college--I have seen, as they reflect and process their research questions.

One paper in this volume, for example, nicely demonstrates this level of complexity and rich insight. Pat Strauss, Alice U-Mackey and Charles Crothers from New Zealand, address the chronic bane of university lecturers and students—the matter of assigning marks or grades for projects completed through group work. (See *They drag my marks down!"—Challenges faced by lecturers in the allocation of marks for multicultural group projects* pp. 229-241.) It is unclear whether the authors understand the difference between the general application of "group work" and the theoretically guided pedagogy, "cooperative learning." Nevertheless, the practice of using groups to complete a culminating task is on the rise, as is the fact that teaching cohorts are more linguistically and ethnically diverse than ever before (p. 231). Complicating the already difficult but important aspect of college for both students and teachers is the matter of the mark, or grade, for

these group projects. The new multicultural university classroom attempts to integrate native English speakers (L1) or new to English students (L2) and this alone poses many challenges. The authors delve into students' multiple and conflicting feelings and reactions to both group work and the marking process, leaving the reader to appreciate the complicated set of skills students need to successfully negotiate multiple relationships. The authors come down, for the time being and until faculty can grow the proper experiences to implement group marks effectively and fairly, on the side of more collaborative approaches to projects and their assessments, where students produce individual final products but are given ample space for conferring with others.

Isabella Pescarmona builds on the important research of Elizabeth Cohen, a sociologist whose work was introduced to Europe in 1997. Cohen uses expectation states theory to analyze classroom interactions for causes of inequality within cooperative groups. Status and status differentiation are concepts that have been put to practical use in terms of teacher-led treatments and curricular solutions in ethnically diverse settings. Pescarmona's paper, *Learning to participate through Complex Instruction* (pp.187-196) is a detailed reflection on a two-year study to discern whether the use of Cohen's instructional model in Italian primary school classrooms can help students become more autonomous and contribute more fully as equals in classroom dialogue. She points out the important dimension of dialogue that includes conflict and avenues to creative problem solving that can change the usual, limited ways of interacting.

Another Italian educator, Marialuisa Damini, based her paper on a two-year study exploring the effects of the complex model of cooperative learning, Group Investigation (*How the Group Investigation model and the Six-Mirror model changed teachers' and students' attitudes towards diversity* pp. 197-205). With this model, students contribute to shaping of curriculum and this in turn allows for different ways in which students' interests, experiences and abilities are integrated into a diverse classroom. But by adding the Six Mirrors model for understanding the dimensions of the classroom, Damini provided teachers with tools to consider positive ways their roles changed for more openness and collaboration.

Lynda Baloche is a teacher educator who is also committed to teachers understanding the classroom as a complex social and cultural system. Using Cohen's work on status and how academic, peer, and societal ideas of high and low status permeates even the lowest primary grade, Baloche helps her undergraduate students examine their own experiences in school through the use of collaborative storytelling. Her paper, *Everybody has a story: Storytelling as a community building exploration of equity and access* (pp. 206-215) is a description of what she calls a "gentle intervention" because it "capitalizes on students' natural inclinations to talk about themselves" as they gain experience in "developing the knowledge, skills and dispositions they can draw upon to create equitable classrooms" (pp. 212-213). I appreciated the written exercise prompts that she used to explore concepts related to cooperative learning and group development.

Kam Wing Chan's paper was particularly helpful to me. (See *Cooperative learning in a Hong Kong primary school: Perceptions, problems and accommodation* pp.216-228.) Chan details contradictions between cooperative learning, a Western pedagogy, and the Confucian Heritage of Eastern countries. Many westerners like me see the parallels between cooperative learning and the generally collectivist values and collaborative elements of Eastern societies. But we often do not fully appreciate the impact of Confucian philosophy, which emphasizes that human relationships should be unequal because inequality contributes to a society's stability. This ideal means that the benefits of CL can be difficult to achieve unless students and teachers are well prepared. In his study, Chan details different reasons why CL works and does not work with three different levels of achievers in a primary school. He

concludes that teachers need to prepare students with social skills before they begin cooperative learning, but I would argue that CL lessons should always integrate a relevant social or communication skill, so that students' capacities can develop as their experience grows throughout the school year.

