International Association for the Study of Cooperation in Education
IASCE

IASCE Newsletter Volume 35 Number 1 April 2016

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Dear Colleagues:

IASCE is pleased to bring you the first member newsletter of 2016.

I'll begin by highlighting an announcement included in this issue. IASCE is accepting nominations for positions on the IASCE board. We anticipate filling vacancies and perhaps expanding. We invite you to consider this opportunity to contribute to the field and to the IASCE. The deadline for self-nominations is 15 June 2016. Information about the IASCE board and the roles and responsibilities of board members may be found at www.IASCE.net.

As we continue to hear from participants in the 2015 Odense conference, one of the questions we have received repeatedly is "How do other organizations partner with IASCE?" Well, the answer to that question is both simple and complex. The simple answer is that there is no "one way" IASCE partners with other organizations. Each organization we partner with is unique and, therefore, each partnership is also unique. This is, of course, what makes the answer complex and the results of each partnership unique and rewarding. We have posted a series of documents that provide guidelines for different types of partnerships at www.IASCE.net. These are most easily accessed through our *Conferences and Events* page. If you have questions about partnering with IASCE, or have an idea about a potential partnership, we invite you to contact us.

In this issue, we highlight 2016 conferences in India and Japan and a recently published book that provides a multi-faceted view of peer tutoring. We also announce the publication of an edited book and a topical journal; both examine cooperative learning from a variety of theoretical, philosophical, and regional perspectives. Contributors to the *Members' Column* examine the preparation of novice teachers. Each conference, book, journal, and column involves either Board members, IASCE members, or both. Collectively they remind us that our field remains one of dynamic and varied interests and that IASCE continues its vigorous support of the study of cooperation in education.

As is typical, this issue includes abstracts of recently published articles related to cooperative learning and the use of cooperation in a variety of contexts and contents. I have come to depend on this feature--both to give me a broad view of contributions to the field and to help me identify specific articles that relate most directly to my own interests. As is often the case, these abstracts include works by Board members and IASCE members. Included in this issue are two abstracts from David and Roger Johnson—two of the IASCE Lifetime Achievement Award recipients honored in Odense in 2015. Abstracts describing work in higher education include studies conducted in economics, chemistry labs, and engineering courses. The value of a "cooperative nudge" was explored in a statistics course and effective note taking was examined in another setting. Researchers studying young children utilized varied methodologies to examine their conversations and their ability to teach songs to their peers. Abstracts that

describe examinations of flipped classrooms and storytelling remind us that we live, work, and learn in a digital age. Others, such as one about peace education, remind us that cooperative learning has not (yet) solved the world's most pressing problems.

As we work to wrap-up the first newsletter issue of 2016, we are already planning the second issue and working on several additional projects. Our goal is always to support the mission of IASCE and to support our members. We encourage you to contact us—to share your own projects, to discuss partnership possibilities, and to share ideas about how IASCE might grow and expand its support for the study of cooperation in education.

Thank you for being a member of IASCE.

Cooperatively yours,

Writing for This Newsletter

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

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

A special issue on Cooperative Learning in Language Education
TESL-EJ, (Volume19, Issue 4)
Edited by Kumiko Fushino and George M Jacobs, two of our Board members.
Available online at http://www.tesl-ej.org/wordpress/

Useful Expressions for Implementing Cooperative Learning in English Classrooms: Machiko Asakawa, Ayako Kanamaru, Taron Plaza & Chie Shiramiz

What Do We Want Small Group Activities for? Voices from EFL Teachers in Japan: Yoshitaka Kato

Students' Perceptions of Reading through Peer Questioning in Cooperative Learning: Makiko Tanaka & Edward Sanchez

Four Social Neuroscience On-Going Requisites for Effective Collaborative Learning and the Altruistic Turn: Tim Murphey

Practicing What We Preach: Teacher Reflection Groups on Cooperative Learning: Thomas S. C. Farrell & George M Jacobs

Incivility among Group Mates in English Classes at a Japanese Women's University: George M Jacobs, Harumi Kimura & Nicolas Greliche

Using Peer Tutoring to Improve Reading Skills: A Practical Guide for Teachers
Authors: Keith Topping, David Duran and Hilde Van Keer
Routledge, London and New York

Reviewed by Lynda Baloche

Keith Topping (UK), IASCE member David Duran (Spain), and Hilde Van Keer (Belgium) have recently collaborated on a book that explores purposes and variations of peer tutoring. This book is, as the title promises, practical. I feel compelled to add that it is also engaging and inspiring—so much so that it made me want to begin working with peer tutoring in my community.

Part I, Introduction, includes three short chapters.
Chapter 1, *Reading*, reviews briefly the developmental stages of learning to read, the skills of proficient reading and issues of reading development across languages. Chapter 2, *Peer Tutoring*, provides much useful information about peer tutoring in general including: (a) 13 organizational dimensions to keep in mind when designing and implementing peer-tutoring programs; (b) descriptions of different classifications of peer tutoring—same-age, cross-age, same-ability, cross-ability, reciprocal same-age, and fixed peer; (c) theoretical frames of reference; (d) empirical evidence for the effectiveness of peer tutoring; and (e) an examination of the fundamental qualities of peer tutoring programs that have been particularly effective. Chapter 3, *Peer Tutoring in Reading,* brings the messages of the first two chapters together in more detail. In this chapter we begin to learn how peer tutoring (a) fits into a comprehensive reading program; (b) looks at different developmental levels; (c) can be used with struggling readers; and (d) is supported by teachers.

It was in this third chapter that I began to get excited as I saw connections to cooperative learning beyond the obvious one of students working in pairs. The authors examine the benefits of peer tutoring for both the tutors and tutees. They suggest that *all* students—including vulnerable students, those with learning challenges, and those prone to disruptive behavior—benefit from having the opportunity to be tutors because peer tutoring can take "pedagogical advantage of the differences among students and [provide] them with opportunities to learn by teaching" (p. 26). I was reminded both of the work of Cohen and Lotan (see review of **Designing Groupwork** in IASCE Newsletter 34[1]) and their investigations of ways to lessen status differences amongst students and of the social-interdependence work of Deutsch, D. Johnson and R. Johnson. The authors of **Using Peer Tutoring** clearly have a vision beyond improved reading scores. This is described well when they state:

> Cooperation between students engaged in the tutor and tutee roles, regardless of their characteristics, will create a network of mutual aid which will result in a true learning community. In this, each and every one of the students will be aware of the accomplishments generated and have social responsibility goals for themselves and their peers. (p. 22)

Part II, Evidence-Based Good Practices, includes six chapters.
Chapters 4 and 5—*Paired Reading: What is it?* and *Paired Reading: Does it work?* are written by Keith Topping and describe work in the UK. Keith reminds readers that "Paired Reading" is a specific name for a specific technique and is "not any old thing that two people feel like doing together with a book." In Chapter 4, Keith outlines the details of the method, which include: (a) how students select reading material—I particularly liked the "five-finger test"; (b) how often and for how much time pairs should work together—Keith suggests three 15-minute sessions a week for a minimum of eight weeks; (c) where pairs might read and how they should sit; (d) a pattern for how and what pairs talk about related to their reading; (e) who should point to words and when; (f) how and when to correct—when a tutee says a word wrong, the tutor just says the word correctly and the tutee repeats, no phonics or other "teaching" or correcting; (g) how to respond when a tutee pauses in uncertainty—tutors are asked to wait four seconds before speaking; (h) how to praise; and (I) how, when, and why tutor and tutee should read aloud together.

