International Association for the Study of Cooperation in Education

IASCE

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Dear Colleagues,

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

As I read through the various features Jill Clark had compiled for this issue of our newsletter, I noted in particular the breadth and variety of contributions—especially geographical breadth. This issue includes abstracts of work from the Philippines, Brunei, Tonga, Turkey, and Iran. Additional abstracts originate in Finland, Spain, Japan, the United States, and Australia and, while we regularly publish abstracts based on work originated in this countries, these abstracts contribute to an overall impression that the study and use of cooperative learning continues to expand throughout the world.

In this issue, Yael Sharan describes a recent conference in Budapest where IASCE sponsored a strand in cooperative learning. That event brought together several participants from our Odense and Scarborough conferences, plus many voices who were new to us. We have the opportunity to hear from one of these new voices, Brigitte Czok, as she and Christine Lee, a former board member, talk about Lesson Study within their own contexts—Hungary and Singapore. Lalita Agashe shares a brief report on a new networking project in India. Frank Viana Carvalho, whom we first met in Odense, describes how cooperative learning came to Brazil and how it has been nurtured through a variety of education and dissemination mechanisms for the past 20 years. Frank has a "long view"— driven by systems thinking, cultural sensitivity, and pragmatism; sustained by a clear vision and passion for cooperation as a unifying value.

Trish Baker, whom we first met when she travelled from New Zealand to Torino Italy in 2008, has reviewed a cooperative-learning-themed issue of a journal that focuses on teaching English as a second or foreign language. Guest edited by board members Kumiko Fushino and George Jacobs, the articles focus on work done in Japan; they provide a variety of theoretical frameworks, challenges, and strategies. Trish's review adds insight and value as she emphasizes the applicability of ideas that extend beyond second-language learning and beyond Japan. We thank the authors and editors for providing another valuable resource for our field.

In response to an email sent a year after our Odense conference, we have heard from many Odense participants. We know that cooperative-learning conferences, workshops, and courses serve an important purpose in bringing people together to share, network, and learn. IASCE conferences provide a unique space to learn with people from many geographical regions. We also know that a conference or workshop is only the beginning;

that ongoing professional development, support, and networking are critical for success.

The IASCE board regularly engages in conversations about our mission to support the study of cooperation in education (a) by providing forums for sharing research and best practices and (b) through the development and dissemination of research that fosters understanding of cooperative learning. One way we have traditionally done this is through our conferences; another is through our newsletter. Currently, our efforts to disseminate research also include serving as editors for a cooperative-learning themed issue of the *Journal of Education for Teaching* that will feature articles from IASCE members in seven countries.

During the past year, as we have reviewed our mission, and reflected on both changing demographics and technologies, we have also reviewed our organizational resources. As a result, we have agreed to discontinue distributing a printed newsletter. Within six months, all newsletters will be delivered electronically. Because we understand the importance of networking, we are instituting a new level of membership that includes permission to disseminate the IASCE newsletter for use in professional study groups, courses, schools, and other education activities. Details will be posted on our website shortly. In this issue of our newsletter we have included a request from member Maribel Velasco who is interested in starting or joining a research group. We hope this provides another networking opportunity for some of our members; we encourage you to contact us with further networking ideas and requests.

As we approach the end of 2016, I want to thank our board for their ongoing work and commitment to the IASCE. I would like to thank Joyce Lang, who is retiring after serving as our Office Manager for over 20 years. It is typically Joyce who responds to your questions about membership and newsletters. If you would like to wish Joyce well in her retirement, I am sure she would be happy to hear from you. Her email address is Joyce@iasce.net. Board member Maureen Breeze will be assuming some of Joyce's responsibilities and we will update our website with new contact information in early 2017.

As I reviewed the features in this edition of our Newsletter, I was again reminded that cooperative learning has a rich and diverse history and an ever-expanding practice. On behalf of the entire board, I want to thank you, our members. You work in so many ways contributes to this richness and to building vibrant, cooperative, and inclusive learning communities throughout the world.

Lyda 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, Jill Clark at jilliandc@gmail.com. Put "IASCE Newsletter" on the subject line of the email, please.

Thank you for your submissions.

TESL – EJ Teaching English as a Second or Foreign Language.
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Special Issue on Cooperative Learning

Editors: Kumiko Fushino and George M Jacobs

Reviewed by Trish Baker

This edition of TESL – EJ, edited by Board members Kumiko Fushino and George Jacobs, focuses on Cooperative Learning in the Second Language environment in Japan but the range of ideas and insights explored by the authors of the six papers have a much wider application.

Useful Expressions for Implementing Cooperative Learning in English.

Current second language education guidelines in Japan require senior students learning English to be taught primarily in English (and junior students as well by 2020) and for teachers to use interactive, communicative methods such as Cooperative Learning (CL) with classes. This can be a challenge for teachers and students who have been used to more traditional classrooms. It is a well-documented truism that while cooperative learning has the potential to develop students' interaction and collaboration skills, simply putting them in groups and telling them to work together cooperatively will not automatically achieve this result. Even if tasks are carefully structured to encourage participation and interaction, students can still find it difficult to find the appropriate language to express their ideas, suggestions and, if necessary, their disagreement. The problem is greater, of course, if students are communicating in a second language.

Machiko Asakawa, Ayako Kanamaru, Taron Plaza and Chie Shiramizu have developed a list of useful questions and expressions intended to give students the confidence to communicate appropriately in a group: asking permission, disagreeing, expressing opinions and so on. Colloquial Japanese translations are provided for students so that they have a sense of the familiar, can find what they want to say easily, and are less fearful of making mistakes. (Tim Murphey's paper later in this volume stresses the importance of reducing initial feelings of unease in CL students.) Feedback from classes using the list has been provided in the paper with the majority of students agreeing that use of the phrases improved communication and motivation.

The value of the concept described in this paper is not limited to language classes. It could be used in any multi-cultural CL class where an initial discussion of appropriate language and expressions would provide an effective basis for developing student awareness of the subtleties of language and behaviour. Some students who are communicating in their first language are still not confident expressing their own opinions or disagreeing with others in the group; these students might well find a list of suggestions a useful "crutch" until they became more experienced in participating in group discussions.

What Do We Want Small Group Activities for? Voices from EFL Teachers in Japan.

The author of this paper, Yoshitaka Kato, interviewed four Japanese language teachers to establish their reasons for using small group activities. He was particularly interested to establish if the teachers tended towards cooperative learning or collaborative learning and if there were reasons for their preference. The terms cooperative learning and collaborative learning are often used interchangeably but the author argues that there is a clear difference and that teachers should be aware of this difference. The main reasons that the subjects in this study chose to use small group activities were to increase participation (a more structured cooperative learning approach used by one teacher) and to improve academic achievement (a more outcomes oriented collaborative learning approach used by two teachers). The fourth participant in the survey had moved from an early cooperative approach to a more collaborative approach, the author suggesting that an evolving philosophy is probably not unusual over the course of a teacher's career.

The author makes the valid point that the increasing use of small group activities in the language classroom makes it important for teachers to be aware of their motivation for using the method and that they should be able to

relate this to their own teaching philosophy. This is a concept that all teachers can benefit from exploring as too often group activities are used in classrooms for non–pedagogical reasons.

Students' Perceptions of Reading Through Peer Questioning in Cooperative Learning

Makiko Tanaka and Edward Sanchez describe a highly structured peer questioning technique in this paper, a technique that fits the previous author's definition of CL.

The teacher in the study gave the class an introductory session on a challenging section of course content, then instructed all students to write down three questions that they needed clarified. Students then worked in pairs to discuss answers to their questions although if more input was needed they were permitted to join another pair. In the third section of the exercise all students wrote answers to their original questions. This process was used four times with the class and the students were then asked to fill in questionnaires about their experiences.

The authors refer to substantial research supporting the use of interaction and questioning in learning and the results of this project are consistent with earlier research findings. The additional component in this paper is analysis of student perceptions of the process. Students were predominantly positive about their enhanced understanding of the material as well as their improved speaking skills. Reasoning with each other and giving helpful feedback proved to be a successful active learning process.

While this study was carried out with Japanese college students the results are of interest to all teachers of CL. The technique could be used for a range of educational purposes such as identifying unclear sections of the whole-class lesson and helping students revise for examinations.

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

Ideas from neuroscience are applied to classroom teaching in this thought provoking paper. Tim Murphey argues that humans are social creatures who learn from interaction with others but that teachers need to follow certain guidelines if they are to use this premise successfully in collaborative classrooms. He emphasises that humans are hard wired to see danger in unfamiliar situations (the automatic fight/ flight response) and that the first task of a CL teacher is to remove the natural fear of the teacher and of others in the class. Students must then be persuaded to buy into the benefits of learning from one another and they must be encouraged to develop the necessary social skills. Finally, only after the first three requisites for successful collaboration have been met, students must be given multiple opportunities to practise their discourse. These requisites are, of course, familiar to most CL teachers but the value of this paper is the neurological framework that the author uses to make his case and the practical examples taken from his own teaching that the author shares with his readers. The argument that humans are naturally altruistic and want to help each other (although the author admits that cultural considerations can affect this) is also explored in the paper with some interesting activities that the author uses to encourage this characteristic in his students.