I recommend this volume of papers because they illuminate the intricacies of adopting cooperative learning to culturally diverse classrooms. The authors give us pause to consider new questions and challenges as our world continues to integrate and our schools work to improve the lives of their students for the future.

Congratulations Kathryn Markovchick

The U.S. Department of Education has awarded the University of Maine at Farmington a $20 million, seven-year grant to help at-risk middle and high school students prepare for and be successful in college.

The grant—known as GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs—is projected to serve up to 7,600 students annually from 63 high-poverty rural schools in 26 school districts.

Kathryn Markovchick, IASCE Board Member and Treasurer, was one of the primary grant writers. Kathryn is President of the Board of Directors of Syntiro, the Maine nonprofit group that will provide administration of the grant.

Save the Dates!

Cooperative Learning: Meeting the Challenges of the 21ˢᵗ Century

Odense, Denmark
Conference Dates: 1-3 October 2015
School and Cultural Visits: 30 September 2015
Proposal Deadline: 2 January 2015
Details at www.IASCE.net

MEET THE BOARD
Wendy Jolliffe Interviewed by Richard Cangro

This is the first of the three interviews of new IASCE Board members. Richard Cangro interviews Wendy Jolliffe, who tells us about her work and interest in cooperative learning.

What is your teaching background and your current position?

My background is as a primary school teacher with a particular love of working with children aged 4 – 5 years. I worked in schools in Hull in the north of England and as an advisory teacher before joining the University of Hull as a lecturer supporting training teachers. I worked for two years as a government adviser for teacher training and, in my current role.

I am the lead for all teacher training at the university and head of department at the Scarborough School of Education. My particular expertise is teaching literacy and especially early reading.

How did your journey begin with cooperative learning?

My journey began with cooperative learning while I was teaching in a primary school that adopted Success for All using Robert Slavin's Student Team Achievement Division (STAD) model of cooperative learning. Attending a workshop at the university led by Don Brown and Charlotte Thomson from New Zealand who provided an insight into the work of David and Roger Johnson, inspired me to research further. I went on to examine cooperative learning in much more depth in my PhD which examined the implementation of CL in one network of schools. The key findings of this case study were that schools working together, supported by a community of facilitators, or experts in each school, to provide support can successfully implement this pedagogy. In other words: teachers cooperating together also support pupils learning together.

What is unique about cooperative learning in the UK?

In the UK, cooperative learning is not well known or widely implemented. There was a flurry of interest in the early 1990s lead by Helen Cowie, but it was not sustained. More recently one large research study done by Ed Baines, Peter Blatchford and Peter Kutnick (2008) examined the impact of group work. There also has been some interest by schools in Kagan's structures, but the full potential of CL is largely unrealized. This can be attributed to the accountability and assessment pressures in schools and a largely centrally directed curriculum. Large-scale studies, such as John Hattie's about effective or 'visible' learning (Hattie, 2008), have demonstrated the huge potential of cooperative learning. This has helped to spark further interest in CL, however, the effective training of teachers in this approach is in urgent need of addressing. My role as a teacher educator aims to put CL at the heart of training new teachers.

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

The greatest challenges are for teachers who are working without the benefit of support from peers. My research has shown the need for a collaborative culture—or cooperative learning in the staffroom to promote cooperative learning in the classroom—for implementation to be effective. It also needs strong leadership and determination to adopt a whole school approach. If teachers work together, supporting each other and led by an expert in each school, the initial difficulties in adopting this pedagogy can be overcome. The key importance of ensuring positive interdependence needs to be fully understood by teachers as well as the need for pupils to develop the skills of cooperating.

Please describe your thoughts and experiences regarding the 2013 IASCE conference in Scarborough, UK.

I was really honoured to be involved in the organization of the 2013 IASCE conference. It was a wonderful opportunity to meet with practitioners and researchers working in the field of cooperative learning. So many of the papers were inspirational and covered a huge variety of areas. Lasting impressions include the equity issues presented so forcefully by Pasi Sahlberg and the contributions from so many countries, illustrated by the vast array of international flags displayed. It was excellent to be able to host this in our lovely campus in Scarborough and particularly when the sun shone the whole time.