In Chapter 5, Keith reviews approximately 25 years of research with thousands of students, including sites in South America, Asia, and Africa as well as the UK. Keith highlights a study in Scotland that involved cross-age tutoring in 32 classes in 13 schools. For those who tend to picture tutoring as "smart" kids helping less-advanced learners, the results may be surprising as "overall, the tutees and tutors who were the least able gained most. Low ability tutors produced tutee gains at least equivalent to those produced by high ability tutors—and low

ability tutors themselves gained more than high ability tutors" (p 46); cross-gender matching yielded better results—especially for tutees. In addition, teachers were asked to compare student motivation, confidence, enjoyment and relating both during 'Paired Reading' sessions and outside of PR sessions; the results of these comparisons suggest that 'Paired Reading' (as has been demonstrated repeatedly in the cooperative learning literature) does much more than improve scores. Keith highlights a second Scottish study, with over 100 schools, which followed children aged 9 and 11 years, for two years. Intervention types were randomized in this study and tutoring included both reading and mathematics.

Chapters 6 and 7—*One Book for Two: What is it?* and *One Book for Two: Does it work?* are written by Hilde Van Keer and describe work in Belgium. The project 'One Book for Two' explicitly focuses on reading comprehension with primary-aged students and aligns with the Flemish standards and curricula for primary schools. It combines instruction in reading comprehension strategies with peer interaction using primarily cross-age tutor (age 10-12) and tutee (age 7-9) pairs. In Chapter 6, Hilde provides a review of the reading comprehension research and lists the strategies identified for this project. These include: (a) activating prior knowledge and linking it to the text, (b) making and verifying predictions, (c) distinguishing main ideas from details, (d) monitoring the understanding of words and expressions, (e) monitoring comprehension, and (f) classifying text genres and adjusting reading accordingly. 'One Book for Two' progresses from whole-class instruction to practice supported by the teacher before pair work, which is viewed in this model as independent practice. Peer work is supporting by reading strategy cards and texts that have been chosen for the program; later in the program, tutor/tutee pairs may choose their own reading material. Tutors are specifically prepared for their roles with seven 50-minute training sessions and pairs work together for approximately 50 minutes a week.

In Chapter 7, Hilde reviews several large scale studies in schools throughout Flanders which, together, include over 2500 children and approximately 100 classrooms. In two studies, students were randomly assigned to cross-age or same-age pairs and their achievement was compared to students taught in a "traditional" format. In these studies, measures included a pre and post-test as well as a retention test eight months after the post-test. In a third study, students were assigned to cross-age pairs and compared to those taught in a "traditional" format. In general, tutee results suggested that cross-age pairs were more productive. Tutors appear to benefit from both cross-age and same-age pairings, but again results were more robust for cross-age pairs. Hilde includes two quotes from fifth-grade students that describe the power of being a tutor.

> Now I know better how to read for understanding. Before I became a tutor, I never really thought about things, such as 'What will the text be about?' or What to expect?' (p. 72)
> I actually have problems myself with reading comprehension. But through peer tutoring it is a bit easier for me now. . . . I have learned to ask questions, to reread when I don't understand, or to read somewhat further . . . in order to find an explanation. . . . (p. 73)

In a fourth study described by Hilde, researchers analyzed video recordings of peer-tutoring sessions of 18 pairs of students during 4-5 tutoring sessions each. In general, most of the time was spent reading and there was little off-task behavior. Approximately 20% of the time was devoted to partner interaction—mostly initiated by the tutor; however, in cross-aged pairs, tutees were more likely to initiate, to ask questions, and to ask for help.

Chapters 8 and 9—*Reading in Pairs: What is it?* and *Reading in Pairs: Does it work?* are written by David Duran. He describes a program—with materials published in Catalan, Spanish, Basque, and English—that was developed by more than 200 schools. (Information about this program was shared in October 2015 in Odense by Maite Oller Sánchez.) 'Reading in Pairs' combines peer tutoring with a focus on reading competence and family involvement in school activities. Objectives include: (a) putting within reach inclusive methodologies—David states that "peer tutoring . . . allows living diversity as a positive value; it is the difference . . . by which we learn" (p. 80); (b) developing new forms for language teaching; (c) improving reading competence; (d) fostering cooperation among students; and (e) promoting the involvement of families in schools and increasing the possibilities for their participation. David lists how 'Reading in Pairs' contributes to literacy competencies which include: (a) learning to learn; (b) linguistic communication; (c) information literacy; (d) social and civic skills; and (e) autonomy and personal initiative. David describes a variety of possible pair configurations and notes that the key to success is that students have time to learn to develop their roles and adjust to the characteristics of their

partners. He emphasizes the need for training and suggests two 30-minute peer sessions per week. A general structure of the session is that students (a) make hypotheses and predications and activate prior knowledge, (b) read aloud, and (c) reflect on their hypotheses and engage in comprehension activities. 'Reading in Pairs' utilizes activities sheets, and David stresses that over time it is important for tutors to create their own. This is one way for tutors to contribute significant effort and helps to raise their awareness that they are learning by teaching another. David stresses the importance that, over time, pairs select their own authentic reading material; he also stresses the importance of pair self-assessment.

In Chapter 8, David reviews a variety of research from Spain and Chile. He notes that (a) both reciprocal tutoring pairs and pairs with fixed tutors and tutees achieved gains in both reading fluency and comprehension; (b) improvement in comprehension depended more on family involvement than on whether students were tutors or tutees; and (c) tutors in fixed pairs also made significant gains in reading self-concept. David includes a brief discussion of family participation. While almost 74% of families were involved in the studies described, the concern remains about how to involve all families. Pretest results showed that *all* the families of students in the top quartile volunteered to participate in the program but less-than-half of the students in the bottom quartile had families who participated. In spite of these and other challenges, David reports that 95% of schools have chosen to keep 'Reading in Pairs'—transitioning it from an innovative trial to a regular methodology.

Part III, Organising and Implementing Peer Tutoring, includes five chapters.
They discuss (a) planning, (b) operating, (c) the role of the teacher, (d) evaluation, and (e) sustaining and embedding. Each chapter includes detailed and useful information and helpful hints. Many of these hints are important to consider when implementing *any* kind of cooperative work with children. For instance:

- Include a wide range of abilities in the project to avoid any implication that peer tutoring is for struggling students.
- Understand and articulate the benefits for tutors or both tutors and parents are likely to lose interest and object.
- Avoid tutee failure by helping tutors and tutees choose work at an optimum level of challenge.
- Both tutors and tutees need training to develop their roles and they need to learn to give and receive praise and positive feedback.
- When using cross-age pairs, tutees anticipate becoming tutors when they get older. This anticipation helps to facilitate tutee learning and motivation.
- When choosing pairs, consider not only ability but also pre-existing social relationships and general sociability. (Avoid both best friends and problematic relationships and keep pairs together long enough for them to learn to work together. Socially skilled and patient tutors can provide helpful modeling to more reticent tutees.)
- Pairs must meet frequently enough and for a sufficient duration to hone their skills and make significant progress. However, with initial implementation it is important to set a time period after which feedback will be evaluated. It is better to leave students "hungry for more" than bored.

