International Association for the Study of Cooperation in Education
IASCE

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Dear Colleagues,

IASCE is pleased to bring you the second member newsletter of 2017. In this issue, we are particularly pleased to include a review of, and abstracts from, the cooperative-learning themed issue of *JET—The Journal of Education for Teaching: International Theory and Practice*—which was published this summer. This project emerged from our board meeting at the conclusion of the Odense conference, when we were discussing the energy of the conference and how to sustain that energy and disseminate ideas that had been shared. This issue of *JET*, which focuses specifically on teacher learning, joins a significant list of publications that have been supported by IASCE since its inception. I would like to thank the Executive Editor of *JET*, Peter Gilroy, for his support and thank those who submitted abstracts for the anonymous peer-review process. The editors received over 30 abstracts and, given the page limit and specific focus of the journal, the reviewers and editors faced many hard choices.

As is often the case when I preview the newsletter, I note the variety of voices and views exploring how to utilize cooperation for learning. George Jacobs has written two brief articles. In one he reminds us why students need to get out of their seats and provides some suggestions for how to do so. The second explores animal cooperation and suggests some links with cooperative learning. I am looking forward to exploring the resources in George's extensive bibliography. Yael Sharan has continued to coordinate the *Members' Column*. In this issue we hear from long-time board member Robyn Gillies and from Sharon Ahlquist, whom we first met in Scarborough. Their discussion provides a glimpse of the burgeoning interest in understanding how students talk when they are working together and how to maximize that talk for meaningful learning and interaction. We encourage members to contact Yael about possible topics for, and participation in, the Members' Column in upcoming issues of the newsletter.

This issue includes a new feature—the *Members' Spotlight*. I noticed that Jennifer Kerzil, in her description of a challenging situation, first offered students a choice about how to proceed in the course. This first step was, I think, critical to her success with a project-based approach. (For those who wish to learn more about the project-based approach, you might want to read the review of *Small Group Learning in Higher Education* in the July 2015 issue of the IASCE Newsletter; it is available on our website.) Anju Jolly starts with a simple pair exercise, and this too is critical. By asking students to share their understandings and confusions with a partner, she begins to create norms for sharing information and for giving and receiving help. These norms support learning and foster greater comfort and connection among students. Both stories provide context specific examples of good practice.

OPPORTUNITIES AND RESOURCES

From the Journals, once again, provides a varied selection of abstracts that examine applications of cooperative learning for diverse purposes and in diverse settings. (Those marked with an * are abstracts for articles published in the recent issue of *JET*.) As an organization, we are committed to supporting the "study of cooperation in education," and it is always gratifying to read how people around the world pursue this study in their own contexts.

We are currently engaged in conversations with JASCE (Japan Association for the Study of Cooperation in Education) and TCL (Taiwan Cooperative Learning) to co-host an international conference in Taipei, in Spring 2019, at the National Taipei University of Education. Watch our website in Fall 2017 for more information!

As always, we thank you for your support—both for cooperative learning and for IASCE. We encourage you to contact us with ideas, questions, and information about opportunities. If you would like to establish a study group or other network, we can include an announcement in the newsletter. If you want to know more about how to participate in the *Members' Column* or the *Members' Spotlight*, contact Yael Sharan yael@iasce.net. If you have membership questions, our Membership Coordinator Maureen Breeze maureen@iasce.net will be glad to help. We look forward to hearing from you.

Cooperatively yours,

Writing for This Newsletter

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

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

Thank you for your submissions.

Topics for the Members' Column

Potential topics for the *Members' Column* in upcoming newsletters include:

- ☆ collaborating via IT and CSCL (computer supported CL)
- ☆ cooperation with people outside of school
- ☆ CL in art, music, dance, and drama.
- ☆ CL with students with special needs
- ☆ CL in mathematics
- ☆ CL in diverse cultural contexts

If you would like to contribute, or if you would like to suggest a topic, please contact Board Member Yael Sharan at yael@iasce.net

Database of Abstracts

Members may request a database of abstracts in the field of cooperative learning. Currently, this database includes almost 20 years of abstracts published in the IASCE Newsletter. Please send your request to Board Member Wendy Jolliffe at jolliffewendy@gmail.com

Cooperative learning: Exploring challenges, crafting innovations

Editors: Lynda Baloche, Celeste M. Brody and Wendy Joliffe

Reviewed by Yael Sharan

What a captivating title the authors have chosen for this special issue of *JET* (*Journal of Education for Teaching: International research and pedagogy*) edited by Lynda Baloche, Celeste M. Brody, and Wendy Jolliffe; Baloche and Brody have written the Introduction utilizing the same title. Is it possible that there are still challenges to explore and innovations crafted in the application and implementation of CL? After all, already in the March, 1987 issue of the IASCE newsletter, (typed by hand by the editors), CL is presented as an established "field of educational philosophy" and practice, and articles trace CL's roots to thinkers and doers from the early 20th century (Graves and Graves 1987).

Furthermore, before 1987 and since, the field has been inundated by valuable handbooks, books, and research findings devoted to CL models, methods, and short term procedures, as well as to the application of CL in a specific subject matter or grade level. The result of this rich and varied output has not been a final "grocery list" of proven ingredients that guarantees success. Precisely the fact that CL is a field of educational psychology, as well as a generic pedagogy, enables it to keep evolving, and encourages the continuous exploration of challenges and the crafting of innovations, both for students and for teachers. True, CL's generic nature is rooted in a firm base of educational philosophy, social psychology, sociology, and group dynamics theories that provide its essence as an effective pedagogy. The introduction to this issue presents a concise review of these antecedents of CL theory and practice, and adds relevant mention of the development of research that "helped move CL into a recognized 'best practice'" (p.2).

As is well known, just because CL is recognized as 'best practice' does not ensure that teachers, at all levels, will easily implement it. As veteran teacher educators for CL, Baloche and Brody go on to emphasize the value of professional development that recognizes the need for teacher preparation for the practice of CL as well as the need for support in their efforts, and follow-up of their endeavors. These concerns are the focus of the articles included in this issue that "revisit and extend" various themes of professional development for CL. Baloche and Brody present the rationale of the editors' choices, embedded in two main theoretical frameworks: social interdependence, and status characteristics and expectation states. To frame the reader's approach to this issue they suggest many helpful questions; questions that explore the connection between the concepts of challenge and innovation, established CL theory and practice, and teachers' beliefs – all crucial for teacher learning of CL. Up to date attempts to address these questions are represented by the eight articles by authors from seven countries.