I am delighted to be on the board of the IASCE and look forward to working with those who have spent many years in supporting cooperative learning. I would very much like to contribute to helping

Cultural Diversity, Equity and Inclusion: Intercultural Education in 21st Century and Beyond   www.iaie.org/ioannina2015

29th June-3rd July 2015, Ioannina, GREECE
call for papers

**INTERNATIONAL ASSOCIATION FOR INTERCULTURAL EDUCATION (IAIE)
in cooperation with the University of Ioannina (UoI)**

with the support of:
University of Western Macedonia (UoWM)
International Centre for Intercultural Studies (ICIS)
Institute of Education, University of London
Hellenic Association for Intercultural Education (HAIE)
Hellenic Observatory for Intercultural Education (HOIE)
Korean Association for Multicultural Education (KAME)
National Association for Multicultural Education (NAME)

Chairs:
Leslie Bash, University of London, UK & IAIE
George Nikolaou, University of Ioannina, GR
associate chairs
Nektaria Palaiologou, University of Western Macedonia, GR & IAIE
Barry van Driel, Anne Frank House, NLD & IAIE

**Videos on Cooperative/Collaborative Learning
available on YouTube**
Contributor: Christine Kim-Eng Lee

1.   *https://www.youtube.com/watch?v=rWEwv_qobpU*

By working together on problem sets in math and sharing their perspectives in roundtable discussions in English, students at The College Preparatory School are making collaboration the driving force in their learning. For more about this school, visit ***http://www.edutopia.org/stw-collabora...***

2.   *https://www.youtube.com/watch?v=iFn4H-5faE8*

Instructors at Patrick Henry Community College (Martinsville, VA) talk about Cooperative Learning. Southern Center for Active Learning Excellence.

3.   *https://www.youtube.com/watch?v=7E24c5RkrMw*

A video produced by Matt Rosenau which raised issues about group work and what cooperative learning can offer.

4.   *https://www.youtube.com/watch?v=HEh8Z0sbiRE*

A video designed by students to describe the research regarding cooperative learning. Asks the question, "Is it best for all students?

5.   *https://www.youtube.com/watch?v=1qzzYrCTKuk&list=PLgsq6wy3cpm3lPzG8rMS0ZOhcPf-oPbZh*

A set of five videos that shows the value of teamwork using examples from matching bands to penguins to crabs and ants.

6.   *https://www.youtube.com/watch?v=15djwsGc4Wg*

*Where Cooperative Learning Works: Increasing Classroom Interaction & Integrating Skills*
This video shows how to use cooperative learning in an ESL or EFL class to increase classroom interaction, foster learner autonomy, and improve students' social communication and teamwork skills.

7.   *https://www.youtube.com/watch?v=5PquzYeaex4*

Incorporating Cooperative Learning Effectively: Secondary Edition produced by School Improvement Network shows some examples of classrooms incorporating cooperative learning.

From the Journals
Contributors: George Jacobs and Lalita Agashe
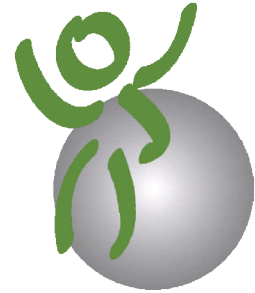
Chace, J. F. (2014). Collaborative projects increase student learning outcome
performance in non-majors environmental science course.
Journal of College Science Teaching, 43(6), 58-63.

Between 2007 and 2010, three types of semester research projects were assigned in BIO 140 Humans and Their Environment, a non-majors introductory course at Salve Regina University, USA. Specific environmental impact-type assessments were used to foster scientific inquiry and achieve higher scientific literacy. Quantitative and qualitative measurements were conducted and science-based policy recommendations were made through both written and oral presentation. The focus of this article is primarily on the success of the semester in which students were invited by the director of the campus library to specifically address, and make recommendations to mitigate, the carbon footprint of the library. Students in the class that worked on the collaborative project scored higher on the project grade and on course exams and received a higher overall grade, on average, for the semester. Students in semesters during which individual projects were assigned scored lowest, on average, in all three categories. This validates the importance of collaborative learning in science courses, especially in gateway courses that will improve the scientific literacy of all graduates and encourage more students to pursue careers within the STEM majors.