I was engaged when I read **Using Peer Tutoring** the first time and, as I reviewed both the text and my notes while writing this review, I found myself drawn into the text and the ideas even further. This is a rich resource for those interested in peer tutoring and a clear window into a specific type of peer work for those committed to deepening their understanding of the power of cooperation for learning. One thing that makes this book particularly powerful is that each author's work has been detailed, sustained, and extensive. A second is that the three authors speak about peer tutoring from the point of view of projects from three different cultural, social, and linguistic contexts. Collectively their work demonstrates how (a) carefully designed and implemented group work benefits students in a variety of dimensions; (b) thoughtful evaluation is critical to sustainability; and (c) well-researched principles can be applied to local contexts and challenges to provide opportunities for vibrant pedagogical innovations that support teacher development and community involvement, as well as student success.

Conference Reflections from Around the World

International Symposium for Cooperation in Education, February 27-28, 2016, at Soka University,
Hachioji-shi,Tokyo, Japan

Lynda Baloche

In late February, I had the opportunity to travel to Japan to participate in an *International Symposium for Cooperation in Education*, which was sponsored by Soka University, Tokyo and supported by JASCE (Japan Association for the Study of Cooperation in Education). Soka University sits on a beautiful hillside and is a stunning campus with perfect facilities for a conference. Board member Kumiko Fushino met me at the airport and was my translator, cultural interpreter, and companion throughout my stay. I had the opportunity to visit her university and Kumiko introduced me to many vibrant teachers and faculty whom she knows well. The symposium was organized by Kazuhiko Sekita, a former IASCE Board member, and was a culminating event of a three-year grant.

Sekita Sensei opened the Saturday symposium with a talk about cooperation in education. He highlighted that the purposes of cooperative learning can, and should, extend past knowledge acquisition and simple measures of achievement. He talked about the importance of application, attitudes, and values. I spoke next. Before the symposium, Kumiko provided translations for my PowerPoint slides; during my talk, she translated my remarks into Japanese. I talked about the importance of time and how worthwhile learning—learning that generates valuable solutions to challenging problems; learning that helps students build relationships, empathy, and a sense of responsibility—takes time. I also talked about the inclusion of collaborative problem solving in PISA 2015, the reluctance of many students to engage in complex problem solving, and the need for students to practice complex problem solving without the expectation and goal of a single correct answer. The third speaker was Sarkar Arani Mohammad Reza, a faculty member at Nagoya University. Arani talked enthusiastically about lesson study and how different cultures might interpret the organization and efficacy of a lesson. He referenced two articles, including one in which IASCE Board member Christine Lee was a co-author. Following his talk the speakers, plus Masao Mizuno the principal of a high school in Nagoya, engaged with the audience through a panel discussion. Audience questions were lively and extensive and Kumiko worked tirelessly to interpret. The day ended with an early-evening reception of good food, Japanese beer, and more lively conversation. During the reception, I had the opportunity to talk with many dedicated professionals—from those teaching five-year-olds to university faculty. Topics of conversations included assessment with cooperative learning, creative writing, and adventure education.

Sunday morning was another bright day with views of Mt. Fuji from our hotel. Kumiko and I again traveled to Soka University, where I was scheduled to give a two-hour workshop in English. I was surprised and humbled by the fact that 20 teachers would dedicate their Sunday to a workshop about developing problem-solving skills in cooperative contexts. They were a wonderfully lively group and ranged from those teaching five-year-olds to university faculty. They worked hard, laughed freely, and asked many questions. The two hours flew by. Afterwards, we went to lunch in a nice Italian restaurant where conversation, both personal and professional, flowed for another two hours.

In 2008, JASCE sponsored the IASCE Conference in Nagoya, and it was nice to reconnect with members of JASCE. JASCE continues to be a vibrant organization that is committed to providing high-quality support for cooperative learning in Japan. Talking with Kazuhiko was thought provoking as he shared his view of trends in Japanese education over the past 60 years. Working closely with Kumiko was special in many ways—including learning more about how she supports cooperative learning in Japan and seeing firsthand how respected she is for her work. I left Japan feeling truly inspired by the open, generous, energetic, and dedicated professional educators I had the opportunity to meet.

International Conference on Innovations in Teaching, Learning and Evaluation in Higher Education, January 29-30, 2016, in Pune, Maharashtra, India

Yael Sharan and Lalita Agashe

This two day conference, with its promising title, was organized by the Center for Innovations in Teaching, Learning and Evaluation in Higher Education at Modern College for Arts, Science and Commerce in Pune, India, Lalita's home city. It was funded by BCUD, Savitribai Phule Pune University, with the participation of IASCE, as you can see on the conference banner below. Lalita worked closely with Dr. Sushama Joag, a retired professor of chemistry at the College, who served as the conference organizing secretary and was in charge of managing the sessions. Dr. Joag arranged the program so that there were no parallel sessions, which assured a significant amount of continuity for participants in the CL workshops.

Several keynoters spoke about innovations in teaching and learning taking place in school organization and management, in the use of digital media, and in reforms in evaluation. One speaker, Kelly Butler of Chestnut Hill College in Philadelphia, PA, introduced POGIL (Process Oriented Guided Inquiry Learning), a student-centered, group -learning instructional strategy that aims to better teach general chemistry. Dr. Butler is currently in India on a Fulbright scholarship and leads faculty development workshops on POGIL. Her talk would have been very appropriate at an IASCE conference, but she had never heard of IASCE, a situation that was quickly remedied.
Lalita and Yael were charged with presenting cooperative learning's contribution to the conference theme. On the morning of the first day Yael gave one of the keynote addresses, entitled Cooperative Learning: A Perpetual Innovation in Education. That afternoon and the following morning Lalita and Yael facilitated workshops that enabled participants to actually experience CL principles and tasks.

In her talk, Yael pointed out that as yet no one has figured out the one right way to teach and to learn, and educators never give up searching. She recalled that when studying at teacher's college she learned about several innovators in education, such as the 19th century educator Pestalozzi, who urged teaching children through "head, hand and heart." Pestalozzi encouraged teachers to take students outdoors to actually see a tree and not just to talk about trees indoors. Similar attempts to seek alternatives to the existing form of rote learning were made by the Indian poet and educator Ravindranath Tagore, who, in 1901,founded a small school that developed into a famous university in Santiniketan, India. (Ironically these ideas had no effect on the traditional transmission approach to teaching that was practiced and taught in that teacher's college, now defunct.)

So where does CL come in? Is it an "innovation in education?" If innovation is understood as change, then CL plays a significant part in the efforts to find ways of teaching that differ from those designed in and for a very different time. Although CL is not entirely new and is not a spectacular innovation that promises to cure all the ills that plague education, it is always renewing and refining itself, in theory and in practice, and therefore can be seen as a perpetual innovation. After describing the essence of CL and how and why it has spread all over the world, Yael assured the teachers in the audience that the workshops that she and Lalita had planned would offer them an opportunity to experience CL first hand.

"Had planned" were famous last words (not for the first time)! In the first workshop we led participants in several generic activities (What's in a name? The untitled story, Think-Pair-Share, to name a few). There were plenty of opportunities and time for participants to reflect on the design of these activities, on how they carried them out, and to ask questions about CL procedures and their applications in their own teaching.