The ideas in this paper are of value to all CL teachers as they give scientific validity to the "background work" involved when teachers choose to use this pedagogical method. Too often teachers pay lip service only to the first three requisites and then wonder why student groups are not operating successfully. The paper offers useful practical ideas and advice backed up by the author's experience and by socio-neurological research; this is a winning combination.

Practicing What We Preach: Teacher Reflection Groups on Cooperative Learning

It could be assumed that teachers using CL techniques have had extensive experience of working in groups themselves but this is not always the case. Thomas Farrell and George Jacobs, the authors of this paper, build on prior research on the value of reflective practice in teaching and suggest that it would benefit CL teachers to set up reflection groups that would give teachers first-hand experience of working and interacting in groups. As well, operating in reflective groups would encourage teachers to develop the skillful perseverance that is needed for using CL in their classes. The authors stress that group members must be open minded and

receptive to change, and that successful reflection will include not just what happens in the classroom but also the inner life of the teacher and the significance of external activities and events. They suggest that reflection groups should be based on eight main CL principles: heterogeneous grouping, teaching collaborative skills, group autonomy, maximum peer interaction, equal opportunity to participate, individual accountability, positive interdependence and cooperation as a value. When teachers experience successful group interaction themselves, the authors argue, this must have a positive effect on teacher attitudes to CL as well as classroom practice.

As with previous papers the value of the ideas discussed in this paper is not limited to language teaching. All teachers using CL methods would benefit from reflecting on their classroom practice, especially if there is a conscious decision on the part of group members to reflect on the group's success (or lack of success) in following CL principles. This is an interesting method of reinforcing the importance of basic CL principles to CL practitioners.

Incivility among Group Mates in English Classes at a Japanese Women's University

One of the predictors of the learning achieved by a CL group is the quality of interaction in the group. This finding is particularly relevant to second language teaching where group activities are increasingly being used as a pedagogical tool so it is important to identify factors that enhance or hinder interaction. George Jacobs, Harumi Kimura and Nicolas Greliche suggest that incivility among members could be a factor hindering the successful functioning of groups in second language classrooms.

The paper reports on a study at a women's language school in Northern Japan where 119 students were asked if they had experienced uncivil behaviour in groups in their English classes. The behaviours on the list given to students ranged from the fairly minor (yawning) to major rudeness (being disrespectful) and included undesirable group behaviours such as not doing a fair share of the work. The results indicated that uncivil behaviour did occur in groups but found a significant negative correlation between the severity of the uncivil behaviours and their frequency. The authors suggest that uncivil behaviour might be moderated by encouraging student behaviours such as providing detailed explanations and help to one another and by enhancing a feeling of positive interdependence in groups.

Uncivil behaviour in groups is a problem not limited to language students so the findings of this study are relevant to the wider CL community. Suggestions made by the authors for moderating the behaviour could be applied usefully to any student CL group while the lists themselves could be a useful resource for initiating discussion with students prior to working in their groups.

As this review indicates, the application of the wide range of information and ideas in this TESL-EJ volume goes well beyond second language teaching in Japan. Although the papers have obvious relevance to the Japanese educational environment, CL practitioners in other countries and in other disciplines will also find plenty to interest and stimulate them.

Meet the Board

Laurie Stevahn interviewed by George Jacobs

How did you first hear about cooperative learning?

I came upon cooperative learning by accident in 1986 while pursuing a master's degree in curriculum and instruction. I was conducting a literature review on how teacher peer coaching may affect the transfer of what is learned in teacher education programs to actual school/classroom settings. One article I had obtained was by "Johnson and Johnson." My first reaction was skepticism over what this was doing in the education literature, since in the USA many immediately think of the pharmaceutical company with the same name, rather than David and Roger Johnson, two pioneering giants in the world of cooperative learning. Amazingly, three weeks later at the university I saw a brochure announcing that David W. Johnson would be in town the end of the week and the sponsoring company (it was either Boeing or Microsoft) was opening a session to anyone in the greater Seattle area. By then I had read the Johnson and Johnson article and it turned out to be about how learners in an elementary school had engaged in peer teaching—in other words, cooperative learning. The results caught my attention, since students mentoring each other in cooperative groups demonstrated much higher academic achievement, positive peer relations, and self-esteem compared to those who had experienced traditional instruction, which at that time meant sitting in straight rows listening to the teacher talk and learning on one's own. I knew I had to find out more, so I attended the open session. Little did I know then that social interdependence theory from which cooperative learning derives would become the foundation grounding nearly everything I do as an educator—and much of what I do as a human being when it comes to creating conditions, no matter where I am, for enabling belonging, meaningful participation, and social-emotional-intellectual growth.

How would you describe the approaches that you and your colleagues use in teacher education, as well as other programs in your college?

I teach at Seattle University, a Jesuit institution grounded by a mission that dedicates us "to teaching the whole person, to professional formation, and to empowering leaders for a just and humane world." In fact, this mission permeates every aspect of our work; we as faculty strive to live it every day as we make decisions about programs, courses, learning outcomes, curricula, instruction, assessment, and community engagement. Essentially, cooperative/collaborative practices underpin the ability to carry out this mission successfully.

Our year-long four-quarter Master in Teaching Program (MIT) program accepts two cohorts each year and faculty in this program use a range of cooperative strategies from the start—one might call it "cooperative learning immersion," as students repeatedly engage in small-group teamwork to learn the craft of teaching. MIT faculty also team teach most courses, thereby modeling for future teachers yet another form of cooperative professional practice. In addition, during second quarter MIT candidates, in pairs, complete a practicum in schools/classrooms; student teach during third quarter, then return to the university for the fourth quarter for mutual reflection on the internship experience, all toward further leveraging the power of cooperative/collaborative interaction to gain deeper insight into the complex nature of teaching.

Our Educational Leadership (EDLR) doctoral program, in which I teach, accepts one cohort of students each year. They represent diverse ethnic/cultural backgrounds and professional disciplines, as some work in elementary, secondary, or higher education, while others are in business, government, health, nonprofit, or faith-based organizations. This mix is perfect for arranging heterogeneous cooperative teams through which students grapple with leadership issues, nearly all of which relate to being able to successfully facilitate cooperative/collaborative interaction amongst those in organizations. In fact, each cohort's first course is a two-week all-day-every-day summer immersion experience team-taught by two faculty who intentionally structure team activities for cohort relationship building. This results in the cohort producing a mutual set of "promises and agreements" to guide their collaborations throughout their three years in the program.

In addition, the EDLR program currently is transitioning from a traditional individual dissertation to what we call a Thematic Dissertation in Leadership Practice (TDiLP)—a cooperative team-based form of doctoral inquiry that enables groups of students, working with a community partner organization, to examine a complex problem of practice toward providing actionable results. This format for conducting and producing dissertation research truly puts cooperative learning at the heart of a successful inquiry/research process to produce a useful product. It also enables participants to practice leadership skills, including constructive conflict resolution, while cooperatively engaging with each other toward successfully completing their TDiLP.

From your viewpoint, what challenges does cooperative learning face in higher education?

For a wide variety of reasons, many universities across the United States are exploring and employing online options for delivering courses, programs, and degrees. I believe that the role of cooperative learning in these electronic instructional environments warrants closer attention. How and in what forms can cooperative learning best be implemented to serve learners engaging in online instruction? Although some research has been conducted on using cooperative pedagogy online, much more is needed to provide clearer pathways for planning and implementing successful online teaching and learning. In fact, identifying various tradeoffs between online, face-to-face, and hybrid options—particularly identifying what mediates the effectiveness of online cooperative learning on a range of academic and social outcomes—could assist those in higher education in making better informed program, course, and instructional decisions. The cooperative learning literature provides abundant evidence on elements that underpin effective in-class teamwork and how to concretely structure such elements into group tasks when learners are physically in the same space. For example, the many writings of David W. Johnson and Roger T. Johnson point to the importance of five elements in particular that include positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing. However, it is less well known how best to concretely structure these elements into online teaching and learning. We also know little about how these elements influence interpersonal dynamics, social relationships, and academic learning in online environments. Now, with so much of "life" online and so many different types of digital devices routinely in people's hands, pursuing what makes cooperative learning "work" online seems especially timely.

International Association for Intercultural Education (IAIE) Conference

**Education theory and practice in challenging times:
cultivating an ethos of social justice, respect and diversity**

Angers (France) June 13th to 16th, 2017

International (bilingual) IAIE Conference

The focus is the dynamic interplay between societal actors at a time when social and political global developments challenge the very fabric of today's multicultural societies.
The conference aims to create an active and open forum for all who are connected to intercultural education and related fields, including theorists, practitioners, and students.