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Part II: Teachers at work: Cooperative learning as a tool for problem solving and a foundation for innovation

6. Modifying status effects in diverse student groups in New Zealand tertiary institutions: Elizabeth Cohen's legacy for teacher education.
   Trish Baker and Jill Clark.

7. Peer Learning Network: Implementing and sustaining cooperative learning by teacher collaboration.
   Ester Miguel and David Duran.

8. Designing pedagogical innovation for collaborating teacher teams.
   Charlotte Laerke Weitze.

Together these articles offer a broad view of professional development for CL, from a narrative approach using Storypath in designing curriculum in the US (Stevahn and McGuire), to one describing teachers' collaboration in co-creating an IT design model in Denmark (Weitz). Articles address intercultural concerns in tertiary classrooms in New Zealand (Baker and Clark), and those of Italian elementary school teachers struggling with the cultural complexity of their classrooms (Pescarmona). Others report on the effect of teachers often working in pairs as do their students, in peer learning in Spain (Miguel and Duran), and relate to elementary school teachers' beliefs and reports of their work in Switzerland (Buchs, Filippou, Pulfrey and Volpé), as well as to the education for CL and support of pre-service teachers in England (Jolliffe and Snaith). In their opening article David Johnson and Roger Johnson remind us of the powerful influences that cooperative processes have on the desired outcomes of teacher education for CL.

As the articles in this special issue report on studies and experiences related to teacher education and learning in various countries, they serve to further accentuate the universal character of the field. Many of the authors attended the IASCE international conference in Odense, Denmark, in 2015, together with educators from a total of 29 countries. As Baloche and Brody state, the quality of presentations and the enthusiasm for all aspects of CL shared by conference participants "were strong indicators of the continuing vibrancy of the field and its relevance in diverse geographical and cultural contexts" (p. 2).

This is surely a volume to be read and reread to enrich our ongoing engagement with innovations and challenges of teacher education and learning for CL.

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Baloche, L., & Brody, C. M. (2017): Cooperative learning: Exploring challenges, crafting innovations. *Journal of Education for Teaching, 43*(3). doi:10.1080/02607476.2017.1319513

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Cooperation Among Other Animals

George Jacobs

The question of whether humans are naturally cooperative or naturally competitive is a longstanding one. For an answer, some people look to the behaviour of our fellow animals. When looking at nonhuman animals, even before we can consider whether they cooperate, we need to first decide if they have the cognitive capacity to cooperate. Fortunately, 2016 was a banner year for books that used non-specialist language to review scientific evidence on the behaviour and thinking of nonhuman animals. For instance, Balcombe (2016) wrote about fishes, and Ackerman (2016) brought together research on birds. de Waal (2016) wrote more broadly about animals generally, and the shift from behaviourism, which saw "animal intelligence" as an oxymoron, to evolutionary cognition, which seeks to understand the actions of species based on how they have developed in relation to the contexts of the specificity of their unique lives and needs.

The following article draws heavily on de Waal's book, *Are We Smart Enough To Know How Smart Animals Are.* Frans de Waal is one of the world's leading ethologists (scientists who study the behaviour of nonhuman animals). Among his book titles are *The Age of Empathy: Nature's Lessons for a Kinder Society, Primates and Philosophers: How Morality Evolved, Animal Social Complexity: Intelligence, Culture, and Individualized Societies,* and *Peacemaking among Primates*, in addition to a 2012 TED Talk. de Waal relies on his 40+ years in the field of ethology to recount changes that have occurred and the research that led to those changes. While reading, I couldn't help but see the parallels between, on one hand, the paradigm shifts in education and, on the other hand, those in ethology. In education we have gone from seeing students as empty vessels to recognising that students are active constructors of their own learning, based on their own contexts and perceived needs. In ethology the shift that de Waal chronicles has been perhaps even more radical, from seeing other animals as things, somewhat akin to objects, to recognising their many cognitive abilities.

The chapter in *Are We Smart Enough …* that is most relevant to the issue of competition and cooperation is Chapter 6 on social skills. Indeed, many books on cooperative learning advise that students need social skills in order to succeed at interacting with others in education and other contexts. de Waal argues that our fellow animals already possess such skills, although, as with humans, other animals sometimes use these skills for selfish motives. de Waal (p. 191) comments "The communal feast that ensues [after successful hunting] is the only way to sustain this sort of cooperation, because why would anyone invest in a joint enterprise if not for the prospect of a joint payoff." However, isn't positive interdependence, a principle that lies at the core of cooperative learning, also potentially about selfish desires, i.e., I help my groupmates because our outcomes are positively correlated? For example, if my groupmates fail the exam, it will bring down my own grade. Let's leave that question aside and return to the evidence of cooperation among our fellow animals.

de Waal's chapter on social skills provides many examples of cooperation among a wide variety of species, including birds and fishes, and even between species, such as between trout and eels, and between humans and killer whales. Cooperation among animals can also take the form of within group cooperation in order to facilitate competition with others outside the group, as humans do in some sports and in wars. There are even examples of altruism, e.g. an adult helping an injured mother carry her child.

The following are examples of various social skills.

Peacemaking. When juvenile baboons fight, their mothers may collaborate to resolve the dispute (Judge & Mullen, 2005).

Recognising status differences. Ravens are able to recognise changes in status position among other ravens (Massen, et al., 2014). de Waal claims that chimpanzees can even recognise status differences among humans.

Teamwork. Hawks work in teams to more effectively hunt prey (Anderson & Franks, 2003).

Sharing. Chimpanzees share the fruits of their joint effort in such a way as to reward those who contributed the

most, even to the extent of depriving those of higher status who contributed less (Boesch & Boesch-Achermann, 2000).

Joint planning. Baboons plan their travel routes, thus displaying a form of social cognition (Kummer, 1995).

Cooperative problem solving. Ravens can cooperate to disentangle problems (Massen, Ritter, & Bugnyar, 2015).

Tolerance. Crows who are more tolerant towards others are more likely to enjoy success (Seed, Clayton, & Emery, 2008).