As we closely observed how participants worked in groups and listened to their observations and questions, we realized that participants needed more time to understand the essence of CL. We had planned to have them design a CL task for their classes, optimistically assuming that a 3-hour experiential workshop supplied a sufficient basis for such planning. We spent several hours that evening creating a new workshop, one that reviewed the activities of the first day, analyzed their design, and stressed the essential features of a group-worthy task. Towards the end of the workshop participants formed groups based on their common subject matter (anything from English to engineering to chemistry) and were asked to design an outline of a CL task for their students. We could almost hear the 'penny drop' and were satisfied that participants had gained a basic understanding of the essential features of a cooperative learning task design.

To take advantage of their palpable enthusiasm Lalita collected their names and email addresses in the hope of creating an online discussion group for ongoing clarification of ways of using CL in their teaching- truly an innovation for them. We also distributed IASCE membership forms. India is a vast country and such innovations must understandably start small and grow slowly. Hopefully in the next newsletter we will report on new members from India and on the growth of Lalita's online CL discussion group.

Enhancing Classroom-based Talk: Blending Practice, Research and Theory

Author: Robyn Gillies, Professor of Education at the University of Queensland, Australia

Board member Robyn Gillies' new book *Enhancing Classroom-based Talk: Blending Practice, Research and Theory* provides an overview of the major research and theoretical perspectives that underpin the development of classroom-based talk. We will review the book in the next issue of the newsletter.

News from the Japan Association for the Study of Cooperation in Education (JASCE)
Kumiko Fushino

The Japan Association for the Study of Cooperation in Education (JASCE) has been very active recently holding its national conference, workshops, and supporting regional activities in Japan. One of the hot topics at JASCE is Active Learning. The Ministry of Education and Technology has recently been promoting Active Learning in secondary and higher education in Japan, however it is often treated as an educational technique and understanding its real meaning is neglected. We are thinking about what real Active Learning means and continuing to promote it through Cooperative Learning.

Upcoming Events
JASCE 13th Annual Conference (in Japanese)

Date: Friday November 4 - Sunday November 6, 2016 (Friday November 4 is a pre-conference event, School Visit)
Theme: To be announced
Place: Mie University, Tsu-shi, Mie Prefecture, Japan
Contact Person: Dr. Yoshifumi Nakanishi (Mie University, Email: yosifumi@edu.mie-u.ac.jp)

Workshops (All in Japanese)
Basic:
May 28 & 29, 2016 in Nagoya, Aichi Prefecture (Chukyo University)
July 30 & 31, 2016 in Hachioji, Tokyo (Soka University)
Advanced:
July 30 & 31, 2016 in Hachioji, Tokyo (Soka University)
Master:
Details will be announced later

Serendipity

Lynda Baloche

Recently someone sent me a link to a short video about addiction. I didn't like the title "Everything We Think We Know About Addiction Is Wrong" because it seemed so arrogant, but the video was interesting.
https://www.youtube.com/watch?v=ao8L-0nSYzg

After watching the video, I read the following:

Hari, J. (2015). *Chasing the scream: The first and last days of the war on drugs*. New York, NY: Bloomsbury
Hari suggests that the opposite of addiction is not sobriety—it is *connectedness*. He describes multiple programs that have been quite successful in their work with addiction and suggests that we need to stop thinking about *individual* recovery and start thinking about *social* recovery. He proposes that, rather than trying to keep people away from drugs by scaring them and stopping addiction through threats and force, we need to rebuild our networks so that we don't feel alone and can form healthier bonds; we need to shape a society where we find happiness in connectedness rather than in consumption. Reading Hari challenged me to question some of what I thought I knew about addiction.

A few weeks after I read *Chasing the Scream*, board member Lalita Agashe sent me the video link below. This research may be limited because it examined only men (all white and from the United States and mostly Christian) in a bi-model population, but again the conclusions point to the basic human need for connectedness.
http://www.ted.com/talks/
robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?
utm_source=newsletter_weekly_2016-01-
02&utm_campaign=newsletter_weekly&utm_medium=email&utm_content=talk_of_the_week_image

IASCE Members' Column

In this issue, the second in the series of virtual conversations between IASCE members, IASCE board member Celeste Brody[1] poses several seminal questions concerning the preparation of novice teachers to use cooperative learning in their work. Joining the conversation are IASCE members Marialuisa Damini[2] and Isabella Pascarmona[3] from Italy.

Celeste: Cooperative learning (CL) has long been considered one of the "best practices" in education. But many wonder: What are the best ways to prepare novice (i.e. pre-service) teachers to learn to use CL effectively in their classrooms? Here are a few key questions that my colleagues and I have dealt with over the years.

Can beginning teachers manage the complexities of cooperative learning within the larger complexities of teaching?

C: We know that there is no formula for executing any kind of peer learning, much less CL. Novices can, however, achieve minimum competence in effectively implementing the basics of cooperative learning, but it is difficult to achieve mastery.

Marialuisa: I agree with Celeste that novice teachers can achieve minimum competence. In many countries CL is still regarded by many in-service teachers as an innovative approach with a significant potential but with substantial challenges in areas such as alternative student assessment procedures, students' resistance, planning and class management, teacher training, advancement, and evaluation. Such challenges, as well as ways to develop teachers' skills in planning, facilitating and assessing CL, are best addressed within professional learning communities. For this reason it is important not only to know *about* CL but also to *use* CL procedures as often as possible.

Isabella: I agree with Celeste and Marialuisa, but would like to add that sometimes beginning teachers are less affected by routine teaching schemes and cultural expectations than by their in-service colleagues. As a result they may be more open to risk and experimentation. Of course, they have little experience in managing relational and instructional aspects, but in the end, they may ask if a traditional lesson would help them cope with the complexities of teaching in a better way?!

What does minimum competence in CL mean? How will we design our programs for novices to achieve this?

C: We know that novice teachers must understand several central concepts: why and how to develop groups and group tasks, and distinguish the kinds of group processes for different kinds of outcomes; grasp that CL requires changes in ideas and practices surrounding classroom management; grasp the elements of a task design, how to hold students accountable to one another and for the outcomes of the task; and how to structure a debriefing of groupwork. They need practice in teaching students communication and groupwork skills and they should know how to monitor and evaluate student interactions to further learning***.** They should understand the theories that drive effective groupwork practices, e.g., Social Interdependence (expressed in the work of Johnson, Johnson and Holubec, 1986) and Expectation States (detailed in the work of Cohen and Lotan, 2014).

I: This is an important question. I understand that "minimum competence in CL" means the capacity of self-questioning as a teacher. Cooperative learning is not a simple set of tools and rules one can pick up and put back; this kind of pedagogy leads teachers to think thoroughly and deeply about their ideas and practice of teaching and learning. *Reflexivity* is the major competence to engage novice teachers in CL and to start a process of educational innovation.

A good program may involve novice teachers in cooperative workshops and encourage them to ask questions about the discrepancy between CL and their previous experiences, in order to focus progressively not only on the procedures but also on the beliefs, attitudes and cultural expectations that are behind pedagogical choices and practices. By helping them formulate questions, novice teachers can learn to understand and appreciate some of the cooperative answers, principles, and strategies that Celeste has so accurately suggested.

In what contexts will novice teachers experience cooperative learning in a program?

C: Many teacher educators agree that students need to *experience* cooperative and collegial practices at all levels of their education and training. The greatest success in moving students toward minimum standards for implementation are found in faculty that consciously create communities of

learners, break large programs into smaller cohort groups to experience collaborative processes throughout their training, or create intensive programs with year-long internships in schools and classrooms.