Visit www.iaie.org/angers/angers.pdf for details

Coordinator: Yael Sharan

In this column, fourth in the series, we circle the globe from Singapore to Hungary, to learn about two different ways of implementing Lesson Study. Christine Lee, a former IASCE board member, professor at the National Institute of Education in Singapore, and long-term advocate of CL, opens the discussion. Brigitte Czok, a cultural anthropologist and doctoral student in the Department of Education at Eszterházy Károly University in Hungary, tells us how she learned about Lesson Study and the problems of implementation in Hungary.

Christine: I first learnt about Japanese Lesson Study during the IASCE conference in Singapore in 2004, where Dr Catherine Lewis, who brought Japanese Lesson Study to the English-speaking world through her handbooks and publications, was a discussant at a symposium led by Ryoko Tsuneyoshi with Kiyomi Akita and Shin'ichi Ichikawa from The University of Tokyo. They described how teachers in Japanese schools collaborate to design units of work and make them public to their peers. Teachers observe these lessons that become data for discussions about student learning and about possible improvements of student learning. These cycles of Lesson Study have been in the culture of Japanese schools for over a hundred years, since the Meiji era, so much so that Japanese teachers cannot imagine doing without it.

As a teacher educator at the National Institute of Education, I was intrigued by the idea of teachers opening their classrooms to one another and making teaching public. There was also evidence of how much teachers can learn through collaboration and discussion of authentic experiences of lessons carried out in-situ. As a deep believer in collaboration, I thought Lesson Study is a wonderful way of teachers helping one another to learn. Lesson Study breaks the isolation so evident in our profession and bridges the theory-practice gap that is often the bane of many teacher education programmes. Discussions of lessons provide a window for what our vision of education and learning could be.

Lesson Study has taken the world by storm. Many educational systems, disenchanted with ineffective one-shot professional development workshops and keen to improve the quality of teachers, have found Lesson Study appealing. The World Association of Lesson Studies (WALS) was formed in 2007 with 15 founding countries. Thirty three countries from Asia, Africa, Europe, U.K. and the United States were represented at the recent annual WALS international conference at the University of Exeter, United Kingdom. Membership has increased from about 200 to about 1000 and a journal, the International Journal of Lesson and Learning Studies, indexed by SCOPUS, was launched in 2011.

I had the privilege of being invited to the University of Tokyo from October to December in 2004 and visited several schools engaged in Lesson Study. Upon my return to Singapore in 2005, I provided training workshops in cooperative learning in a primary school and implemented Lesson Study as a platform for teachers to collaboratively plan cooperative learning lessons in teams. They opened their CL infused lessons to each other and discussed how to make improvements. Since then, Lesson Study has spread to about 200 schools, mainly primary and secondary, accounting for about 54 percent of Singapore schools. It has spread to include special education schools and preschools. An impetus for this growth is the support of the Ministry of Education with its Professional Learning Communities Initiative that highlights Lesson Study as a tool for developing learning communities in schools. The ministry also allots one hour a week for teachers to meet for discussions.

The support from school leadership is critical for sustaining Lesson Study. Support includes protecting teachers' time for meetings, managing teachers' workload so that they can focus on preparation and planning, and structuring common time for teachers to observe lessons.

According to Catherine Lewis the critical pathways for improving student learning and achievement in Lesson Study are not improved lesson plans. Lesson Study has to begin with a question for teacher inquiry that takes into consideration students' long term development. The pathways are improved teachers' knowledge of their subject matter and of pedagogical content, teachers' dispositions and habits of mind geared towards improvement and improved tools that support student learning. Lesson Study is deceptively simple. In fact it is complex and time consuming but a very worthwhile endeavour: it develops not just the eyes with which to *see* children but the ears to *listen* to them.

Brigitte: My background is different than Christine Lee's and so is my experience with Lesson Study, and the Lesson Study story in Hungary is very different from that of Singapore. First, a bit about my experience with teachers. In 2013 I took part in a project called "Teacher's Intercultural Competence Development in the School." Most of the teachers taught in migrant schools and were close to burnout because of the challenge of teaching ethnically mixed classes. The project was successful and participating teachers looked forward to joining a broader teachers' forum where they could share their ideas and experiences. From my research in Asian and Religious Anthropology I met Korean immigrants in Hungary from whom I learned about the effective Asian educational systems.

I learned about Lesson Study from the work of Ágnes Vámos and János Gordon Győri in Hungary, and from case studies from the U.S., Hong Kong and Japan. I agree with Christine Lee about Lesson Study's positive influence and it is interesting to hear about how accepted and successful it is in Singapore. Although Japanese Lesson Study has spread unusually quickly to dozens of other countries, its implementation in Hungary is relatively slow. Although Professor Gyori introduced it in 2007, the educational climate was not receptive to it till 2015.

In Hungary Lesson Study was introduced at the same time as Learning Study. Learning Study also organizes teachers in an inquiry framework, but the research question is how to create conditions for students to achieve learning objectives in the best possible way. The first Lesson Study action research project took place in a school in the town of Eger; the first Learning Study project took place in Miskolc. Teachers in Eger didn't accept Learning Study, because they felt overwhelmed by the many educational innovations and new teacher training methods imposed on them by the strong centralized Hungarian education system. Secondly this school is mostly elitist and doesn't represent the usual school in Hungary. But in Miskolc, (one of the poorest regions in the country), where there were challenging ethnically mixed schools, teachers invited us and saw Learning Study as their "salvation." They had official planning time to cooperate and plan their work. In that project I combined anthropological and educational experiences for helping them, and the method became a successful process.

Only the two above mentioned teams did not give up the whole one-year project, so I cannot write about nationwide implementation. On the other hand, there are many small professional groups in the country that carry out action research and try Lesson Study, even if they don't call it by that name. Unlike the situation in Singapore, there are many disrupting reasons that make Lesson Study more difficult to implement nationwide: difficult government-imposed qualifications, a harsh bureaucracy, and the purely theoretical training programs that burden teachers and lead to teacher demonstrations. In addition, the migrant crisis and its "political solution" influenced education and injected fear and doubt in schools. Hungarian teachers really want to develop and learn about practical CL methods to strengthen their professional identity and create stable, bottom-up organized communities. Hopefully in the future we can spread and implement Lesson Study in Hungary.

Cooperative Learning and Intercultural Education: A report on the CL strand at the IAIE Conference, September 2016 in Budapest, Hungary*

Yael Sharan

The CL strand at the recent international Association for Intercultural education (IAIE) conference was not the first time that research and practice of cooperative learning and those of intercultural education joined together. The connection between the interests of members of these two associations is a natural one and has taken many forms: one or a few IASCE members present papers or facilitate CL workshops at IAIE conferences; a whole conference is jointly sponsored, as in Turin in 2008; or, as happened last September in Budapest, a full CL strand is part of an IAIE conference.

At first there were just a few submissions, but slowly their number grew and soon there was a whole strand that filled two and a half days, during which 11 papers alternated with five interactive workshops. Presenters came from many different countries. Many presenters are familiar to IASCE members: co-president Lynda Baloche (the U.S.), board member and newsletter editor Jill Clark (New Zealand), board member and strand coordinator Yael Sharan (Israel). Isabella Pescarmona, Marialuisa Damini, Daniela Pavan, and Giovanna Malusa, from Italy, have presented CL papers at previous IAIE and IASCE conferences, notably the last IASCE conference in Odense in 2015. Christine Schmalenbach, who came from Germany, and Ayfer Kocabas and Deniz Erbil, from Turkey, had also presented papers in Odense. David Duran, who had been at the Turin conference, came from Spain. We were introduced to Eugenia Arvanitis, who came from Greece, Danijela Petrovic, from Serbia, and, last but not least, Brigitta Czok and Ferenc Arato from Hungary.

The paper presentations

What light did these presenters shed on CL's contribution to the understanding and promotion of skills, knowledge and attitudes that lead to effective intercultural education? What follows are a few insights from the 11 papers.

The involvement of students' parents is a common thread in two studies and one project we heard about. For one, Giovanna Malusa, from the University of Trento, Italy, reported on her six year study of how CL (specifically the Learning Together model) contributed to the development of social skills among teachers, parents, and students in primary and middle school in a multicultural and conflicted classroom. Another program that involves parents and students is "Reading in Pairs," described by David Duran, of the Autonomous University of Barcelona. The program, based on peer tutoring, promotes the learning of Spanish, Basque, Catalan, and English as a foreign language, in a multilingual cultural context.

Taking parental involvement a step further is the program demonstrated by Daniela Pavan, of the "Scintille" organization in Italy, in her workshop, described below.