What struck me in preparing this article was the sheer volume of the research evidence of nonhuman animals' active cooperation. Furthermore, although the number of such publications has increased, some of the studies are ten or more years old. For instance, in 1937, Crawford initiated a famous method of demonstrating cooperation in the greater than human world: cooperative pulling, in which partners need to cooperate to pull a box in order to obtain food placed on top of the box. Non-human primates, birds and elephants have all demonstrated the ability to master this form of cooperation. Crawford's study also shows the actions of one animal to successfully enlist the assistance of a partner who had already eaten, perhaps similar to the way humans attempt to motivate reluctant partners.

One last social skills-related example is too interesting not to share; it concerns dealing with inequality. Brosnan, et al. (2010) describe pairs of primates who perform tasks and receive cucumber slices and grapes in recompense. All the primates prefer grapes. As a result, if one receives cucumber and the other grapes, the participant with the cucumber slices objects and sometimes refuses the food that otherwise is eaten if their peer also receives cucumber slices. Perhaps especially surprising is that sometimes even the participant who receives grapes rejects them due to the inequity of the situation. However, it should be noted that this behaviour is not always displayed by all participants and all species.

No doubt de Waal and other scholars face criticism by those who claim that the case they make for cooperation among nonhuman animals is built on a weak foundation of cherry-picked data interpreted through the self-deceiving eyes of those who want to believe. Furthermore, as always in academia, controversy exists. For instance, Tomasello (2008), a well-known scholar of cognition in both humans and other primates, greatly downplays nonhumans' ability to develop and enact common goals.

In conclusion, substantial evidence seems to exist to reject the view that "dog eat dog" behaviour among humans derives from our "animal nature." Instead, a growing body of research suggests that our fellow animals have the cognitive capacities needed to cooperate and that those capacities are often deployed. Educators might want to draw two implications from this. First of all, we should be more optimistic that our students and colleagues can recognise the benefits of cooperation and put that recognition into action. Secondly, maybe we should encourage our students, colleagues and ourselves to interact more kindly with nonhuman animals, e.g., maybe we should move towards more plant based diets, instead of eating the flesh, milk and eggs of other sentient beings. Regardless of whether other animals have the cognitive abilities needed to cooperate, as Bentham wrote more than 200 years ago: "The question is not, 'Can they [other animals] reason?' nor, 'Can they talk?' but 'Can they suffer?'" (cited in Loughnan, Haslam, & Bastian, 2010).

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Members' Column

Coordinator: Yael Sharan

In this Members' Column, the sixth in the series, the focus is on the contribution of classroom talk to learning. The first contributor, Robyn Gillies[1], an IASCE Board member, is well known for her extensive research in the field. Sharon Ahlquist[2], the second contributor, discusses the role of talk in second language learning. Both contributors emphasize the need to provide students with opportunities to engage in meaningful talk in learning situations (Gillies) as well as in a fictive world created in the classroom (Ahlquist).

Robyn Gillies: Interest in classroom-based talk and its capacity to promote cognitive development and educational attainment has gathered momentum over the last thirty years as studies have emerged that have demonstrated the key role social collaboration plays in the joint construction of knowledge, understanding, and learning, and how such interaction has the capacity to enhance cognitive capabilities and learning. While constructivist approaches to learning advocate the importance of social interaction in the development of students' reasoning and cognition, it is only in recent years that research has demonstrated how children learn from each other and how teachers can harness this information to construct experiences in classrooms to ensure the benefits attributed to such experiences can be developed and maintained.

There is no doubt that teachers play a key role in creating opportunities for students to engage in discussions either with the teacher or class peers in teacher-initiated or peer-based interactions. When this occurs, teachers have opportunities to ask questions that challenge and scaffold students thinking with students, in turn, often appropriating many of these ways of interacting with each other and, in so doing, learning to explain their thinking and elaborate on their explanations. In such classrooms there is more discussion and talking about talk by both teachers and students, so interactions are multi-directional rather than unidirectional, as occurs in many classrooms where knowledge is transmitted rather than transformed. Talk in classrooms where teachers actively seek to transform communication is reciprocal, supportive, and purposeful with teachers and students building on each other's ideas to create cogent lines of inquiry.

Students often relish the opportunity to debate and solve problems that are meaningful to them, discuss alternative propositions, and propose solutions for problems they are investigating. The benefits that students derive from such discussions provides them with opportunities to demonstrate the strategies they use to solve problems, coordinate their thinking processes to co-construct new knowledge about a topic, and, rebut and justify anomalous positions. When this occurs, students learn to sharpen their awareness of others' perspective while developing their own meta-cognitive thinking capacities. In so doing, they learn how they can reconcile these understandings with their own to engage in dialogic reasoning.

Providing students with opportunities to engage in discourse-intensive interactions around tasks that are cognitively challenging is critically important if academically productive talk is to emerge. This is often not easy to achieve because students not only need to master a body of knowledge such as facts, symbolic tools and theories but also how to reason with the ideas and tools that others use. The skills required to engage in this type of interaction often do not emerge naturally; they need to be taught.

One approach to teaching students how to engage critically and constructively with others' ideas while learning how to reason and propose their own ideas is Exploratory Talk (Mercer et al., 1999). In this type of dialogic talk, students learn how to share their knowledge and reasoning with others so gradually over time they are introduced to different social practices and ways of using language to reason and problem-solve together. While this type of talk can occur with the whole class, it is more likely to be situated in small, collaborative group settings where students are engaged in working on a specific problem-solving activity and where interaction with others is vitally important. However, if students are to participate effectively in these types of dialogic exchanges, teachers need to negotiate specific ground rules for group interaction with them. The ground rules for exploratory talk that have been proposed by Mercer et al. include:

1. Ensuring that group members share all relevant information
2. Aiming to reach agreement on topics under discussion
3. Accepting responsibility for the decisions made by the group
4. Articulating reasons for positions adopted
5. Accepting challenges from others
6. Encouraging all group members to contribute to the group discussion

Numerous studies in recent times have demonstrated that exploratory talk can be used successfully in classrooms to enhance students' problem-solving and reasoning.

Mercer, N., Wegerif, R., & Dawes, L. (1999). Children's talk and the development of reasoning in the classroom. *British Educational Research Journal, 25*, 95-111.