M: Teachers who use CL might indeed create a sort of "community" to share their perspectives. It is the ongoing interplay between the community's demands for a shared perspective in relation to its focus on professional growth that can help teachers develop knowledge that enables them to acquire a better understanding of the specificities of school's everyday practice. For this reason it is important to create, as Celeste says, communities of learners who learn and practice CL strategies. Professional learning communities help maintain a process of inquiry and reflection that enables teachers to develop, sustain, and learn to work collaboratively. This is especially important in Italy, where, at the university, the *theory* of group work prevails over *practice*.

As Alessio Surian and I have written (Surian & Damini, 2014), crucial to the inquiry and reflective perspectives are the metaphors that teachers use to conceptualise learning. Our own experience with Italian teachers is in line with the review offered by Hodkinson, Biesta, and James (2008) who focus on three main metaphors. The first metaphor, rooted in a cognitive perspective, views learning as "acquisition." An alternative metaphor views learning as "participation." A socio-cultural perspective suggests "becoming" as a metaphor that conceptualises learning in a more holistic way, acknowledging that people (and therefore teachers) are always in a social context. Among the three metaphors the latter seems closer to a teachers' learning community that promotes the development of social dynamics from a learning perspective.

I: What Marialuisa writes about the importance of "community" among novice teachers is interesting. This is the best way to share doubts, solutions and ideas that result from the initial experiences with CL. If teachers work in a group, they share emotional and professional support, breaking that sense of isolation that sometimes prevents them from innovating their teaching practices. A group of teachers can become "a space of encounter and revision among different cultural perspectives" that allows teachers to test themselves and promote the reflective attitude needed to change (Pescarmona, 2010). In that way, a "community" of teachers-as-learners is a great resource for sustainable implementation of group activities during their careers. That is why teachers who work together in the same school, as well as those from different schools, should be supported in building professional networks.

When and how will the novice teacher learn about CL?

C: When novice teachers "start small," by learning how to organize simple approaches to group learning, such as using dyads or base groups, they are more likely to understand what they are doing and why. These informal processes may suit rather narrow learning objectives, but they allow the novice teacher to observe students' interactions while mastering some of the fundamentals of classroom management.

CL is typically taught as a discrete pedagogy in either or both types of methods courses—general and content areas. But when programs include CL in *both* forms of methods courses, the novice teacher can grasp general principles of CL in the one while considering the relationship of groupwork to the requirements of different content courses. This should produce a spiral effect that supports recursive and multiple approaches to pedagogical learning. It takes "multiple experiences of different intensity, duration and sophistication" with CL to support the novice in holding her own "in an increasingly complex, challenging and even reactionary school climate" (Cohen & Lotan, 2014, p. 191).

M: Drawing upon teacher trainers' experience, I can say that novice teachers can learn about CL procedures only by practicing them as part of school routines. Nevertheless, as Celeste says, observation is also important. Observing experienced teachers working with CL could be important both for experienced teachers and new, although (at least in Italy), in most schools the majority of pupils and teachers have very limited preparation time and often no training for group work (Blatchford, Kutnick, Baines & Galton, 2003; Blatchford, Kutnick, Clark, MacIntyre & Baines, 2001).

I: Thanks to Celeste and Marialuisa for highlighting the importance of observing students and novice CL teachers.

I believe teachers learn about CL by *observing while mastering* – as Celeste said. As teachers, we talk most of the time: to give instructions, support and assess students, and discuss with colleagues. But silence is also a wothwhile space for developing competence. Practicing CL is a unique opportunity at school to take time to observe students' social dynamics and to regulate our practices. It also creates the conditions to observe veteran teachers – as Marialuisa describes. It is also an occasion to *be observed* by a colleague, a researcher or a facilitator. This is not often employed (in Italy, at least), but it is a powerful method of learning and gaining another point of view on our own way of developing activities and conceptualizing problems.

What is the importance of defining learning outcomes?

C: A university curriculum is a necessary but not a sufficient condition for learning to use CL. Too often courses and student teaching are evaluated by the novice with attitudinal questionnaires that ask about their beliefs and attitudes towards groupwork. But these contribute little to understanding which aspects of the program enable a student to become proficient in using CL. Faculty need to define together the formative and summative competences, outcomes and benchmarks for CL. Then they need to decide where to integrate cooperative learning into the program's instructional design. Lastly, they need to ensure that accreditation standards and state and regional frameworks include these competencies in their guidelines. All of this takes time and depends on the desire of faculty members themselves to create something new.

M: Celeste is right in believing that a university curriculum is a necessary but not a sufficient condition for learning CL. As I said before, practicing and reflecting upon one's educational practice during all of one's professional path is essential. That means to see every day as a challenge. Cooperative learning is often a really demanding educational practice and the challenge is precisely to accept the challenge!

Dear reader - What are <u>your</u> experiences and challenges with preparing novice teachers to use CL?

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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 as an international organization that provides various forums for educators, at all levels and in different venues, who research and practice any of the many forms of collaborative and cooperative processes. One of the principle 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 decade, channeled its communication and networking efforts through four main avenues: a website, a three-times-a-year newsletter, guest-edited topical issues of established journals, and conferences.

Directors normally serve four-year, elected terms. At this time, we are announcing plans to hold an election for new and continuing board members.

Directors must be IASCE members and are expected to contribute to the work of the Association. To learn more about these expectations, please email Celine Buchs, current Board Secretary, at celine@iasce.net. She will reply with the document *IASCE Board of Directors Purpose, Responsibilities, and Roles*. This document is also available on-line at www.IASCE.net.

Potential Directors self nominate. To nominate yourself, please send the following, via attached file, to Celine at celine@iasce.net.

Name
Contact information
Institutional affiliations, 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 **15 June 2016.** Nominees will be contacted by a current Director and apprised of the next steps in the process. We anticipate that elections will be completed before 1 August 2016.

From the Journals
Contributors: Jill Clark, George Jacobs and Yael Sharan

Baumgardner, C. (2015). Cooperative Learning as a supplement to the economics lecture. *International Advances in Economic Research 21*(4), 391-398.

As stakeholders clamor for alternative teaching and learning strategies, many options are worthy possibilities. Central to choosing among such alternatives are those that require little outlay of cash, can be used in practically any learning environment, and are proven to be beneficial to both students and educators. In order to accommodate a change from lecture as the primary format of education, choices are available for the educator who wants to expand into student-centered education. One such method is cooperative learning where interdependence becomes the integral element of learning. As a teaching tool, it provides many of the benefits necessary for efficient education, including improvements in group work, critical thinking, individual responsibility, communication, and interpersonal relationships. Additionally, ample research touts the effectiveness of cooperative learning as a proficient tool for education. In order to evaluate cooperative learning in the classroom, a number of reasons are presented in support of cooperative learning as are examples and results from a number of exercises used in both micro- and macroeconomics courses.

Bertucci, A., Hilk, C.L., Johnson, D.W., & Johnson, R.T. (2015). Effect of task and goal interdependence on achievement, cooperation, and support among elementary school students. *AASCIT Journal of Psychology, 2*(1), 1-8.

The effect of goal versus goal and task interdependence was compared on achievement, cooperative attitudes, and personal and academic support among cooperative learning groups. Eighty-seven third, fourth and fifth grade Italian elementary school students were involved in a one year cooperative learning program. At the end of the year students were assigned to experimental conditions and participated in three consecutive instructional sessions of 90 minutes each. Achievement, cooperative attitudes, and perceptions of social support were individually assessed at the end of the third instructional session. Students completed the cooperation and social support scales from the Classroom Life Measure. Results on achievement indicated that students assigned to positive goal and task interdependence outperformed students assigned to positive goal interdependence only condition. Students in the goal and task interdependence condition had more positive attitudes toward cooperation and perceived more peer academic support than did students assigned to the goal interdependence only condition.