The following four presentations focused more specifically on teachers and students in diverse classrooms at various levels. Isabella Pescarmona, of the University of Turin, Italy, reflected on the effect of Complex Instruction on in-service teachers' understanding of the conditions ripe for equal status dialog in the intercultural classroom. She elaborated on how CI encourages the development of reflexivity-in-action that generates multiple perspectives and leads teachers to create more equitable classrooms.

Jill Clark, from the Wellington Institute of Technology, New Zealand, focused on teacher expectations as status activators in multi-cultural tertiary New Zealand classrooms. Jill views the role of teachers' expectations as one way of modifying the status effect on multi-cultural cooperative learning groups.

Tertiary education was also the focus of Eugenia Arvanitis' presentation. She described a study of two intercultural courses for prospective teachers held in the Department of Educational Science at the University of Patras, Greece. Students met in culturally diverse pairs or groups of 3-4 to discuss prejudices, cultural misunderstandings and misconceptions, and design solutions to real problems. In her presentation Danijela Petrovic, of the University of Belgrade, Serbia, further explored the teacher's role in creating and fostering

conditions for cooperative group work. Danijela described the stages of intercultural sensitivity, from one of denial of cultural differences to final acceptance and adaptation. She emphasized that while CL provides opportunities for loosening defensive attitudes to cultural differences, teachers would do well to carefully balance the choice of content and teaching methods with the prevailing stage of intercultural sensitivity and readiness for intercultural learning.

Each of the following four presentations opened up different windows to the connection between CL and intercultural education. High-risk schools in El Salvador were the focus of the year-long ethnographic study by Christine Schmalenbach, of TU Dortmund University in Germany. Christine's intervention laid the groundwork for responsible team building and group processes and, as a result, relations between teachers and students improved, as did the degrees of inclusion and mutual care among students.

Lesson/Learning Study was the focus of Brigitta Czok's presentation. Brigitta's empirical research, at the Eszterházy Károly University of Applied Sciences in Hungary, aims to learn what effect this method has on high school teachers' views of their profession, their skills, and intercultural education, the latter being the subject matter of their lesson plans. You are welcome to read more about Lesson Study in Hungary in this issue's Members' Column, where Brigitta and past board member Christine Lee discuss the topic from their unique cultural perspectives.

Cooperation in an intercultural setting that has music at its center seems natural, yet is rarely heard of. Ayfer Kocabas, of Dokuz Eylul University in Izmir, Turkey, demonstrated how generating the musical form rondo, in a group, can promote intercultural interaction, as well as afford an experience of the richness created by a group's diverse composition. Also from the same university was Deniz Erbil, who discussed how the Flipped Classroom and CL can be integrated and how they can be used in primary schools. We look forward to learning more about these possibilities from Deniz' future research.

To round out all the different elements of CL included in the various presentations, Ferenc Arato, of the University of Pesc, Hungary, presented a model of how to extend CL from the classroom level to the system level. His model is based on the integration of all CL methods, models and procedures, and seeks to lead to parallel but complementary development of school management, community engagement, and professional development. Ferenc reminds us not to give up on efforts to extend CL elements and principles practiced in the classroom to wider contexts, such as whole schools, educational systems, and eventually to the replacement of anti-democratic and hierarchical structures of education.

Workshops

Lynda Baloche's workshop set the tone and scope for all five workshops by engaging participants in activities that highlighted a few interpersonal problem solving skills and included the exploration of cooperative strategies that support equitable interactions and the development of multiple perspectives.

Jill Clark enabled participants to identify status activators and recommended actions and interventions for modifying the status effect in diverse cooperative groups.

Marialuisa Damini led us through a variety of stimulating activities that triggered discussion of how various media can be used to identify teachers' attitudes about cultural diversity and how CL activities can facilitate changes in these attitudes.

The title of Daniela Pavan's workshop hints at the how and why of the program that she coordinates: "Train Together to Make Relationships Better: A Literacy Project for Immigrant Mothers." Through various CL activities mothers, (and a few fathers), of immigrant families, together with their children and separately, learned their new language and prepared for communication in the family and in school.

In Yael Sharan's workshop group members explored what they consider the essential elements of CL, discussed which elements were most compatible with their respective cultural contexts, and, finally, designed the outline of a group task that reflected the interface of CL elements and cultural norms.

It is heartening to note that a substantial core of people attended most of the presentations of the CL strand. The shared experience of attending the CL strand created an informal "community," as became clear in the final conference dinner, where we took up one whole table. The papers demonstrated the seemingly never-ending flow of places and problems that deserve researchers' study of CL's contribution to today's educational issues. The workshops offered participants a chance to actually experience some of the CL elements they heard about in the research papers, and their relevance to intercultural education.

*Thanks to Leslie Bash, Secretary of IAIE, and Anne Glick, IAIE board member, for their encouragement in organizing this strand, and to Erzsebet Csereklye, head of the local organizing committee, for her invaluable help, and, of course, to all the presenters and participants.

Reflections on the 2015 IASCE Conference

A year has passed since the IASCE conference in Odense, Denmark in October 2015. In October 2016, we contacted Odense participants and asked them to reflect on their experiences and where it has taken them. Below are the questions we asked and some participant responses. We have often paraphrased for anonymity and clarity and, when several people have mentioned similar things, we have not included all the responses.

What are your memories of the conference now?

Odense and Denmark
- The people in Odense are warm and friendly.
- My memories of the conference are principally of a lovely hospitable venue, bright autumn sunshine, and good company. I felt the range of evening social activities was excellent and loved finding out more about the history and culture of Odense and Denmark.
- I enjoyed Andersen's street, good food, and the Brother John song.
- I learned about *hygge* first hand!

Conference Sessions
- I got clarification of many aspects of the theory of cooperative learning and a better understanding of the workings and motives of the community built around it.
- The sessions were excellent and the use of cooperative learning techniques to explain cooperative learning ("walking the walk") made the sessions come alive for me.
- It was an eye-opener for me that more exists than Kagan structures. Before the conference he was my only reference and source for CL.
- I have been inspired to use cooperative learning in a more free and open way.
- I was frustrated that people seemed little interested in what I could bring to discuss.
- I remember the Johnsons' and Sharan's workshops and many other inspirational speakers. It was great for me to see a video of Morton Deutsch.
- I particularly enjoyed all the keynote sessions. My main difficulty was that I could not get to all the sessions I wanted to attend.
- The sessions helped me learn more cooperative learning strategies.
- The IASCE conference 2015 was important to me. The conference introduced me to cooperative learning and a network of researchers who have the same interests as I have.

The Participants
- In the tradition of the best CL conferences I have attended, people made significant connections with other people. I have become particularly interested in application of CL techniques in schools and organizations that have not used them before.
- I met a lot of new people with great knowledge about CL and willingness to share it.
- I enjoyed getting to know friends from different countries.

- I had never been to a cooperative conference before and it was an unforgettable experience for me. Everybody was so kind and helpful. I met people I thought I could only read their articles and they fascinated me even more in real person. At first, I thought I shouldn't present my paper but then, I realized that we were all welcome. That feeling forms an important part of cooperative learning.

What new directions have you explored since the conference?

Directions in Teaching
- I have deepened the role of responsibility sharing and links with knowledge building.
- I have expanded my repertoire of CL structures for use in workshops and classrooms.
- I have been inspired to use cooperative learning in a more free and personal way—not just "one way."
- I have tried out a few co-operative strategies in my class.
- I have been in a good way with cooperative learning.
- Last year most students in my school enjoyed the activity (BlindHand) that Lynda Baloche presented in her workshop.

Directions with Colleagues
- I have also started to give workshops in CL within my school and also other schools.
- The conference gave me the opportunity to further links with a number of colleagues particularly those in Sweden.
- As the school linguistic project coordinator, I am trying to show techniques to my colleagues helping them to introduce CL in my school.

Directions in Personal Professional Development and Research
- I have now purchased books from many authors/researchers to widen my knowledge.
- I have been in a good way with cooperative learning.
- For three months in 2016 I have been a Visiting Academic at School of Education, University of Queensland (UQ), Brisbane, Australia. I have, together with Robyn Gillies and her research group, been involved in research investigating the role of cooperative learning as a transformative pedagogy that promotes socialisation and learning.
- I keep on doing research with students from Primary level related to CL and foreign language achievement.
- I have read more about co-operative strategies.

How have you furthered your understanding of cooperative learning since the conference?

- I have had discussions with Celine Buchs, viewed my data under different angles, and had quite rich discussions in workshops, seminars and lectures with science teachers (vocational and continued training). Some went as far as to organize a school-wide training for cooperative learning.
- I believe CL is the present and future for schools as children learn better and quicker with that approach. I consider it is very important for teachers to have the opportunity to learn more about CL research and experiment with the benefits of using it, at least in Spain, where it is not commonly used.
- With different studies/workshops at the conference I have widened my knowledge enormously.
- Yes, in several ways. I have also appropriated the concept group worthy task and find the concept highly applicable. The engaging and interactive presentations have also given me tools, which I use in my daily practice as a university lecturer.
- I link it to visible thinking strategies that I usually use in class and add on other relevant strategy that I've learnt from cooperative learning.