Sharon: I agree with Robyn about the role of talk in promoting understanding and learning, not least from a second language perspective. One of the hardest things to do in the classroom is to create conditions that facilitate naturalistic use of the target language. Textbook exercises, where learners are supposed to discuss things, often fail to motivate because they seem irrelevant to the learners' lives. Also, once puberty rears its head, self-consciousness sets in. The teenage and pre-teen self-image is fragile; it's affected by what others think. So if so-called friends laugh at your mistakes, or your teacher corrects you in front of the class, this can have a negative impact. Storyline has much to offer. A fictive world is created in the classroom. The learners work in small groups over, say, a four-to six week period, as characters in a story. This story develops as they work on open key questions, which structure and drive the story, and also link the curriculum content – not just English, but other subjects, including the aesthetic subjects. This last part is important because it's a chance for pupils who are good at art, drama or music, and maybe not so good at languages, to shine. The work that the pupils produce is displayed on a frieze, or maybe the walls of the classroom. The frieze is one way of scaffolding learning. It charts the unfolding story; the teacher can make changes to introduce developments. It is something that the learners can be proud of – there is a sense of ownership. The work on it can also be the basis of things to talk about, which means the learners' work is meaningful and treated with respect.

For instance, in a typical Storyline about families moving in to a new street, one of the early key questions is what is your house like? The learners have already made their characters (who are you?), often as puppets that they use when they speak in role, and now it's time to think about their homes. In the groups, they discuss the kind of house they live in, relating it to the needs of the family they've created. Then they read some real adverts in English and identify words and phrases that they might use in their own advert. After this, those who are stronger at English write the advert, while the others draw the outside and the inside of the house; they can label these with words from the advert. Depending on how much mathematics you include, this could be done to scale. The group then present the house to their neighbours (the class) and say what they like about it, as a family, and individually. With younger learners, the working language might be their first language, but the advert and presentation would be in English. If we go back to what I said above about changes, one change that can be made in this story is that the final plot of land, when everyone has moved in, still has a For Sale on it. The next time the children look, it says Sold and then a removal van and items from the van appear on the frieze. The children speculate from the items about who the new people could be.

The word most commonly used by learners of all ages to describe Storyline is fun: working in small groups, having a bond in the story (such as family members); using imagination; having varied and meaningful tasks. The learners never know what's going to happen next; they actually look forward to coming to school – imagine that! CL principles are integral; everyone's contribution is necessary, and everyone can make that contribution at their own level. That's something you definitely can't say about a textbook.

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Standing Up For Cooperative Learning: Alternatives to Students Usually Sitting

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In addition to facilitating students' learning of standard curricula, such as mathematics, science, social studies and language arts, another role of education systems involves enhancing students' health and their practice of healthful habits. Exercise has long been known as one such healthful habit. More recently, research has suggested that not only does physical exercise in the form of movement benefit students' health, but even when students stay in the same spot, e.g., at their desk, students benefit by spending some of their time standing, rather than sitting (Dempsey, Owen, Biddle, & Dunstan, 2014). Unfortunately, as Hamilton, Healy, Dunstan, Zderic, & Owen (2008, p. 292) noted, "Opportunities for sedentary behaviors are ubiquitous and are likely to increase with further innovations in technologies."

In an attempt to reverse the increase in time people spend standing, various health education slogans have been developed, e.g., "Sitting is the New Smoking" (Victoria State Government, 2016). Furthermore, equipment has been invented to allow people to stand while engaged in activities typically performed while sitting. This equipment includes standing desks (Dutta, Koepp, Stovitz, Levine, & Pereira, 2014). The purpose of the current article is to suggest ways that students can stand while interacting with peers during cooperative learning activities.

One of the first questions that arises when discussing students interacting with one or more groupmates when standing is: How can students write, draw, etc. when not seated at desks or without a lap for their laptops? Standing desks, mentioned earlier in this article, offer a possible solution, and research has begun into their efficacy (Sherry, Pearson, & Clemes, 2016). A much lower cost solution to enable students to write and draw while standing is the use of clipboards. A more high tech way to write while standing involves the use handheld electronic devices, such as tablets and smart phones. Such devices fit with current research on ubiquitous computing (Laru, Näykki, & Järvelä, 2015) as part of mobile learning.

Standing can begin for students as early as in the formation of heterogeneous groups for cooperative learning activities. Heterogeneous grouping allows students to cooperate with a wide range of peers, not just their choice of members (Baloche, 1998). Larson (2014) offered a wide range of ways for students to get out of their seats to form short-term heterogeneous groups, such as finding the classmates who are holding the matching popsicle sticks. Alternatively, students can form lines, either one line per class or smaller lines, for one-time activities (Lynette, 2014). For instance, students can stand and form lines based on their birth dates or on how many servings of fruits and vegetables they normally eat in a day. These lines can be used to construct groups for other activities, or the basis of the line can be used to generate standing discussions, e.g., newly formed groups of two or more can discuss the what, why and how of their average consumption of fruits and vegetables and the effects of this on their health. These discussions can take place with classmates who have similar consumption patterns, or parts of the lines can move so that students can form groups with peers of different eating habits. All the above ideas bring students together with classmates who might not have been their first choice for team members.

Another way for students to stand while engaging in cooperative learning involves just one group member standing, rather than sitting, at their desk or seat (as in a lecture hall), while interacting with the rest of the group, even in a group of two. When only the speaker stands, standing serves as a means for the person to hold on to the speaking turn. Elsewhere in the literature on education and communication, an object, such as a "talking stick", has been used to achieve the same purpose (Changing Minds, 2006). Also, if the speaker is the only group member standing, this may enhance that person's feeling of individual accountability, i.e., the feeling that they need to do their fair share in the group (Johnson, Johnson, & Holubec, 2013).

Standing can also be used when all group members stand and interact. Students can stand throughout the discussion, or standing can be used to promote turn taking, with students sitting after they have completed their turn. When all group members are sitting, everyone can stand again, and the turn taking can repeat. If a particular student is frequently the first one to sit and another group member is often the last one standing, this tells students and their teachers something about the dynamics of the group.