Buchs, C., Gilles, I., Antonietti, J-P., & Buter, F. (2015). Why students need to be prepared to cooperate: A cooperative nudge in statistics learning at university. *Educational Psychology: An International Journal of Experimental Educational Psychology*. doi: 10.1080/01443410.2015.1075963

Despite the potential benefits of cooperative learning at university, its implementation is challenging. Here, we propose a theory-based 90-min intervention with 185 first-year psychology students in the challenging domain of statistics, consisting of an exercise phase and an individual learning post-test. We compared three conditions that manipulated the exercise phase: individual work, cooperative dyadic instructions (structuring three basic components of cooperative learning: positive goal interdependence, individual responsibility and promotive interactions) and cooperative dyadic interactions (the three basic components with an additional cooperative nudge, namely explaining why and how to cooperate in this task) in order to test whether a progressive increase in benefits occurs as the cooperative structure is reinforced. Results indicated a linear trend in individual post-test learning and competence perception, from individual work to cooperative instructions to cooperative interactions. Competence perception mediated the effect of experimental conditions on learning. The results highlight the benefits of the cooperative nudge.

Buchs, C., Wiederkehr, V., Filippou, D., Sommet, N., & Darnon, C. (2015). Structured cooperative learning as a means for improving average achievers' mathematical learning in fractions. *Teaching Innovations, 28*(3), 15–35. doi: 10.5937/inovacije1503015B

In primary school, learning fractions is a central mathematical objective. However, the mastery of basic procedures involving fractions presents a difficulty for many students. The aim of the current intervention is to introduce structured cooperative learning as a means to improve students' learning, particularly for average achievers. Previous research has underscored that heterogeneous groups might be deleterious for average achievers because they are excluded by the teacher learner relationships that is likely to take place between low and high achievers students. This intervention proposes structuring interactions in order to boost the learning of average achievers in heterogeneous groups. We hypothesize that highly structured cooperative learning should improve average achievers' understanding of the content-targeted in group work as well as progress in terms of fractions learning, when compared to low-structured cooperative learning. In this intervention, 108 fifth graders worked cooperatively in heterogeneous triads (a low, average, and high achiever). The triads had to express the length of one segment using three rulers with different sub-units and respecting three mathematical skills regarding fractions. Triads were randomly assigned to a low-structured or high-structured cooperative learning condition. In the low-structured condition, no specific structure was provided. (i.e., they organized their cooperative work as they wished). In the high-structured condition, each student became an expert for one part before working in the triad and endorsed different responsibilities. The results indicated that highly structured cooperative learning favors the understanding of the targeted task, especially for average-ability students. Moreover, students at all levels progressed from the baseline test to the post-test. Indeed, low and high achievers had the same progression in both conditions, whereas average achievers progressed more in the highly structured condition. Results are discussed in terms of new teaching methods that could efficiently increase average achievers' performances.

Cancela, A., Maceiras, R., Sánchez, A., Izquierdo, M., & Urréjola, S. (2016). Use of learning mini projects in a chemistry laboratory for engineering. *European Journal of Engineering Education, 41*(1), 23-33.

The aim of this paper is to describe the design of chemical engineering laboratory sessions in order to focus them on the learning company approach. This is an activity carried out in the classroom similar to the activities that exist in real companies. This could lead classroom practice to a more cooperative learning and a different style of experimentation. The stated goal is to make a design that seeks to motivate students in a cooperative manner to perform their experiments self-directed and self-organised. The teaching organisation and development of participatory action research are described.

Nam, C.W. (2016). The effects of digital storytelling on student achievement, social presence, and attitude in online collaborative learning environments. *Interactive learning environments, 24*(1), 1-16. doi: 10.1080/10494820.2015.1135173

This study investigated the effects of digital storytelling on student achievement, social presence, and attitude in online collaborative learning environments. Students in one middle school course were randomly assigned to one of the two treatment groups after they received initial general instruction regarding teamwork skills. The "digital storytelling-based online collaborative learning (DST-OCL)" and the "general online collaborative learning (G-OCL)" groups received subsequent associated skills training. The overall results indicated that after each group took part in the treatment during online collaborative learning activities, the "DST-OCL" groups had significantly higher social presence than the "G-OCL" groups. Specifically, using "DST-OCL" strategies was significantly more effective than using "G-OCL" strategies for improving the "online communication," "interactivity," and "privacy" components of students' social presence in online collaborative learning environments. There was no significant difference between the two groups regarding student achievement and attitude. The findings of this study offer an insight into methods for using digital storytelling as an instructional strategy for improving online collaborative learning effectiveness.

Cooper, K. S., Stanulis, R. N., Brondyk, S. K., Hamilton, E. R., Macaluso, M., & Meier, J. A. (2016). The teacher leadership process: Attempting change within embedded systems. *Journal of Educational Change*, *17*(1), 85-113. doi:10.1007/s10833-015-9262-4

This embedded case study examines the leadership practices of eleven teacher leaders in three urban schools to identify how these teacher leaders attempt to change the teaching practice of their colleagues while working as professional learning community leaders and as mentors for new teachers. Using a theoretical framework integrating complex systems theory with Kotter's (Leading change. Harvard University Press, Cambridge, 1996) eight steps for leading organizational change, we analyze the work and perspectives of individual teacher leaders, and we examine how teams of teacher leaders and principals function collectively in their efforts to lead instructional change. Our findings have implications for schools seeking to utilize teacher leadership as a reform strategy for authentic instructional improvement.

Darnon, C., Buchs, C., & Desbar, D. (2012). The jigsaw technique and self-efficacy of vocational training students: A practice report. *European Journal of Psychology of Education, 27*(3), 439-449. doi: 10.1007/s10212-011-0091-4

Can teenagers' self-efficacy be improved in a short time? Previous research has shown the positive effect of cooperative learning methods, including "jigsaw classrooms" (Aronson and Patnoe, 1997), on various outcomes (e.g., the liking of school, self-esteem, and reduction of prejudices). The present practice report investigated the effects of jigsaw technique in boosting the self-efficacy of students enrolled in a vocational curriculum. Over a period of four sessions, 33 male participants studied school materials either in jigsaw groups or in a traditional class (individual work). Their academic self-efficacy in math and French was measured before and after treatment. Results indicated that students' self-efficacy increased after the four sessions, but only in the jigsaw group. This report provides additional evidence supporting the benefit of jigsaw classrooms based on a different outcome than the one used in previous research—namely, self-efficacy—and among a particular population—namely, vocational trainees. Implications for classroom practice are discussed. In particular, the present practice report demonstrates that implementing the jigsaw approach in classrooms might be an effective tool for enhancing the quality of vocational students' school experience.