Are you in contact with anyone you met in Odense whom you didn't know before the conference? How do you stay in contact? What do you talk about? Tell us more.

- I met Anneke Moerken (Sweden), Jette Stenlev and Janet Reid (Denmark), whom I knew before. But we got the chance to talk even more at the conference. I also met a teacher from Sweden who teaches younger kids. I've been to her class to observe how she uses CL. We are still in contact and share thoughts and ideas.

- Not really. And that is unusual for me. Most conferences I go to lead to quite a few contacts and often further work together
- I am still in contact with one of the Malaysian participants through WhatsApp. I have kept emails of a few others but have not contacted them yet.
- It is very curious because although I did not know anyone when I went to Odense, I talked to many people from all over the world and I came back with the feeling that I could be helped by any of them in case I needed it. I contacted Wendy Jolliffe and she was most helpful in helping me to find a school with a tradition on CL.
- I'd love to find someone to do research with and it would be brilliant if I could join in an international cooperative learning research group.

How has the conference impacted you?

- Before the conference I planned to take an instructor training course, but changed my mind after Odense. Now I know that there are other ways to learn about CL. I got the courage to start a business to spread CL in Sweden, alongside my ordinary teacher job. A CL book is also about to be translated into Swedish (no literature in Sweden yet) and I'm working on pictures as a visual support of the structures for the students in my classroom.
- The conference helped me situate amongst different fields and conceptual frameworks I refer to in my work and research.
- It was very useful to share a lot of common implementations and to know I am not alone in my country and in the world. I met a lot of IASCE members.
- Research presentations were very helpful in different subject domains. There were very limited research presentations.
- Most of the colleagues I keep in contact with I knew previously but it was particularly interesting to talk to others with similar areas of interest, such as in South Africa.
- It was very inspiring to meet all the engaged teachers/people from the educational field – I think especially Americans - who had worked with cooperative learning for so many, many years.
- One of the things I experienced was that nearly all the workshop/seminar holders had planned CL activities in the workshops and seminars, but that nearly all of them had too little time to do it the way they had planned. This dilemma is, I think, a central issue in the daily work.
- I realized that schools across the world have one common goal of wanting to create more critical thinkers and engaged learners who are self-motivated.
- I have become a member in IASCE and look forward to continued work with members of IASCE. I also get up-dates through the IASCE newsletter, which makes me feel included in IASCE.
- Humility could be felt everywhere, cooperative learning experts talking with us as equals. It really impacted me.
- For me, it was amazing to see how many people around the world are working and doing research on this approach. It makes me feel that learning necessities are the same all over the globe because children are all similar in spite of speaking different languages.

Maribel Velasco is interested in joining an international cooperative learning research group using English and/or Spanish as the primary languages.

If any of our readers know of a research group that Maribel could join, or are interested in forming one with Maribel, please contact her at mvelasco@andaluciajunta.es

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Cooperative Learning in Brazil

Frank Viana Carvalho

Frank Carvalho attended the conference in Odense and aroused our curiosity about CL in Brazil in general and about his efforts in particular. Frank is an Associate Editor of the Scientia Vitae Magazine (http://www.revistaifspsr.com/), editor of the Online Cooperation Magazine (http://www.revistacooperacaoonline.net/) and President of the Commission for Institutional Evaluation at the Federal Institute of Education, Science and Technology of São Paulo (IFSP)[1], São Roque Campus. Read on to find out more about his long term and multifaceted involvement with CL in Brazil.

Three main features of Cooperative Learning (CL) have been influential in Brazil: structures, games and strategies for cooperation in classrooms based on Spencer Kagan's work; building of attitudes, values and skills necessary for working in cooperative groups, based on the work of David Johnson and Roger Johnson; and the group investigation model, based on the work of Shlomo Sharan and colleagues.

There have been several long term cooperative learning projects in Brazil since the 1990s. What follows is a short description of only four projects: "Cooperation in Education," (developed by the author), that spread and implemented CL in different parts of the country, especially in southeast Brazil; "PRECE" and "PACCE," developed by Dr. Manoel Andrade, of the Federal University of Ceará; and "FOCCO," developed at the State University of Mato Grosso.

Project "Cooperation in Education" - Teacher education and implementation in school networks

In December 1996 and January 1997 I studied with Dr. William Green, of Andrews University in Michigan, U.S., who taught CL to enthusiastic teachers in an MSc program at the Adventist University Centre of São Paulo (UNASP) in Brazil. At the end of the course Dr. Green challenged us to disseminate and implement CL, but with specific caveats for success: the support of local government and school principals, guidance for teachers and students throughout, and advisory mechanisms, training and continuing education for all teachers.
Thus in 1997 I initiated a pioneering CL project in the state of Minas Gerais and designed a CL teacher education course for a school. I prepared guidelines for the teachers and a book on CL, the first in Brazil. The following year a school network from Sao Paulo invited me to teach teachers from thirteen schools and prepare them to gradually adopt this pedagogy. Based on this experience the original course outline and materials were redesigned, expanded, and named "Pedagogy of Cooperation." Since then I have traveled to more than 200 cities and seventeen states in Brazil, teaching cooperative learning. The many years of experience in the application of CL led to the updating and enrichment of the book (an English translation will be out soon) and the materials. Today I am a professor at the Federal Institute of Education, Science and Technology of São Paulo, where I continue to conduct various projects to disseminate the implementation of CL, (especially group investigation), together with other modern methods of teaching and learning.

"Education Program Cooperative Cells" in Ceará: PRECE and PACCE

Due to its unique characteristics the "Education Program Cooperative Cells" (PRECE) deserves special mention. PRECE is a CL project that began in 1994, coordinated by Dr. Manoel Andrade of the Federal University of Ceará (in northeast Brazil). Earlier, in the backwoods of Ceará, at the rural community of Vine in the city of Pentecost, seven young men were motivated by Dr. Andrade to form a study group in order to qualify for higher education. From the start study and work strategies were based on models of cooperative and mutual learning.

The small group met in a disused ancient cassava flour mill but the precarious and adverse conditions did not hinder the progress that the young people aspired to. As a heterogeneous group (formed by students of different ages and grades), they collaborated in teaching, learning and motivating one other to learn the various academic contents of the program. With great determination and solidarity their cooperative efforts soon paid off and a member of that group was accepted at the Faculty of Education of the Federal University of Ceará. That approval motivated other group members and attracted new students in the region. Soon new students were able to attend college. In its early years, one of the most striking aspects of PRECE was that upon entering the university

students were encouraged to return to their communities and help others - teaching, encouraging and demonstrating by their own experience that overcoming adverse conditions was possible; it certainly fed the cycle of cooperation among those young people. As the years passed the program expanded and by 2002, about forty students from the city of Pentecost entered PRECE study groups, and in 2003 they founded the first Cooperative Popular School in the county, even attracting students from other municipalities. The sharing of students' knowledge and experiences was multiplied and to date have enabled many more students from small communities to qualify for university studies. In addition, thirteen student associations were founded (called 'Popular School Cooperatives') in four municipalities in the State of Ceará (Pentecost, Apuiarés, Paramoti and Umirim).

Motivated by the work begun by Dr. Manoel Andrade, in 2009 the UFC (Federal University of Ceará) created the Cooperative Learning Program Student cells (PACCE) in order to prevent evasion and increase completion rates of higher education. At this time the Ceará Secretary of Education partnered with PRECE to spread CL to students and teachers at the state schools. The program's success led to the formation of a permanent team, led by Dr. Andrade, who works on the expansion of partnerships between new schools and new education departments of different municipalities together with the implementation of cooperative methods. Dr. Andrade's team also organizes conferences on CL. In one such conference, in 2012, David Johnson and Roger Johnson lectured and shared their experiences. In its first twenty years of existence, the project has enabled more than five hundred students to access higher education.

FOCCO - The Cooperative Learning project at the State University of Mato Grosso (UNEMAT)

At the beginning of 2013 Dr. Ana Maria Di Renzo, inspired by the UFC model, created the FOCCO project (Cell Training Program Cooperative), to reduce dropout and increase students' completion rate of UNEMAT courses. In FOCCO the CL cell is a group maintained by students, who meet other students from UNEMAT to study and discuss a theme, content or discipline in their undergraduate courses. The cooperative learning cell engages in activities that include not only the transmission of content, but the development of social and thinking skills such as communication, solidarity, cooperation, teamwork, and evaluation of the group.

Future prospects

The challenge of implementing cooperative learning in Brazil is presented as an educational mission to education idealists, who hope to gradually transform traditional education to a more humane and more collaborative one, where individual efforts add up to solidarity, to sharing, and to cooperation. The examples cited here are tremendously encouraging because even though there is yet much to do, a great deal has been accomplished in terms of spreading CL in Brazil.