In addition to standing while interacting with groupmates, students can also stand while discussing with members of other groups. One cooperative learning technique for promoting this is known as 4S, with the four Ss standing for stand, stir, stop and speak. The procedure is as follows: First, students all Stand and push in their chairs. Second, students Stir, i.e., they walk around the classroom, mixing with students from other groups, not walking around with their groupmates. Third, on a signal, students Stop walking and form a pair with the classmate nearest to them. Finally, students Speak to their new partner. As with other cooperative learning techniques, 4S has numerous variations. For example, after the Speak step, students can stir again. Then, with their new partner, they can share their interaction with their first partner.

Some classroom activities already involve students in standing, and many such activities already involve peer interaction. Furthermore, all these activities can be enhanced by insights from the cooperative learning literature. An example of an activity in which students stand part of the time is creating, rehearsing, and performing role plays to illustrate concepts the class has been studying. To increase students' standing time while doing role plays, rather than one group presenting to the entire seated class, groups can present to other groups. Thus, in a class of 40 students learning in groups of four, five groups are presenting, each with another foursome serving as their audience, for a total of five performances occurring at the same time. This promotes the cooperative learning principle of maximum peer interactions (Jacobs & Kimura, 2013), i.e., many peer interactions taking place simultaneously. The maximum peer interactions and the standing can continue as the audience stands while providing feedback to the group that just performed.

In conclusion, let us return to the phrasal verb in this article's title, "stand up for", which has at least two meanings. In addition to the meaning used thus far in the article – to adopt a vertical posture – "stand up for" can also mean to support a person, institution, idea, etc. It is to this second meaning that we now turn, i.e., how can we, the readers of the IASCE Newsletter, support cooperative learning. In this brief article, we have attempted to fortify cooperative learning by exploring how it can be applied in different ways to better serve more students and teachers and in more contexts. Furthermore, we have used the IASCE Newsletter as a vehicle for standing up for cooperative learning. We invite you to use the newsletter and other means to stand with us. Thanks in advance.

Acknowledgement: The authors would like to thank Yael Sharan for her feedback on an earlier draft of this article.

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Members' Spotlight

Members share meaningful experiences with CL in their work.

The first contributor to this new feature is **Dr. Jennifer Kerzil** (jkerzil@uco.fr),
who teaches psychology at the Université Catholique de l'Ouest in Angers, France.

I was asked to teach a class for undergraduate psychology students at my university's sister campus in French Polynesia. The situation was quite unusual as it was a small student population and over half of the students had dropped out of the school after the first year (of 15 students, only 7 remained). When I arrived to teach the second year, I learned that 2 of the 7 remaining students were also thinking about dropping out.

Given the situation, it occurred to me on the first day that a classical approach would not be the best way to keep students engaged and stay in class. So, on the second day, I offered them a choice: to continue the class as it had been originally planned or to work with a project-based approach. It was the first time the students were asked for their opinion, and this specific pedagogical approach was new to them. However, they immediately and unanimously voted for the project-based approach.

In my mind, the project-based approach has always been related to cooperative learning procedures: if you want a project to get real, not everybody can to do the same thing and you need to rely on the others for some parts of the process. Most importantly, in this case, one of the students who was already disengaged had experience with project work, so the others had to rely on her for guidance in project methodology. Also, I only explained how to build a questionnaire or how to process data to the students who were working on those parts of the project. But they all needed this information for another class so they had to share their knowledge.
After 2 weeks of this approach, the students saw a real change in their group: they were on time for class everyday, absenteeism dropped, their pleasure for learning and coming to university increased as well as their sense of commitment in their studies.

I have been using this kind of approach with small groups for 10 years now and I am still amazed at the changes it makes in students' commitment and behavior.

The second contributor is **Anju Jolly** (a78nju@yahoo.com), an assistant professor of educational technology at the Vivekananda College of Teacher Education, Nirjuli, Arunchal Pradesh, India.

The students in my class come from diverse socio–cultural backgrounds and have a variety of native tongues. During a lesson where I introduced the concept of micro teaching I observed that some were not able to grasp the concept clearly. Immediately CL came to mind and I asked them to form pairs and take 10 minutes to discuss their questions about micro teaching.

My observation was that, in pairs, students were within their comfort level and discussed the questions based on their own understanding. They found it easy because they could communicate in their native tongues. The students also had an opportunity to interact, share their views and get to know one another better. I feel that pair work is specifically useful for raising the students' level of understanding of a topic and encouraging reflective thinking. It has been most effective in other classes that I teach.

Serendipity

Lynda Baloche

Powers of Two and *The Undoing Project* complement each other well. Both are sufficiently rich that a reader can "pick and choose" which sections to read to develop a better understanding of the nature of high-performance, creative pairs. This understanding could be applied to identifying potential partnerships and sustaining established professional collaborations. Applied to classroom life, it reinforces the need to (a) provide students with the time and support to develop their interpersonal skills and explore a variety of group roles; (b) utilize conflict for learning and development; and (c) develop students' reflective skills.

Shenk, J. W. (2014). *Powers of two: Finding the essence of innovation in creative pairs*. New York, NY: Houghton Mifflin.

Joshua Shenk uses historical research to examine how the work of collaborative pairs can fuel creativity. He examines well-known duos such as Lennon and McCartney, Marie and Pierre Curie, Jobs and Wozniak, and Theo and Vincent Van Gogh to develop a framework to explain how pairs find each other, how they develop their various partnership styles, and why some partnerships endure while others fall apart. He examines research about the power of proximity (even in the digital age) and tacit knowledge. He explores how successful pairs (a) manage power and role preferences; (b) capitalize on differences and similarities in knowledge, skills, and interests; and (c) utilize conflict.

Lewis, M. (2017). *The Undoing Project: A friendship that changed our minds*. New York, NY: W.W. Norton.

Michael Lewis explores the work and collaboration of Daniel Kahneman and Amos Tversky, two psychologists whose work demonstrated how the human mind tended to err, systematically, when forced to make decisions in uncertain situations. Their work helped to create the field of behavioral economics and to advance evidence-based medicine. Decision-making models utilized in the military, sports, and political campaigns have all been influenced by their work. For their work, Tversky was recognized with a McArthur Genius Award and Kahneman a Nobel Prize for Economics. Lewis includes quotes from interviews with Kahneman (Tversky died before Lewis started his project) that mirror what we know about creative collaboration. For instance: "Amos almost suspended disbelief when we were working together . . . and *that* was the engine of the collaboration" (179). "We were quicker in understanding each other than we were in understanding ourselves" (180). Theirs was a complex collaboration that eventually disintegrated. Utilizing Wolf's framework, it is tempting to suggest that, over time, Kahneman and Tversky's collaboration suffered from proximity problems and because they failed to acknowledge and negotiate changing power and role preferences.