Duran, D. (2016). Learning-by-teaching. Evidence and implications as a pedagogical mechanism. *Innovations in Education and Teaching International.* Retrieved from http://www.tandfonline.com/doi/abs/10.1080/14703297.2016.1156011 doi:10.1080/14703297.2016.1156011

In order to create an initial framework for learning-by-teaching, this article reviews a body of relevant research, from a historical perspective, gathering evidence about the potential and the limits of this pedagogical mechanism. Results indicate that the more complex the teaching activity is, the more opportunities there are to learn by teaching. This explanatory framework may help to develop a conception of teaching and learning consistent with the Knowledge Society and to promote the incorporation and extension of practices that provide opportunities for students to learn by teaching their peers, such as cooperative learning, peer tutoring or peer assessment.

Fell, E., & Frantcuzskaia, E.O. (2015). Cooperative Learning approach to delivering professional modules to bachelor and master students: TPU experience. *Procedia - Social and Behavioral Sciences 215*, 90-97. doi: 10.1016/j.sbspro.2015.11.579

Modern tendencies in engineering education set certain requirements on the competences to be obtained. To enable a future engineer to work at a highly competitive level and become an internationally recognized specialist, they must possess advanced English speaking and writing skills. At present most universities introduce educational programs that attract bright domestic and international students to ensure that they are in demand at the global market. The Strategic Program on Competitiveness Enhancement of National Research Tomsk Polytechnic University proposes that modules of professional training should be developed and delivered in

English as a language of instruction so that the quality of teaching could be raised. To develop their own approaches to teaching, improve their language proficiency and develop courses and their elements in English, TPU teachers are to meet these challenging requirements and design course documentation and teaching aids, and engage modern teaching approaches in order to ensure high quality work with student groups which are often mixed in their abilities in both professional subjects and language proficiency levels. This paper addresses the course "Professional Training in English" which was developed upon completion of the joint program of TPU and the University of Southampton "Delivering through the Medium of English" and has successfully been delivered to bachelor students with the major "Oil and Gas Engineering" using the cooperative learning approach. The cooperative learning approach has proved to be one of the most successful in terms of teaching professional English to groups of students with mixed abilities

Foldnes, N. (2016). The flipped classroom and cooperative learning: Evidence from a randomised experiment. *Active Learning in Higher Education,17*(1), 39-49. doi: 10.1177/1469787415616726

This article describes a study which compares the effectiveness of the flipped classroom relative to the traditional lecture-based classroom. We investigated two implementations of the flipped classroom. The first implementation did not actively encourage cooperative learning, with students progressing through the course at their own pace. With this implementation, student examination scores did not differ between the lecture classes and the flipped classroom. The second implementation was organised with cooperative learning activities. In a randomised control-group pretest-posttest experiment, student scores on a post-test and on the final examination were significantly higher for the flipped classroom group than for the control group receiving traditional lectures. This demonstrates that the classroom flip, if properly implemented with cooperative learning, can lead to increased academic performance.

Fox-Turnbull, W. H. (2016). The nature of primary students' conversation in technology education. *International Journal of Technology and Design Education, 26*(1), 21-41.

Classroom conversations are core to establishing successful learning for students. This research explores the nature of conversation in technology education in the primary classroom and the implications for teaching and learning. Over a year, two units of work in technology were taught in two primary classrooms. Most data was gathered in Round 2 during the implementation of the second unit titled 'Props for the School Production'. The study uses qualitative methodology and an ethnographic approach using participant observations, Stimulated Recall interviews with autophotography, semi-structured interviews with participants and their teachers, and students' work samples, to develop a rich description of classroom conversation in technology. The study identified four over-arching elements of conversation across four stages of the unit undertaken by the students. Within each with element various sub-elements, are identified. Defined as sources of conversation which contribute to classroom conversations in technology education, the elements are identified as Funds of Knowledge, Making Connections and Links, Management of Learning, and Technology Knowledge and Skills. The study enhances our understanding of elements of conversation that assist student learning in technology. It also presents new findings on knowledge students bring to technology and challenges existing findings on students' ability to transfer knowledge from one curriculum domain to other.

Johnson , D.W., & Johnson R. (2016). Cooperative learning and teaching citizenship in democracies. *International Journal of Educational Research*, *76*, 162–177. doi:10.1016/j.ijer.2015.11.009

In order to ensure future generations of citizens in a democracy understand their rights and are committed to their responsibilities, schools must involve them in the processes of democracy on a day-to-day basis. The two steps for doing so are using cooperative learning the majority of the school day to engage students in the basic processes of democracy and utilizing constructive controversy procedures to engage students in the processes of political discourse. The paper presents a conceptual argument that by engaging in the processes of democracy over and over again for as long as they are in school that children, adolescents, and young adults internalize the values, attitudes, and patterns of behavior necessary to be involved and contributing citizens in a democracy.

Kaldi, S., Filippatou, D., & Anthopuou, B. (2013). The effectiveness of structured co-operative teaching and learning in Greek primary school classrooms. *Education 3-13, 42*(6), 621-636. doi:10.1080/03004279.2012.752023

This study focuses upon the effectiveness of structured co-operative group work on primary school students, aged between 8.5 and 9.5 years old, regarding their content knowledge, attitudes towards co-operative group work, experiential learning and open-ended curriculum as well as students' social and learning behaviour during co-operative group work. A cross-curricular educational programme was implemented within the curriculum area of environmental studies entitled 'traffic education'. The methodology applied in this study was the experimental and the case study research designs. The findings of the present study support the view that pupils can gain benefits through structured group work co-operation in obtaining content knowledge and group work skills, as well as in developing positive attitudes towards group work, experiential learning, open-ended curriculum and the co-operation with their peers with learning difficulties (LDs). Changes in the relationships with the peers were not affected after the implementation of the educational programme.

Kaylor, S. K. (2016). Fishing for pharmacology success: Gaming as an active learning strategy. *Journal of Nursing Education, 55*(2), 119. doi: 10.3928/01484834-20160114-12

In the height of student-centered learning, nurse educators are consistently challenged to incorporate innovative -and often creative-active learning strategies within didactic interactions. Educational gaming is one technique that can enhance learning by stimulating student interest and motivation through social interactions with educational content. From a theoretical perspective, group educational gaming as an active learning strategy incorporates aspects of experiential learning theory, social learning theory, and cooperative learning.

Khan, A. (2016). Learning by collaboration: The impact of cooperative learning on students' essay writing skills at graduation level in Pakistan. *International Journal of Arts & Sciences, 8*(7), 473–478.

Essay writing is considered a significant skill at graduation level in Pakistan. However, it is taught in traditional teacher-centered ways in most of the colleges and universities where students do not get a chance to collaborate and interact with other class fellows. Kagan (1992) has suggested the use of cooperative learning in teaching writing to students. This research was carried out to find the impact of cooperative learning on students' essay writing skills at graduation level in a public sector university in Pakistan. The main objective of the current study was to determine whether cooperative learning could be used as an effective method for teaching essay writing skills at graduation level in Pakistan. In this regard, an experiment was conducted to see the impact. Experimental group was given a treatment in the form of cooperative learning technique whereas control group was taught as usual. The instruments used in the present study were pretest and posttest. The data collected through pretest and posttest were analyzed through descriptive and inferential statistics. The students' writing performance was assessed employing the writing evaluation rubric in Ismail's (2006). The five writing components, content, vocabulary, organization, grammar, and mechanics were analyzed. Findings of the study suggested that the overall performance of the experimental group was significantly better than that of the control group on posttest. This study proved that there was a positive impact of cooperative learning on students' essay writing skills and that cooperative learning could be used as an effective technique to teach essay writing skills at graduation level.

Kullenberg, T., & Pramling, N. (2015). Learning and knowing songs: A study of children as music teachers. *Instructional Science*, 1-23.