1 The Federal Institute is an educational institution with 38 campuses and approximately 28,000 students in the state of São Paulo (a large state in southeastern Brazil). Cooperative learning is one of the methods applied in all courses and levels.

To learn more about CL in Brazil contact Frank at fvc.frank@gmail.com

What's up in Pune through WhatsApp

Lalita Agashe, membership coordinator, reports on the founding of a WhatsApp group of educators in Pune, Maharashtra, India.

After several cooperative learning workshops in various educational institutions I invited interested participants to join a WhatsApp group called 'Active Cooperative'. The main objective of this group is to create an ongoing exchange about CL related issues among members through virtual conversations. Our first meeting was held face to face in November, so that members could get to know one another. The group numbers 52 people who teach at all levels in the public and private sector, and some who work in school management. Each person has some experience in CL; two of them are IASCE members and a few had attended the conference in Scarborough. Meeting in real life was a pleasant informal way to get to know one another and share what they know about CL and what they would like to know. The meeting ended with a decision to continue the conversation via WhatsApp which makes it easy for members to communicate and share their experiences with CL.

Serendipity

Lynda Baloche

Duhigg, C. (2016). *Smarter faster better: The secrets of being productive in life and business.* New York, NY: Random House.

Pulitzer-Prize winning author Charles Duhigg has identified eight key concepts that he thinks explain why some people, teams, and organizations are uncommonly productive. Despite the somewhat sensational title, Duhigg's work is deliberate and based on an extensive review of research and wide-ranging interviews; the Notes section is 75 pages and provides many rich resources. I'll share just a few quotes that I think directly support what we know about carefully implemented cooperative learning. Sources include (a) Project Oxygen and Project Aristotle, two extensive and expensive research projects that were funded by Google to help them understand what powered their most successful teams; (b) various studies of organizational behavior in hospitals, corporations, and arts enterprises; (c) teamwork studies using short-term experimental groups; and (d) interviews.

Worthwhile Group Tasks

"Teams need to believe that their work is important."
"Teams need to feel their work is personally meaningful." (66)

The Norm that Matters Most

Psychological safety is a "shared belief, held by members of a team that the group is a safe place for taking risks. [It is a] sense of confidence that the team will not embarrass, reject, or punish someone for speaking up. [Teams] need clear guidelines for creating psychological safety without losing the capacity for dissent and debate." (50-51)
"Teams with the highest levels of psychological safety were also the ones with leaders most likely to model listening and social sensitivity. They invited people to speak up. They talked about their own emotions. They didn't interrupt other people." (64)

Essential Interpersonal Skills

"Don't interrupt teammates during conversations, because that will establish an interrupting norm."
"Demonstrate listening by summarizing what people say after they say it."
"Admit what you don't know." (66-67)
Good teams tested as having "high average social sensitivity . . . the groups were skilled at intuiting how members felt based on their tone of voice, how people held themselves, and the expressions on their faces." (61)

Equitable Participation

"Don't end a meeting until all team members have spoken at least once." (66)
"All the members of the good teams spoke in roughly the same proportion. As long as everyone got a chance to talk, the team did well. But if only one person or a small group spoke all the time, the collective intelligence declined. The conversations didn't need to be equal every minute, but, in aggregate, they had to balance out." (60-61)

Smarter, Faster Better was an interesting and valuable read.

From the Journals

Contributors: Jill Clark, George Jacobs and Yael Sharan

*Asakawa, M., Kanamaru, A., Plaza, T., & Shiramizu. C. (2016). Useful expressions for implementing cooperative learning in English. *TESL-EJ, 19*(4), 1-9. Retrieved from http://www.tesl-ej.org/pdf/ej76/a1.pdf

With the Ministry of Education, Sports, Science and Technology calling for junior and senior high school English classes in Japan to be more communicative and taught in English, teachers need effective tools to help make their classrooms more interactive. Cooperative learning activities have the potential to increase interaction among students and to work well in creating a communicative learning environment. In this paper, we review some basic concepts of cooperative learning and present a list of useful English expressions that we have developed to aid students as they engage in cooperative learning activities. Findings are given after using the list for 22 months in a private, all-girls secondary school in Japan which suggest that the list contributed to smoother interactions amongst students, as well as increased student motivation and confidence.

Azmin, N.H. (2016). Effect of the Jigsaw-based Cooperative Learning method on student performance in the General Certificate of Education Advanced-Level Psychology: An exploratory Brunei case study. *International Education Studies, 9*(1), 91-106. doi:10.5539/ies.v9n1p91

The mixed-methods study investigated the effect of the jigsaw cooperative learning method on student performance in psychology and their views towards it. Experimental data were obtained via pre-and-post tests and an open-ended questionnaire from 16 conveniently selected students at one Sixth Form College in Brunei. Moreover, the participants reported that they enjoyed using the Jigsaw method and performed significantly better after the intervention. A large-scale research involving a bigger sample and more schools is recommended to confirm findings from the present study.

Bell, A. V., & Hernandez, D. (2016). Cooperative Learning Groups and the evolution of human adaptability: (Another reason) why hermits are rare in Tonga and elsewhere. *Human Nature 2016,* 1-15. doi:10.1007/s12110-016-9276-5

Understanding the prevalence of adaptive culture in part requires understanding the dynamics of learning. Here we explore the adaptive value of social learning in groups and how formal social groups function as effective mediums of information exchange. We discuss the education literature on Cooperative Learning Groups (CLGs), which outlines the potential of group learning for enhancing learning outcomes. Four qualities appear essential for CLGs to enhance learning: (1) extended conversations, (2) regular interactions, (3) gathering of experts, and (4) incentives for sharing knowledge. We analyze these four qualities within the context of a small-scale agricultural society using data we collected in 2010 and 2012. Through an analysis of surveys, interviews, and observations in the Tongan islands, we describe the role CLGs likely plays in facilitating individuals' learning of adaptive information. Our analysis of group affiliation, membership, and topics of conversation suggest that the first three CLG qualities reflect conditions for adaptive learning in groups. We utilize ethnographic anecdotes to suggest the fourth quality is also conducive to adaptive group learning. Using an evolutionary model, we further explore the scope for CLGs outside the Tongan socioecological context. Model analysis shows that environmental volatility and migration rates among human groups mediate the scope for CLGs. We call for wider attention to how group structure facilitates learning in informal settings, which may be key to assessing the contribution of groups to the evolution of complex, adaptive culture.

Capodieci, A., Rivetti, T., & Cornoldi, C. (2016). A Cooperative Learning classroom intervention for increasing peers' acceptance of children with ADHD. *Journal of Attention Disorders,* August 2016. doi: http://dx.doi.org/10.1177/1087054716666952

Objective: The hypothesis behind this study was that trained teachers using cooperative learning procedures with children in their classroom (aged from 6 to 10 years) can influence the social skills of children with ADHD symptoms and their acceptance by their peers. Method: The study involved 30 children with ADHD symptoms attending 12 different classes, where cooperative learning was adopted in some, and standard practices in others. ADHD children's symptoms, social skills, and cooperative behavior were assessed by means of a teacher's questionnaire, and the social preferences of the children in their class were collected. Results: Changes emerged in teachers' assessments of the children's cooperative behavior in the experimental classes. Improvements in the sociometric status of children with ADHD symptoms were only seen in the cooperative learning classes. Conclusion: These results show the importance of well-structured intervention in classes that include children with ADHD symptoms. Implications of these findings for future intervention are discussed.

*Farrell, T. S. C., & Jacobs, G. M. (2016). Practicing what we preach: Teacher reflection groups on cooperative learning. *TESL-EJ, 19*(4), 1-9. Retrieved from http://www.tesl-ej.org/pdf/ej76/a5.pdf

This article discusses the use of teacher reflection groups to aid teachers in their efforts to facilitate cooperative learning among their students. It is argued that these teacher reflection groups function best when they are organized with reference to eight cooperative learning principles. Furthermore, it is suggested that these reflective groups enable teachers to learn about cooperative learning and to consider how cooperative learning fits with their beliefs about education and society. Additionally, the article argues that when teachers experience successful peer interaction with their fellow teachers guided by the literature on teacher reflection and the literature on cooperative learning, they will be more likely to want their own students to experience the advantages of well-organized interaction with the students' own peers, their fellow students.