Both *Powers of Two* and *The Undoing Project* analyze the mechanics and describe the magic of creative collaboration. They left me with a strong appreciation for the time, work, and commitment that true partnerships require and for the exponential benefits that can result.

From the Journals

Contributors: Jill Clark, George Jacobs and Yael Sharan

Astuti, P., & Lammers, J. C. (2017). Individual accountability in cooperative learning: More opportunities to produce spoken English. *Indonesian Journal of Applied Linguistics, 7*(1), 215-228. doi: 10.17509/ijal.v7i1.6878

The contribution of cooperative learning (CL) in promoting second and foreign language learning has been widely acknowledged. Little scholarly attention, however, has been given to revealing how this teaching method works and promotes learners' improved communicative competence. This qualitative case study explores the important role that individual accountability in CL plays in giving English as a Foreign Language (EFL) learners in Indonesia the opportunity to use the target language of English. While individual accountability is a principle of and one of the activities in CL, it is currently under studied, thus little is known about how it enhances EFL learning. This study aims to address this gap by conducting a constructivist grounded theory analysis on participant observation, in-depth interview, and document analysis data drawn from two secondary school EFL teachers, 77 students in the observed classrooms, and four focal students. The analysis shows that through individual accountability in CL, the EFL learners had opportunities to use the target language, which may have contributed to the attainment of communicative competence—the goal of the EFL instruction. More specifically, compared to the use of conventional group work in the observed classrooms, through the activities of individual accountability in CL, i.e., performances and peer interaction, the EFL learners had more opportunities to use spoken English. The present study recommends that teachers, especially those new to CL, follow the preset procedure of selected CL instructional strategies or structures in order to recognize the activities within individual accountability in CL and understand how these activities benefit students.

*Baker, T., & Clark, J. (2017). Modifying status effects in diverse student groups in New Zealand tertiary institutions: Elizabeth Cohen's legacy for teacher education. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 338–348. doi: 10.1080/02607476.2017.1321675

New Zealand tertiary classrooms are a mix of New Zealand's ethnically diverse domestic students and predominantly Asian international students. This multicultural diversity, while having potential to enhance educational experience, brings challenges for teachers in the use of cooperative learning. A major challenge is status inequality in diverse student groups. Elizabeth Cohen's work on status is relevant to an understanding of status issues in New Zealand educational institutions as it gives educators the sociological framework and the practical tools to meet this challenge. This paper, based on a 12-year research study into cooperative learning resulting in a national teacher education programme run by the authors, examines Cohen's ideas and their relevance to the New Zealand context. It identifies status activators and issues in New Zealand student groups and recommends actions and interventions to modify the activation of status effects. The aim is to give teachers tools to exploit the full range of expertise and experience in diverse tertiary student groups.

*Buchs, C., Filippou, D., Pulfrey, C., & Volpe, Y. (2017). Challenges for cooperative learning implementation: Reports from elementary school teachers. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 296–306. doi: 10.1080/02607476.2017.1321673

Despite the well-established benefits of cooperative learning, implementation remains a challenge. This research aims to document these challenges at the elementary school level, drawing on teachers' beliefs regarding learning as well as the difficulties teachers report. Results indicate that the most frequent instructional strategies reported are traditional ones such as teacher-monitored, collective class discussion, transmission and individual work. The use of these last two is particularly associated with teacher beliefs that learning derives from teacher-delivered knowledge. In general, this research found that teachers do not perceive cooperative learning as very easy to implement; over 40% introduce it occasionally and only 33% use it routinely. Teachers reported that they are particularly ill at ease with embedding cooperative learning in the curriculum, finding the time required for cooperative learning and evaluating pupils when using cooperative learning. Results underline that, in addition to

teachers' learner-orientation beliefs predicting the use of cooperative learning, the more teachers report difficulties in embedding cooperative learning into the curriculum and finding time for it, the less they say they actually implement it. Contributions to teacher education programmes are discussed in the light of these findings.

*Johnson, D.W., & Johnson, R. T. (2017). The use of cooperative procedures in teacher education and professional development. *Journal of Education for Teaching, International Research and Pedagogy, 43* (30), 284–295. doi: 10.1080/02607476.2017.1328023

Two aspects of teacher education for cooperative learning are the content taught and the processes used to teach the content. Of the two, the processes used may have the most powerful influences on the desired outcomes. One important theory related to the processes of learning is social interdependence theory. It posits that there are three ways to structure the learning processes in educational situations: cooperatively, competitively and individualistically. To structure cooperation among participants, five basic elements are needed: positive interdependence, individual accountability, promotive interaction, social skills and group processing. The large body of research on social interdependence indicates that cooperative, compared to competitive and individualistic learning, tends to promote (a) higher levels of achievement, retention and transfer of what is taught; (b) long-term implementation; (c) the internalisation of the required attitudes values and behaviour patterns; (d) the integration of the new procedures into teachers' professional identity; and (e) membership in the community of practice. Each of these processes will be examined in this article.

*Jolliffe, W., & Snaith, J. (2017). Developing cooperative learning in initial teacher education: Indicators for implementation. *Journal of Education for Teaching: International Research and Pedagogy, 43*(30), 307-315. doi: 10.1080/02607476.2017.1321673

This paper examines the impact of supporting pre-service teachers to use cooperative learning in one initial teacher education institution in England. In a context where the government requires all teacher education to be 'school-led' and where school partners do not commonly use cooperative learning (Baines, Rubie-Davies, and Blatchford 2009) this presents challenges. Ensuring that government priority areas are fully addressed also squeezes the time available for pre-service teachers to develop the necessary depth of understanding of cooperative learning. Yet driven by a research-led programme that supports students to examine effective learning and teaching approaches, one university has endeavoured over the last five years to help all its student-teachers understand and adopt cooperative learning. In order to capture the impact, questionnaires and interviews with student-teachers have been utilised each year; results are summarised here together with research carried out by one of the students on the views of her cohort. Two short vignettes of former students in their early years of teaching signal the importance of formative experiences on teachers' positive self-efficacy, and particularly the lasting impact of observing effective practice early in the journey to become a teacher.