Coll, C., & Engel, A. (2014). Making meaning through joint activity in computer-supported
collaborative learning (CSCL) settings: The interplay between content-related and
activity-related talk. *Anales De PsicologíA, 30*(3), 818-831. doi:10.6018/analesps.30.3.201181

In the recent literature on CSCL which places the spotlight on participants' talk, there is a clear dichotomy between studies that focus on content-related talk and those that focus on off-topic or activity-related talk. In the approach adopted in this paper, based on the notion of educational influence, the guiding hypothesis is that both forms of talk are closely linked in the collaborative dynamics and that activity-related talk, far from being irrelevant, has an essential role to play in promoting the collaborative construction of knowledge. The paper empirically examines this hypothesis in four online collaborative learning situations. The results show that participants in small group situations requiring the preparation of a written product devote a major part of their discursive activity to negotiating the form of organization of their joint activity and to making sure that all members are familiar with it. In contrast, the technological tools used in the collaborative situation do not seem to have an impact on the relative weight of the type of participants' talk, either content-related or activity-related.

Denner, J., Werner, L., Campe, S., & Ortiz, E. (2014). Pair programming: Under what conditions is it advantageous for middle school students? *Journal of Research on Technology in Education, 46*(3), 277-296.

Pair programming is a strategy that grew out of industry and has shown promise for performance and retention in computer programming courses at universities and in industry. In this study, we examine whether pair programming is effective in K-12, what it is effective for, and how partners influence each other. We collected the data from 320 middle school students working alone or with a partner on a game programming task. Compared to working alone, pair programming was advantageous for computational thinking and for building programming knowledge, particularly among less experienced students. Students' initial computer experience and attitude toward collaboration influenced their partners. Those with more experience relative to their partner achieved greater computer confidence and more positive attitudes toward computing. When students had a more positive attitude toward collaboration (relative to their partner), their programming knowledge decreased. We discuss implications for pairing students and for future research.

Duffy, W. (2014). Collaboration (in) theory: Reworking the social turn's conversational imperative. *College English, 76*(5), 416-435.

This article examines the limitations of social constructionist theory that conflates collaboration with "conversation," an idea that not only informs how many writing scholars understand the concept of collaboration itself, but one that also allows writing theorists to argue that all writing is inherently collaborative. After briefly tracing the history of this social turn collaboration theory, the article offers an object-oriented definition of collaboration to initiate a rhetorical framework for understanding what collaborators actually do with their discourse, especially when they compose texts. Following a discussion of Donald Davidson's concept of triangulation and its relevance for understanding the discursive work of collaboration, the article concludes with a consideration of how this revised approach to collaborative composition reflects the goals of post-process theory, including the habits of mind discussed in the Framework for Success in Post-Secondary Writing.

Garrote, P. R. (2014). Second language learning in a multilingual classroom: Didactic interaction development. *Journal of Educational and Social Research, 4*(3), 429-436.

The foreign language classroom is a space in which various elements that constitute the interaction involved in the teaching-learning process: the teacher's intervention, peer interactions, learning methodology, materials, management of classroom space etc. However, when it is a multilingual classroom, there is also need to develop different strategies for action to promote the integration of all students and to ensure inclusiveness in the classroom and respect for cultural diversity. The aim of this paper is to reflect on these issues, show useful strategies and methodological tools in the didactic interaction and provide a practical example to bring to the classroom through a teaching proposal for cooperative learning.