In this study we analyze how learners constitute what it means to learn and know a song. This is investigated in the context of four 9- to 10-year-old children in dyads teaching each other to sing a song of their own choosing. How the children take on this task is studied in terms of how they dialogically co-construct pedagogical and musical values throughout the collaborative tasks. The empirical data consist of video observations of the children engaged in dyads. Informed by a sociocultural perspective, with an emphasis on mediational means,

scaffolding and appropriation, the study seeks to examine how young people's instructional methods are facilitated and constrained by communicative resources of different kinds. The empirical data is analyzed as interactively unfolding activity. The study shows that the children make a distinction between learning and knowing a song, in terms of tool use. In teaching, learning is communicated as supported by mediational means in the form of external visualization tools, while knowing the song, from the participants' point of view means to be able to sing the song without any such mediational means. From a sociocultural theoretical perspective, this difference is conceptualized as the gradual learning process of moving from a materialized practice, based on external artifacts, to an embodied practice, that is, a change in mediational means rather than developing musical knowing without tools.

Lirola, M.M. (2016). A proposal to combine cooperative learning and peace education in a foreign language subject. *Journal of Global Research in Education and Social Science, 5*(2), 102-111.

The present article offers a proposal for teaching using cooperative activities within the framework of peace education in a foreign language subject. The said activities imply that students work in groups in order to accomplish a common goal, and therefore they are involved in the teaching-learning process. This research thus aims at offering a pedagogical proposal based on peace education by showing that the principles of peace education are useful for students to be successful in cooperative activities because they deal with global issues and social and peace-related content. They also promote negotiation, peaceful conflict resolution, dialogue and respect for diversity. The study reveals that the combination of peace education and cooperative learning allows students to acquire not only content but also social competences such as critical thinking, cooperation, empathy, assertiveness, conflict resolution and active listening, among others. The combination of cooperative learning and peace education offers the opportunity to use pedagogy to produce social transformation because it promotes the teaching of values throughout the teaching-learning process. In this sense, peace education can contribute to developing global and human values so that students can make a contribution to improving the world.

Luna, L. (2015). Cooperative learning and embodied accountability: An ethnographic analysis of classroom participation in an English school. *Education Policy Analysis Archives 23*(94-102), 1-29. doi: http://dx.doi.org/10.14507/epaa.v23.2050

Based on a school ethnography carried out in an English primary school in the last years of New Labour Government, this paper examines the processes and dynamics involved in the introduction of a cooperative learning method as part of the Success for All Literacy Program, which was being implemented in the school for the first time. I discuss the difficulties and resistances showed by children's interactions and teachers' declarations during the development of the program as the sign of competing agendas within the school and within the educational policy as well. They also manifest the deep penetration of a model of participation and learning that suits the neoliberal educational policy embraced by the British governments since the Education Reform Act in 1988 up to the present time. The establishment of a culture of performativity and accountability is revealed in children's behaviour during cooperative tasks as they tend to work in a competition rather than in a cooperation scheme and perceive their peers more as threats to their individual performance than as a support in their learning process. On the other side, teachers struggle to rely on a method more process-oriented than product-oriented as they feel that, with no individual and written tasks, they are not able to give account of children's progress and therefore, of their work as teachers. The paper shows that a conception of learning (as private achievement), of person (as individual) and of classroom participation (as competition) are at play within the accountability educational system.

Luo, L., Kiewra, K. A., & Samuelson, L. (2016). Revising lecture notes: How revision, pauses, and partners affect note taking and achievement. *Instructional Science, 44*(1), 45-67.

Note taking has been categorized as a two-stage process: the recording of notes and the review of notes. We contend that note taking might best involve a three-stage process where the missing stage is revision. This study investigated the benefits of revising lecture notes and addressed two questions: First, is revision more effective

than non-revision? Second, what revision method is best? Experiment 1 addressed the first question by comparing the performance of participants who revise or recopy lecture notes. Experiment 2 addressed the second question by investigating whether revision was best done (a) during pauses throughout the lecture or one equally-timed pause after the lecture, and (b) with a partner or alone. Dependent measures were original and additional notes and fact and relationship test scores. Results upheld three effects: (a) a modest revision effect--revisers recorded more additional notes and achieved somewhat higher scores on relationship items than re-copiers, (b) a pause effect--those revising during pauses outperformed those revising after the lecture on the notes and achievement measures, and (c) a modest partner effect--those revising with partners recorded more original notes than those revising alone. Furthermore, the combination of pauses and partners has merit and holds promise as a means for revision. Overall, findings suggested that revision is a new student-centered means to boost lecture note taking and achievement.

Pinho-Lopes, M., & Macedo, J. (2016). Project-based learning in Geotechnics: Cooperative versus collaborative teamwork. *European Journal of Engineering Education, 41*(1), 70-90. doi:10.1080/03043797.2015.1056099

Since 2007/2008 project-based learning models have been used to deliver two fundamental courses on Geotechnics in University of Aveiro, Portugal. These models have evolved and have encompassed either cooperative or collaborative teamwork. Using data collected in five editions of each course (Soil Mechanics I and Soil Mechanics II), the different characteristics of the models using cooperative or collaborative teamwork are pointed out and analysed, namely in terms of the students' perceptions. The data collected include informal feedback from students, monitoring of their marks and academic performance, and answers to two sets of questionnaires: developed for these courses, and institutional. The data indicate students have good opinion of the project-based learning model, though collaborative teamwork is the best rated. The overall efficacy of the models was analysed (sum of their effectiveness, efficiency and attractiveness). The collaborative model was found more adequate.

Tanaka, M., & Sanchez, E. (2016). Students' perceptions of reading through peer questioning in Cooperative Learning. *TESL-EJ, 19*(4), 1-16. Retrieved from http://www.tesl-ej.org/pdf/ej76/a3.pdf

This study investigated perceptions of a class of 20 first-year Japanese college students on peer questioning in cooperative reading activities. After the instructor gave an hour of interactive explanations of the reading, in which students were encouraged to interact actively with the instructor in interpreting the reading material, students were then guided through three steps: 1) individually writing questions on points in the text they found difficult to understand, 2) peer questioning in pairs/groups using those questions, and 3) writing answers to their own questions. After four sessions of such treatment, a questionnaire was administered to see if they perceived an improvement in their reading comprehension. The results suggest that students perceived peer questioning positively. They claimed that it helped them understand the content better and that it improved their speaking skills as well. Students stated that cooperative learning also helped them to discover elements in the text they would not have seen unless otherwise asked, and it raised students' metacognitive awareness.

Yapici, U. (2016). Effectiveness of blended cooperative learning environment in biology teaching: Classroom community sense, academic achievement and satisfaction. *Journal of Education and Training Studies, 4*(4), 269-280. doi:10.11114/jets.v4i4.1372

The aim of this study was to examine the effect of Blended Cooperative Learning Environment (BCLE) in biology teaching on students' classroom community sense, their academic achievement and on their levels of satisfaction. In the study, quantitative and qualitative research methods were used together. The study was carried out with 30 students in 2012-2013 academic year and with 31 students in 2013-2014 academic year taking the course of "Seed Plants Systematics" in the Department of Biology Education in a state university in Turkey. The results obtained revealed that the students' classroom community sense developed and that they had a high level of academic achievement and satisfaction. The results were discussed considering the literature, and related suggestions were put forward.

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