Larraz, N., Vazquez, S., & Liesa, M. (2017). Transversal skills development through cooperative learning: Training teachers for the future. *On the Horizon 25*(2),85-95. doi: 10.1108/OTH-02-2016-0004

Purpose: The purpose of this study is to analyze and assess the impact of cooperative learning in the acquisition of generic skills in teaching students. Design/methodology/approach: The methodology underlying this research has a qualitative orientation. An ad hoc questionnaire has been used as an instrument, in addition to a team notebook, and the observation as procedure to analyze the perceptions of the students in the process. Findings: The main results indicate that thanks to the active methodologies, more specifically, the cooperative learning, students develop and improve transferable skills, such as negotiation, leadership, teamwork, reflection, etc. Similarly, the authors have observed improvements in the classroom environment and their social interactions. Research limitations/implications: The limitations and possible implications of this study are in the direction of analyzing the implemented cooperative learning methodology techniques to observe the existence of differences in learning. Moreover, they are also related to the analyzing of individual implications for teamwork to assess group learning and its influence on motivation and teamwork. Finally, they are related to the analysis of the

involvement of observation and self-regulatory mechanisms in the teamwork learning. Practical implications: With this research, the authors incise in the necessary methodological change in universities, responding to the demands of the European Higher Education Area (EHEA) and highlight the importance of using active methodologies. Social implications: Cooperative learning is an effective teacher training tool for future teachers who will have to develop in an interpersonal context and, in turn, will teach students who need to acquire a personal and social skills. Originality/value: This paper evaluates the impact of using active methodologies and how they contribute to the development of transversal or generic competencies in a real context of university learning.

Lee, M-K. (2017). The effects of college English classes using cooperative learning on students' English learning motivations. *Korean Association For Learner-Centered Curriculum And Instruction*, *17*(10), 219-242. doi: 10.22251/jlcci.2017.17.10.219

The purpose of this study is to examine how college English classes have effects on students' English learning motivations. For that purpose, the study was implemented for 15 weeks with fifty-eight Korean university students. Thirty-one of them took the English classes using cooperative learning as an experimental group. The twenty-seven took the English classes traditionally. This study employed the perspective of Self-Determination Theory to investigate the studentsi¯ motivations. The results were as follows. First, English learning motivation of the experimental group showed more improvement than that of the control group, which showed a statistical difference between the both. Second, the experimental group showed more improvement in post-test than in pre-test of English learning motivation, which showed a difference statistically. Third, "identified", "external", and "internal" motivation of the experiment group revealed much improvement through the cooperative learning. These results are supported by students' opinions concerning the cooperative classes. This finding indicates that cooperative learning for English classes have a positive effect on college students' learning motivations. This study is significant in that it shows how college English classes using cooperative learning influence on students' English learning motivations and gives some guidelines for effective English classes.

*Miquel, E., & Duran, D. (2017). Peer Learning Network: Implementing and sustaining cooperative learning by teacher collaboration. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 349–360. doi: 10.1080/02607476.2017.1319509

This article describes an in-service teachers', staff-development model Peer Learning Network and presents results about its efficiency. Peer Learning Network promotes three levels of peer learning simultaneously (among pupils, teachers, and schools). It supports pairs of teachers from several schools, who are linked through a network, to use cooperative learning in their classrooms by implementing an adjustable peer-tutoring programme. The programme offers evidence of the progress of the pupils, and tries to guarantee the sustainability through a three-year, staff-development sequence that replaces the teacher pairs each year. After describing the peer-tutoring programme, results from 20 schools from one network in Spain are presented. These results show the effects on teacher learning on both concepts and attitudes, the decisions that pairs of teachers make to adjust the programme to their context, and the supports needed for success. This programme has been shown to be an effective and efficient way to help teachers introduce and use, in a sustained way, a method of cooperative learning in their classrooms.

Oh, K., (2016). Improving student learning through a team-based learning approach in a retailing math course. *Fashion, Industry and Education, 14*(1), 50-58. doi: 10.7741/fie.2016.14.1.050

Passive learning attitudes and lack of enthusiasm in a retailing math course is quite common and a significant number of students do express their frustrations and struggles by seeking extra help outside the classroom. In order to promote students` active participation in class and to improve their performance and overall satisfaction with the course, a modified team-based learning (TBL) method was implemented in a retailing math course in two consecutive semesters. Implementing TBL into a retailing math course would improve students` accountability for their own learning, increase student interactions and engagement, and develop teamwork and collaboration skills. The scores on the midterm and final tests indicated that students` performance improved especially for the students who scored below 80% on each test when TBL was implemented. Students` reflection on the TBL

activities done in class throughout the semester indicated that these TBL activities help them solidify the concepts taught in class better. They were able to realize their own mistakes and other group members who got the question right helped them understand. To maximize the benefit of TBL, it is suggested to implement TBL within the flipped classroom. Further research is called for to evaluate the effect of TBL on long-term knowledge retention among college students.

Panhwar, A.H. (2017). Cooperative learning and Pakistan. *Grassroots, 51*(1), 296-314.

This research paper presents a critical review of the literature on a structured team learning method namely, cooperative learning. The review aims to evaluate the effectiveness of cooperative learning in large language classes in the context of developing countries. Cooperative learning is not simply group work; it is far more structured form of team work where students work in an organized manner to master objectives of the given task. The theoretical underpinnings of cooperative learning i.e. social interdependence, cognitive and motivational theoretical perspectives indicate that it may be a very effective method to teach any language because it promotes social interaction which is very motivational aspect for the learners' of a language. Furthermore, cooperative learning, alongside improvement in social interaction of students, helps student develop their critical reasoning because social discussion are more likely to focus on cognitive skills. Therefore, empirical research into cooperative learning strategies focusing on their implementation in large English language classes especially is in line with the theoretical underpinnings of cooperative learning. Empirical research suggests that cooperative learning is likely to be an effective teaching and learning approach in large ESL classes.