Gillies, R. (2014). Developments in cooperative learning: Review of research. *Anales De PsicologíA, 30*(3), 792-801. doi:10.6018/analesps.30.3.201191

Cooperative learning, where students work in small groups to accomplish shared goals, is widely recognized as a teaching strategy that promotes learning and socialization among students from kindergarten through college and across different subject domains. It has been used successfully to promote reading and writing achievements, understanding and conceptual development in science classes, problem-solving in mathematics, and higher-order thinking and learning to name just a few. It has been shown to enhance students' willingness to work cooperatively and productively with others with diverse learning and adjustment needs and to enhance intergroup relations with those from culturally and ethnically different backgrounds. It has also been used as a teaching strategy to assist students to manage conflict and to help students identified as bullies learn appropriate interpersonal skills. In fact, it has been argued that cooperative learning experiences are crucial to preventing and alleviating many of the social problems related to children, adolescents, and young adults. There is no doubt that the benefits attributed to cooperative learning are widespread and numerous and it is the apparent success of this approach to learning that has led to it being acclaimed as one of the greatest educational innovations of recent times.

The purpose of this paper is not only to review developments in research on cooperative learning but also to examine the factors that mediate and moderate its success. In particular, the review focuses on the types of student and teacher interactions generated and the key role talk plays in developing student thinking and learning, albeit though the expression of contrasting opinions or constructed shared meaning. The intention is to provide additional insights on how teachers can effectively utilize this pedagogical approach to teaching and learning in their classrooms.

Johnson, D., & Johnson, R. (2014). Cooperative learning in 21st century. *Anales De PsicologíA, 30*(3), 841-851. doi:10.6018/analesps.30.3.201241

The 21st century brings four important challenges in which cooperation plays a central role: (1) a rapidly increasing global interdependence that will result in increas-ing local diversity as well as more frequent and intense conflicts, (2) the increasing number of democracies throughout the world, (3) the need for creative entrepreneurs, and (4) the growing importance of interpersonal relationships that affect the development of personal identity. The tools for meeting these challenges include cooperative learning. In this article the nature of cooperative learning will be reviewed, the underlying theory of social interdependence will be discussed, and the results of the research on cooperative learning will be briefly reviewed. The way in which cooperative learning contributes to meeting the four challenges will then be discussed.

Kim, H., Lee, M., & Kim, M. (2014). Effects of mobile instant messaging on collaborative learning processes and outcomes: The case of South Korea. *Journal of Educational Technology & Society, 17*(2), 31-42.

The purpose of this paper was to investigate the effects of mobile instant messaging on collaborative learning processes and outcomes. The collaborative processes were measured in terms of different types of interactions. We measured the outcomes of the collaborations through both the students' task work and their teamwork. The collaborative learning processes and outcomes in the Mobile Instant Messaging group (Mobile IM) were also compared with the Personal Computer-based Instant Messaging group (PC IM) and the Bulletin Board System group (BBS). A total of 48 students participated in this study, and the main results show that more cognitive and metacognitive interactions were found in the BBS group while social and affective interactions were the major types of interactions in the Mobile IM group and the PC IM group. As a result of the collaborative learning outcomes, the Mobile IM group shows better teamwork than the other two groups. However, better task work was found in the BBS group and the PC IM group rather than the Mobile IM group. Finally, the researchers discuss the implications of this study from the perspective of the educational potential of mobile learning.

Kwon, K., Liu, Y. H., & Johnson, L. P. (2014). Group regulation and social-emotional interactions observed in computer supported collaborative learning: Comparison between good vs. poor collaborators. *Computers & Education*, *78*, 185-200.

This study explored what social interactions students exhibited during collaborative learning, and analyzed how the social interactions evolved in a computer-supported collaborative learning (CSCL) environment. Six groups (*n* = 28) from an undergraduate online course were observed during a semester. Students' interactions were analyzed in two perspectives: group regulation and socio-emotional. Cluster analysis was conducted to identify collaboration patterns of the groups. The analysis identified three collaborator clusters: one good and two poor. The good collaborators (named Early Active Collaborator) demonstrated: (1) intensive interactions among group members in the early collaboration phase, (2) positive socio-emotional interactions continuously, and (3) adaptive selections of group regulatory behaviors. The others showed dormant interactions throughout the projects and least socio-emotional interactions (named Passive Task-oriented Collaborator) and did not coordinate group process in a timely manner (named Late Collaborator). Comparisons of the interaction pattern and instructor intervention were discussed.