Gillies, R. M., Carroll, A., Cunnington, R., Rafter, M., Palghat, K., Bednark, J., & Bourgeois, A. (2016). Multimodal representations during an inquiry problem-solving activity in a year 6 science class: A case study investigating cooperation, physiological arousal and belief states. *Australian Journal of Education, 60*(2), 111-127. doi: http://dx.doi.org/10.1177/0004944116650701

Teaching students to use and interpret different representational tools is critically important if they are to be scientifically literate, to understand how scientific ideas and concepts are represented and to appreciate how scientists think and act. Moreover, students not only need to be competent at using and explaining representations and learning new representations quickly but they also need to have opportunities to work cooperatively with others as it is through interactions between learners, tools and the environment that learning occurs. The current case study (part of a larger study) aimed to: (a) identify the effects of different teacher-introduced representational tools on students' conceptual understandings, dialogic processes, motivation and learning; (b) examine the representational tools used by students during their inquiry science; and (c) examine the physiological states indicative of engagement and cooperation during learning activities. Prior to and on completion of the curriculum unit, participants completed a series of measures to assess actual as well as self-perceived ability in science. Students also wore wireless wristbands to measure autonomic arousal level that were analysed to assess the level of synchrony in physiological states between children. The results showed that the teacher successfully used embodied representations to engage the students in the science unit and maintained their focus in the cooperative groups by using language that encouraged on-going participation in the task. In turn, the students remained on-task and the majority of the language they employed was used to construct and communicate their scientific understanding to others. This high-level common engagement during whole class activities and student-centred learning during the cooperative group activities were also reflected in the physiological measures of synchrony between students. By integrating the video and biometric data with the data from the individual assessments, we construct a rich picture of relationship between the teacher's use of multimodal representations and cooperative small groups with the students' use of scientific language, physiological engagement and their beliefs and attitudes towards science.

Häkkinen, P., Järvelä, S., Mäkitalo-Siegl, K., Ahonen, A., Näykki, P., & Valtonen, T. (2016). Preparing teacher-students for twenty-first century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. *Teachers and Teaching,* pp. 1-17. Retrieved from http://dx.doi.org/10.1080/13540602.2016.1203772

With regard to the growing interest in developing teacher education to match the twenty-first-century skills, while many assumptions have been made, there has been less theoretical elaboration and empirical research on this topic. The aim of this article is to present our pedagogical framework for the twenty-first-century learning practices in teacher education. We will first review the current status of policy frameworks for the twenty-first-century learning skills. Based on our previous work and current understanding in the field of learning sciences, we will next elaborate the processes and strategies for collaborative problem-solving skills and strategic learning skills to specify current, rather general claims presented regarding the discussion on twenty-first-century skills. We will also provide concrete case examples facilitating strategic learning skills, collaborative problem-solving skills, and the skills to use information and communication technologies in contexts of our previous studies.

*Jacobs, G. M., Kimura, H., & Greliche, N. (2016). Incivility among group mates in English classes at a Japanese women's university. *TESL-EJ, 19*(4), 1-16. Retrieved from http://www.tesl-ej.org/pdf/ej76/a6.pdf

Incivilities are words and actions that may be perceived as impolite. This article reports a study of perceptions of and experiences with incivilities during group activities in English class. Participants were 119 students at a women's university in Japan. They completed the Pair/Groupwork Incivility Scale, a Japanese-language instrument, which asked participants to rate 17 behaviors as to how uncivil the behaviors are and how frequently they had experienced the behaviors. The results suggested that the average severity of uncivil behaviors was significantly negatively correlated with the reported average frequency of these uncivil behaviors. Limitations of the current study and suggestions for future research are discussed.

Järvelä, S., Kirschner, P. A., Hadwin, A., Järvenoja, H., Malmberg, J., Miller, M., & Laru, J. (2016). Socially shared regulation of learning in CSCL: Understanding and prompting individual and group-level shared regulatory activities. *International Journal of Computer-Supported Collaborative Learning, 11*(3), 263-280. doi: http://dx.doi.org/10.1007/s11412-016-9238-2

The field of computer supported collaborative learning (CSCL) is progressing instrumentally and theoretically. Nevertheless, few studies examine the effectiveness and efficiency of CSCL with respect to cognitive, motivational, emotional, and social issues, despite the fact that the role of regulatory processes is critical for the quality of students' engagement in collaborative learning settings. We review the four earlier lines in developing support in CSCL and show how there has been a lack of work to support individuals in groups to engage in, sustain, and productively regulate their own and the group's collaborative processes. Our aim is to discuss how our conceptual work in socially shared regulation of learning (SSRL) contributes to effective and efficient CSCL, what tools are presently available, and what the implications of research on these tools are for future tool development.

Jeong, H., & Hmelo-Silver, C. (2016). Seven affordances of computer-supported collaborative learning: How to support collaborative learning? How can technologies help? *Educational Psychologist, 51(*2), 247-265. doi: http://dx.doi.org/10.1080/00461520.2016.1158654

This article proposes 7 core affordances of technology for collaborative learning based on theories of collaborative learning and CSCL (Computer-Supported Collaborative Learning) practices. Technology affords learner opportunities to (1) engage in a joint task, (2) communicate, (3) share resources, (4) engage in productive collaborative learning processes, (5) engage in co-construction, (6) monitor and regulate collaborative learning, and (7) find and build groups and communities. We elaborate our framework using in-depth explorations of how technologies are actually used to support collaborative learning in CSCL research and identify representative design strategies and technology examples. While technology can play an important role in

addressing the demands of collaborative learning, it needs to be considered in conjunction with pedagogical strategies and other social and cultural supports for collaborative learning. The supports also need to remain at an appropriate level so as not to interfere with long-term learning goals.

*Kato, Y. (2016). What do we want small group activities for? Voices from EFL teachers in Japan. *TESL-EJ, 19*(4), 1-15. *Retrieved* from http://www.tesl-ej.org/pdf/ej76/a2.pdf

This paper discusses the fundamental issue of why small group activities are utilized in the language learning classroom. Although these activities have gained popularity in the field of Teaching English as a Second Language (TESL), supported by a sound theoretical base, few studies have so far examined the reasons why language teachers are actually utilizing these methods in their classrooms. This study attempted to elucidate teachers' reasons, with the premise that their motivations can be categorized along the lines of the two central approaches to small group learning: cooperative learning (COL) and collaborative learning (CLL). Specifically, the researcher in this case study conducted semi-structured interviews with four EFL teachers in Japan. The interviews were transcribed and then examined via SCAT analysis (Otani, 2008). Findings suggest that language teachers adopt small group activities based on their sense of plausibility (Prabhu, 1990) as to how second languages should be learned, and this sense of plausibility can be categorized as either COL-oriented or CLL-oriented. Although the results of the current study cannot be easily generalized, they do suggest that the COL/CLL framework can lead to better understanding of language teachers' beliefs about small group activities.

Lane, S. (2016). Promoting Collaborative Learning among students. *American Journal of Educational Research, 4*(8), 602-607. doi: 10.12691/education-4-8-4

What is the distinction between collaborative and co-operative learning? In co-operative learning action is adjusted by individuals in a group to achieve individual goals. In collaborative learning, actions are adjusted to achieve shared goals. They not only learn from the teacher, but also from each other. In contrast in co-operative learning, the teacher still remains in control of what is going on in the class. The design of the collaborative task is crucial to the effectiveness of collaboration. The task must not be one which can be completed only by one person in a group. It should require a contribution from each member of the group. The group members should be interdependent upon each other to successfully complete the task. The task should not be a 'right answer' task. There should be several possible answers so that the group members could discuss which answers are better and the reason why some answers are better. What are the challenges of collaborative learning? Participants may only be used to isolated learning, where they compete with other students, and if that is the case, they would find it difficult to adjust to collaborative learning. Some students prefer to be taught and be passive learners, rather than be active learners, which would require more effort on their part. Another challenge is teachers who find it difficult to give up their teacher-centred instructional role and move to a facilitator of learning role. What are the advantages of collaborative learning? Such learning improves communication and dialogue between participants in a group, and assists in socially and intellectually connecting with members of the group. Students are motivated as they are actively involved in the learning process. The retention rate improves and students perform better at assessments, as they have engaged in deeper and more meaningful learning. As students are engaged in discussing and debating they are more likely to become critical learners. When students learn in a group, with other students explaining concepts to them, they will find different interpretations, which will result in students having to re-think their own understanding. There will be development of higher-level thinking skills, oral and written communication (in online collaborative learning), leadership and teamwork skills. A disadvantage of collaborative learning is that there might be one or two who dominate. There might be some who do not make much contribution despite having the opportunity to do so. Collaborative learning may not be suitable to some individuals who prefer isolated learning. They may not gain much benefit if they are forced into collaborative learning situations. Research has shown frustration among some students who have experienced collaborative learning. There may be some students who prefer to learn from an expert on a subject rather than from other students who they perceive to be lacking in knowledge. Students may find that they are studying at a different pace than others in the group, which may cause difficulties to themselves and their group members.

Lange, C., Costley, J., & Han, S. L. (2016). Informal cooperative learning in small groups: The effect of scaffolding on participation. *Issues in Educational Research, 26*(2), 260-279.