Laureano-Cruces, A., Acuña-Garduño, E., Sánchez-Guerrero, L., Ramírez-Rodríguez, J., Mora-Torres, M., & Silva-López, B. R. (2014). A pedagogical agent as an interface of an intelligent tutoring system to assist collaborative learning. *Creative Education, 5*(8), 619-629.

This article discusses the aspects that are recommendable when designing an interface that includes a collaborative pedagogical agent within a context in which the collaborative learning process is reinforced by the task distribution process that goes with it. The concept of the intelligent tutoring system, conceived as a pedagogical interface agent (interface with human features that permits interaction between system and user), forms the basis of this study. The pedagogical agent is constituted by an intelligent tutoring system that makes a diagnosis adapted to needs of students, so as to improve the learning process. This is achieved by dynamic interaction on a system that has a collaborative and distributed interaction facility, in which the agent is conceived as an educational tool.

Onwuegbuzie, A. J., Collins, K. M. T., & Jiao, Q. G. (2009). Performance of cooperative learning groups in a postgraduate education research methodology course: The role of social interdependence. *Active Learning in Higher Education, 10*(3), 265-277.

This study investigated the degree that social interdependence predicted the achievement of 26 cooperative learning groups. Social interdependence was assessed in terms of postgraduate students' individual orientation (that is, cooperative, competitive, and individualistic). Participants were 84 postgraduate students enrolled in an introductory-level education research methodology course. An all possible subsets multiple regression was used to identify a combination of social interdependence variables that predict achievement. Results indicate that postgraduate students' levels of individualism predict achievement in a research methodology course. Specifically, groups consisting of students with the greatest individualistic orientation tend to produce the article critiques receiving a high evaluation, regardless of how heterogeneous the group is with respect to levels of individualism. This finding adds validity to the theories of active and cooperative learning and to the incremental support towards using cooperative learning groups to promote postgraduate students' active learning in research methodology courses.

Pons, R., Prieto, M., Lomeli, C., Bermejo, M., & Bulut, S. (2014). Cooperative learning in mathematics: A study on the effects of the parameter of equality on academic performance. *Anales De PsicologíA, 30*(3), 832-840. doi:10.6018/analesps.30.3.201231

The aim of this research is to determine, the importance of learning content and the role of students' prior knowledge for the formation of cooperative learning groups. The research was conducted in three mathematics classrooms at a secondary school and the sample was composed of 72 third year students. The results prove the existence of a negative correlation between the equality parameter (cooperation, collaboration and peer-tutoring) and the degree of existing cognitive proximity between students' prior knowledge and structure of the learning content.

Preston, J. P., Ogenchuk, M. J., & Nsiah, J. K. (2014). Peer mentorship and transformational learning: PhD student experiences. *The Canadian Journal of Higher Education, 44*(1), 52-68.

We recognize peer mentorship as an untapped, practical, economical, and effective source in fostering student achievement within university settings and, more specifically, within PhD graduate programs. Focusing on peer mentorship and transformational learning, we describe our peer mentorship experiences and explain how these experiences promoted transformational learning during our PhD graduate program in educational administration. As a background to our stories, we discuss characteristics associated with traditional forms of mentorship and present our unique definition of peer mentorship. We use qualitative features of narrative inquiry to present personal data and apply concepts of transformational learning theory ([Mezirow, J], 1981, 1991, 1997, 2000; Mezirow, Taylor, & Associates, 2009) to analyze our experiences. From these self-reflections, we conclude that it was both the ambiguous boundaries and transparent structure of our graduate program that created an environment where peer mentorship thrived. We propose a number of implications arising from incorporating peer mentorship into higher education.

Our peer mentorship involved aspects of trust and features of friendship; however, our peer mentorship experience was more than a group of friends getting together before, during, and after class. In fact, the formal birthplace of our peer mentorship had nothing to do with trust. It emerged from a group of professors who made the decision to accept a cohort of PhD students into a graduate program. Moreover, peer mentorship flourished due to the boundaries within the program. For example, each student in the newly formed cohort took four initial graduate courses together on a full-time basis while maintaining no lower than a 70% average. Peer mentorship was also influenced by the proximity of shared office space for each student in our cohort. In this way, peer mentorship was initially structured within the physical, logistical, and institutional features of the PhD program. Then it was enacted through the social interactions that transpired due to the academic and pedagogical parameters of the program and through a national and international group of students who were enrolled in the cohort.