This study examines the effect of group work scaffolding on participation. The procedural scaffolding of two cooperative learning techniques, Numbered Heads Together and Think-Pair-Share, are compared based on levels of participation, learning, and satisfaction they elicit. Aspects of participation that are examined include levels of group participation, more equality of participation among group members, and participation per turn taken by group members. In regards to participation, the results of this study appear to favour the technique with more procedural scaffolding in two of the three dependent variables, as Think-Pair-Share produced greater equality of participation and greater participation levels of group members per turn taken. No significant difference was found between the two techniques in regard to total participation. Furthermore, student perceptions favoured group work over instructional methods and Think-Pair-Share over Numbered Heads Together in terms of learning and satisfaction. This research shows that more developed and structured group tasks improve the overall learning experience of group work.

Lucena, R. J., & Ariel, E. S. J. (2016). Co-operative learning in enhancing the speaking skills of students: A phenomenological approach. *International Journal of Advanced Multidisciplinary Research, 3*(2), 67-71.

The main thrust of the study was to determine if cooperative learning is an effective approach to develop and enhance the speaking skills of students at Vicente Hizon Sr. Elementary School, Bangoy District, Davao City. Focus group discussions were utilized to get the needed information. Results revealed that through cooperative learning, students interact and express themselves more to their peers or classmates during instructional episodes. The approach served also as a venue for reluctant and fearful students to share and impart their ideas and opinions regarding the concepts discussed in the class. They were able to intensify their self-esteem because they knew that they were accountable to the performance of the group in the class.

*Murphey, T. (2016). Four social neuroscience on-going requisites for effective collaborative learning and the altruistic turn. *TESL-EJ, 19*(4), 1-14. Retrieved from http://www.tesl-ej.org/pdf/ej76/a4.pdf

Understandings from the field of social neuroscience can help educators cultivate collaborative students who get excited about learning from one another. To facilitate a collaborative atmosphere, educators first need to be able to show concern for their students beyond the subject matter. They also can help students understand how being social works in their favor and teach students skills that they can immediately use to have more effective collaborations. At the same time, for efficient second language acquisition, teachers need to provide students with multiple extended discourse opportunities (MEDOs), or lengthy conversational opportunities. This article proposes that by helping peers and others in their social networks, students actually help themselves become better learners and achieve a healthier mental outlook. Several examples are given to ground each aspect of these ideas from neuroscience into pedagogy (Murphey, 2013d).

Prieto-Saborit, J.A., Fernandez-Rio, J., Estrada, J.A. C., Mendez-Gimenez, A., & Mendez-Alonso, D. (2016). Teachers' attitude and perception towards cooperative learning implementation: Influence of continuing training *Teaching and Teacher Education 59*, 438-445.

The aim was to assess the influence of a training program on teachers' attitudes and perceptions related to the implementation of cooperative learning in educational contexts. This influence was assessed based on the teachers' knowledge area, educational stage, age, gender and years of teaching experience. 990 teachers from 60 schools participated. Results indicated a positive attitude from the teachers, regardless of their subject area or educational stage. However, significant differences were found regarding age and teaching experience. Training has proven to be a powerful predictor of success for the implementation of cooperative learning in educational settings.

Rumiantsev, T.M., Maas, A., & Admiraal, W. (2016). Collaborative learning in two vocal conservatoire courses. *Music Education Research.* http://dx.doi.org/10.1080/14613808.2016.1249363

The apprenticeship tradition in conservatoire education assumes that teachers' expertise is the main source for the development of future music professionals. However, the professional practice of vocalists is nearly completely based on collaboration, such as with other vocalists, instrumentalists, accompanists, orchestras, conductors, or stage directors. In this study experiences of students, alumni and teachers of one conservatoire in The Netherlands with collaborative learning practices in two vocal conservatoire courses were examined
using student questionnaires and teacher interviews. Despite the assumption that the collaborative environment of group lessons would represent the ideal situation for learning to collaborate, group lessons did not explicitly lead to the collaborative and professional skills needed for musical practice. The main explanation for this might be that evaluated group lessons in this study were not designed with a learning goal of
collaborative learning and working. A purposeful design of lessons in which content and pedagogy are aimed at developing these skills would enhance a culture of collaboration including both students and teachers, and as such mirror professional practice.

*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.

Tombak, B, F., & Altun, S. (2016). The effect of Cooperative Learning: University example. *Eurasian Journal of Educational Research (EJER) 16*(64):173-196. http://dx.doi.org/10.14689/ejer.2016.64.

Problem Statement: Motivation is a significant component of success in education, and it is best achieved by constructivist learning methods, especially cooperative Learning (CL). CL is a popular method among primary and secondary schools, but it is rarely used in higher education due to the large numbers of students and time restrictions. The literature does not give much space to the use of CL and its motivational effects. This study aimed to fill this gap in the literature and practice. Purpose of the Study: This study sought to investigate the effects of CL on students' motivation and student products at university level. Method: With an implementation of CL at a university, this study was performed with mixed-method techniques. Jigsaw and Team-Game- Tournament techniques were implemented in two sections of a selective course at a state university in Istanbul, Turkey to outline the motivational effects of CL on students between the ages of 18 and 25. To reach more satisfying results, a mixed methodology was used and pre- and post-motivation questionnaires were supported with document analysis of students' products. Findings: The study showed that the university level is not a hazardous place to implement CL. On the contrary, it is a fruitful level to see positive motivational effects. Both the qualitative and quantitative data supported the positive effect of CLon students' motivation and cooperative learning strategies. Conclusion and Recommendations: Based on the findings, it could be asserted that CL is effective on students' motivation and cooperative learning strategies. Especially for students at faculties of education, the use of CL was rather generous in terms of their own learning. As their profession involves teaching how to learn, it is important that they know the specific path.

Umemoto, T., & Yada, N. (2016). The Relationship between beliefs in cooperation, motivation, and engagement in Cooperative Learning. *Psychology 7*(10):1335-1341. doi:10.4236/psych.2016.710135

This study examined the relationship between beliefs in cooperation, motivation and engagement in cooperative learning. Beliefs in cooperation have three subscales: usefulness of cooperation, individual orientation and inequity. Self-reported questionnaire was administered to 181 undergraduate students at two universities. The results of path analysis indicated that usefulness of cooperation positively predicted self-efficacy and intrinsic value. Moreover, self-efficacy and intrinsic value positively predicted behavioral engagement, and intrinsic value positively predicted emotional engagement. On the other hand, individual orientation negatively predicted intrinsic value and inequity did not predict any motivational factors. The effects of beliefs in cooperation on cooperative learning process were discussed in light of the current findings

Zamani, M., & Xiang-han Huang. (2016). Cooperative learning: Homogeneous and heterogeneous grouping of Iranian EFL learners in a writing context. *Cogent, 3*(1), 1149959. https://doi.org/10.1080/2331186X.2016.1149959

One of the important aspects of learning and teaching through cooperation is the group composition or grouping "who with whom". An unresolved issue is that of the superiority of heterogeneity or homogeneity in the structure of the groups. The present study was an attempt to investigate the impact that homogeneous and heterogeneous groupings of Iranian EFL learners regarding their prior levels had on their writing ability when working cooperatively. Having administered a standardized preliminary English test (PET) and a writing test taken from PET sample tests as a pre-test, 66 high and low proficient learners were assigned into three groups: heterogeneous, homogeneous high, and homogeneous low groups. Following the end of the treatment that took 10 sessions each for 30 min, all groups received a writing test as a post-test. The results demonstrated that learners improved their performance through cooperation, whether working with stronger or weaker peers. However, heterogeneous grouping showed superiority over homogeneous grouping at the low level. Low students in the heterogeneous class made more relative gains than high students in the same class. It must be noted that low students did not improve at the expense of high students. The results revealed that cooperative learning could be especially beneficial for low students. It is hoped that the findings of the present study will give teachers deep insights into group compositions in cooperative learning courses, and will help them make better group experiences for students.

Zarifi, A., & Taghavi, A. (2016). The impact of Cooperative Learning on grammar learning among Iranian Intermediate EFL learners. *Theory and Practice in Language Studies 6*(7):1429-1436. doi: http://dx.doi.org/10.17507/tpls.0607.14

 The purpose of this study was to investigate the effects of cooperative learning activities on Iranian intermediate EFL learners' grammatical competence. This research was a quasi-experimental study and its design was comparison group design. The study included one control and one experimental group. In total, 50 students participated in the study. They were male and female intermediate English language learners studying English in EFL department at Shokuh-e-Danesh Institute, Dehdasht, Iran. Following a workshop on the implementation of cooperative learning activities, the experimental group was exposed to cooperative learning activities. The control group was, on the other hand, provided with traditional grammar learning methods. 25-item grammar tests were given to both groups before and after the eight-week treatment. T-tests were employed to analyze the obtained data. The results of the tests revealed significant differences between the control group and the experimental group regarding their grammar learning through cooperative learning. The findings of the study suggested that cooperative learning had positive effects on Iranian intermediate EFL learners' grammatical competence.

* These articles are referred to in the review of the special issue of TESL-EJ on Cooperative Learning in Language Education, edited by board members Kumiko Fushino and George M Jacobs.

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