Pymm, B., & Hay, L. (2014). Using etherpads as platforms for collaborative learning in a distance education LIS course. *Journal of Education for Library and Information Science, 55*(2), 133-149.

Distance education, by definition, creates a number of challenges for lecturer and student in building and maintaining connection and commitment. The challenges that need to be overcome include communication difficulties, lack of student motivation, high drop out from courses, provision of support at a distance and a sense of isolation or lack of student community. The use of collaborative technologies such as wikis or document sharing platforms is one way in which these challenges can be addressed. This paper looks at the application of a specific document sharing platform, Etherpad, in order to assess its effectiveness in building connections between distance education (DE) students enrolled in a library and information studies course in an effort to create the sense of a learning community amongst them. In addition, the research also looked at the effectiveness of Etherpad as a tool to help develop students' capacity to meet a number of the University's graduate attribute outcomes. Content analysis of the online conversations of nearly 400 undergraduate students was undertaken and the results evaluated. From these, the researchers concluded that the nature of the task, together with the technology employed, made a considerable positive impact on those involved, increasing their sense of being part of a cohort, encouraging a questioning, supportive environment and making them feel more at ease with group work as DE learners.

Schwartz, T. A. (2014). Flipping the statistics classroom in nursing education. *Journal of Nursing Education, 53*(4), 199-206. doi:http://dx.doi.org/10.3928/01484834-20140325-02

Flipped classrooms are so named because they substitute the traditional lecture that commonly encompasses the entire class period with active learning techniques, such as small-group work. The lectures are delivered instead by using an alternative mode--video recordings--that are made available for viewing online outside the class period. Due to this inverted approach, students are engaged with the course material during the class period, rather than participating only passively. This flipped approach is gaining popularity in many areas of education due to its enhancement of student learning and represents an opportunity for utilization by instructors of statistics courses in nursing education. This article presents the author's recent experiences with flipping a statistics course for nursing students in a PhD program, including practical considerations and student outcomes and reaction. This transformative experience deepened the level of student learning in a way that may not have occurred using a traditional format.

Slavin, R. (2014). Cooperative learning and academic achievement: Why does groupwork work?. *Anales De PsicologíA, 30*(3), 785-791. doi:10.6018/analesps.30.3.201201

Cooperative learning refers to instructional methods in which students work in small groups to help each other learn. Four major theoretical perspectives on achievement effects of cooperative learning are reviewed: Motivational, social cohesion, developmental, and cognitive elaboration. Evidence from practical classroom research primarily supports the motivational perspective, which emphasizes the use of group goals and individual accountability for group success. However, there are conditions under which methods derived from all four theoretical perspectives contribute to achievement gain. This chapter reconciles these perspectives in a unified theory of cooperative learning effects.

Smith, K. A. (2014). Health care interprofessional education: Encouraging technology, teamwork, and team performance. *The Journal of Continuing Education in Nursing, 45*(4), 181-187. doi:http://dx.doi.org/10.3928/00220124-20140327-01

It is critical to prepare nurses for future practice to work in teams by engaging students in interprofessional education (IPE) that fosters positive attitudes toward teamwork. The purpose of this study was to examine the effects of computer-supported IPE on students' attitudes and perceptions toward health care teamwork and team performance. A hybrid approach to IPE was used to provide students with an educational experience that combined the benefits of traditional face-to-face communication methodology with a computer-mediated platform that focused on reflection and team building. A statistically significant difference was found in students' perceptions of team performance after engaging in computer-supported IPE. No statistically significant difference in students' pretest--posttest composite attitude toward teamwork scores was noted; however, there was a positive trend toward improved scores.

Sharan, Y. (2014). Learning to cooperate for cooperative learning. *Anales De PsicologíA, 30*(3), 802-807. doi:10.6018/analesps.30.3.201211

Learning to learn cooperatively requires several changes for teachers and students: in their perception of learning, in their attitudes towards teaching and learning, and in their social and cognitive behaviors in class. This article presents some of the ways that decades of research and practice have developed to enable teachers and students to acquire and adjust to these changes. In the process of change teachers and students are interconnected and interdependent, and together carry out the steps needed to create an authentic cooperative classroom.

Surian, A., & Damini, M. (2014). "Becoming" a cooperative learner-teacher. *Anales De PsicologíA, 30*(3), 808-817. doi:10.6018/analesps.30.3.201521

This paper presents an overview of the theoretical background concerning the challenges for secondary school teachers implementing cooperative learning in areas such as alternative student assessment technique, student's resistance to collaborative techniques, planning and class management, teacher training, advancement, and evaluation. The research is based upon data gathered in the Italian Veneto and Emilia Romagna regions through focus groups with secondary school teachers. The educational project focuses on the use of critical incidents as training and educational tools with particular attention for cooperative learning approaches to transition situations and intercultural learning. It reviews different methodological options and explores ways to apply the critical incidents method in addressing the screening and development of intercultural competence within cooperative learning educational settings.

Taqi, H. A., & Al-Nouh, N. (2014). Effect of group work on EFL students' attitudes and learning in higher education. *Journal of Education and Learning, 3*(2), 52-65.

The use of group work in classroom activities is a method used for motivating learning and increasing the idea of pleasure through learning. The current study investigates the advantages of group work in exams in the English department, in the College of Basic Education in Kuwait. 40 students in two classes of "The Introduction of Phonetics and Phonology" participated in the study. They performed six tasks; two prior to group work, two done in group work (by one group only) and two after group work. The tasks were all practical, and they were based on phonetic transcription. One of the groups participated in group work while the other did not. This was done to enable to compare the results. In addition to exam results, a five-open-questions questionnaire on the students' perception of group work was distributed to the participants. Throughout the application of the study, the instructor took notes of her observation of the formation of and participation in group work. It was found that the students who worked in groups did not improve. However, most students reported that they enjoyed the tasks and would like to work in a group more often. The method of forming a group also seemed to affect learning. It was found that social and academic variables of age and GPA affected the formation, engagement and results of group work.

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.

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

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

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

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

How does IASCE do this?

Through our MEMBERSHIP DUES!

MEMBERSHIP BENEFITS INCLUDE:

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

☆ Research and project reports from the international perspective.

☆ New ideas from leaders in the field.

☆ Reports on the latest research and journal publications.

☆ Book and media reviews.

☆ New resources for CL on the WWW.

☆ Articles by international experts on topics such as cooperative learning and technology, cooperative learning with different ages and populations, teacher education and staff development.

☆ Our international and regional conferences bring together cooperative educators from around the world to share ideas, compare successes, discuss challenges, and review the latest research.

Website

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

☆ IASCE also offers a membership directory (upon request) for the purposes of networking.

☆ A list of board members, who are veteran experts in the field, to contact for consultation and professional assistance.

☆ Occasional discounts on publications and conferences.

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

IASCE

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

International Association for the Study of Cooperation in Education

IASCE

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

Annual Dues

INDICATE TYPE OF MEMBERSHIP Circle only the box that applies.

Fees are in US Dollars

Types of Member-ship	One Year	Two Years	Three Years
Basic Individual Membership (receiving news-letter electronical-ly):	$20	$35	$50
Basic Individual Membership (newsletter by post):	$30	$55	$80
Institutional Mem-berships (newsletter by post):	$35	$65	$95

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

Check one: ☐ Visa ☐ Mastercard

#:

Expiration:

Order Total:

Signature:

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

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

IASCE - Cooperative Learning

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

Membership form

Surname/Last Name: _____

First Name: _____

Institution: _____

Street: _____

City: _____

State or Province: _____

Zip/Postal code: _____

Country: _____

E-mail: _____

Phone: _____

Fax: _____

International Association for the Study of Cooperation in Education

IASCE

www.iasce.net

Check your mailing label for your membership expiration date.

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

IASCE

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