Parson, V., & Bignell, S. (2017). An Investigation into cooperative learning in a virtual world using problem-based learning. *Online Learning [S.l.], 21*(2). doi: 10.24059/olj.v21i2.796

Three-dimensional multi-user virtual environments (MUVEs) have the potential to provide deeply experiential learning qualitatively similar to that found in the real world. MUVEs offer a pedagogically-driven immersive learning opportunity for educationalists that is cost-effective and enjoyable. A family of digital virtual avatars was created within Second LifeÂ® to investigate the implementation of a problem-based learning (PBL) task within an MUVE. The consensus among tertiary level educators was that the experience provided more immersion and engagement than traditional methods of technological provision, leading to potentially increased depth of learning. PBL appears to be an effective tool for aiding learning within immersive three-dimensional MUVEs.

*Pescarmona, I. (2017). Challenges for cooperative learning implementation: Reports from elementary school teachers. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 328–337. doi: 10.1080/02607476.2017.1319508

This study explores how experimenting with Complex Instruction can broaden teachers' perspectives and develop understanding of the classroom as a complex social and cultural system. It critically presents and interweaves data collected during ethnographic research, which was carried out with a group of in-service teachers, plus four workshops which involved pre-service teachers. Complex Instruction often provides teachers with an unusual experience, which may cause dis-orientation. It is precisely this uncertainty that moves teachers to investigate their own beliefs and dispositions towards teaching and learning, as well as imagining new scenarios for their classes and for themselves as educators. This state of uncertainty strengthens the ability to raise questions about their own practice and makes them more aware of the responsibility of their role in developing a more equal participation in class. The article argues how Complex Instruction can promote a process of reflexivity-in-action and therefore challenge teachers' professional identity.

Semenchuk, Y. (2016). Interactive techniques in the process of teaching students economic terminology. *Bulletin of the Karaganda University (Pedagogy Series), 1*(81), 100-105.

The article analyzes the theoretical premises of teaching students majoring in International Economics special

terminology in a foreign language. The research aims at finding effective and adequate methods of presenting, understanding meaning, memorizing and proper use of economic terms in oral and written communication of English learners. On the basis of theoretical analysis of the above-mentioned problem the paper provides implications for applying interactive forms of work to enhance the quality of teaching students economic terminology in English.

*Stevahn, L., & McGuire, M. E. (2017). The plot thickens: supporting pre-service teachers in authentic use of cooperative learning through the Storypath instructional approach. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 316–237. doi: 10.1080/02607476.2017.1328023

Pre-service teachers typically find it challenging to implement cooperative learning authentically in schools given the complexities of classroom environments. Curriculum integration also is demanding because it requires combining research-informed pedagogies and best practices to promote academic and social learning. This article describes how Storypath, a narrative approach to organising the curriculum, assists novice teachers in skilfully implementing cooperative learning and meaningfully integrating it with other best practices. It begins by describing cooperative learning's central role in Seattle University's Master in Teaching (MIT) programme, along with elements foundational to cooperative work. It continues by explaining how Storypath scaffolds pre-service teachers' capacity to successfully facilitate cooperative learning, then provides a specific example focused on environmental sustainability. The example illustrates how Storypath naturally creates positive interdependence among participants, thereby nurturing compelling successful cooperative experiences in creating the story. The article concludes with reflections on impact from MIT graduates.

Supanc, M., Voellinger, V. A., & Brunstein, J. C. (2017). High-structure versus low-structure cooperative learning in introductory psychology classes for student teachers: Effects on conceptual knowledge, self-perceived competence, and subjective task values. *Learning and Instruction, 50,* 75-84. doi: 10.1016/j.learninstruc.2017.03.006

Using group presentation classes as a control condition, in nine introductory psychology classes we examined the impact of high-structure versus low-structure cooperative learning on N = 259 student teachers' conceptual knowledge, on their self-perceived competence, and on their appraisals of task values. To vary the structure, we first created a lesson plan built upon core principles of cooperative learning, and then eliminated from this plan critical elements structuring students' shared learning. Two-level analyses revealed that students in the two cooperative conditions (a) did better on three knowledge tests administered throughout the course of this one-semester project, (b) developed a more favorable view of their subject-specific competence, and (c) appraised the utility and intrinsic value of task assignments more positively than did the control students. In each of the three knowledge tests, students in high-structure groups outperformed students in low-structure groups. These findings support the hypothesis that structuring procedures enhance the efficaciousness of cooperative learning methods in college classes.

Vallet-Bellmunt, T., Rivera, P., Vallet-Bellmunt, I., & Vallet-Bellmunt, A. (2017). Cooperative learning, perceived learning and academic achievement in teaching marketing. *Educacion XX1, 20*(1), 277-297. doi: 10.5944/educXX1.11408

Spanish universities are incorporating cooperative learning into the capabilities to be achieved by their students. It therefore becomes necessary to take a detailed look at what is meant by cooperative learning, as well as its antecedents and its outcomes. The main aim of this work is to study the relationships between cooperative learning and two of its outcomes, namely student perception of learning (or the subjective learning outcome) and student academic achievement (or the objective learning outcome). In order to achieve our aim, first the concept of cooperative learning is operationalised in four dimensions: interactivity with peers, interactivity with the teacher, commitment and active learning. Second, the concept of subjective learning is operationalised on the basis of student perceptions of the achievements they have attained after carrying out a cooperative learning activity: Team-Games-Tournaments. Finally, an analysis is performed to see how subjective learning

mediates in the relationship between cooperative learning and objective outcome. The framework of analysis consists in an activity carried out on a sample of 319 cases, within a subject called Foundations of Marketing, which is taught as part of the degrees in Economics, Business Administration, and Finance and Accounting at a public university in Spain. The methodology applied involves the use of structural equation models. This research makes three main contributions to the literature. Firstly, it measures the multivariable concept of cooperative learning. Secondly, it manages to nest two databases, one with data concerning the student perceptions and the other with objective data about academic achievement, which has in turn enabled us, thirdly, to find evidence of the direct positive influence of cooperative learning on the student subjective learning outcome and the indirect influence on the objective outcome or achievement attained by the student.

*Weitze, C. L. (2017). Designing pedagogical innovation for collaborating teacher teams. *Journal of Education for Teaching, International Research and Pedagogy, 43*(30), 361–373. doi: 10.1080/02607476.2017.1319511

In this design-based research project, teachers co-created and used a new learning design model, the IT-Pedagogical Think Tank Model for Teacher Teams. This continuous-competence-development method enabled teachers to collaborate and develop innovative-learning designs for students in a new hybrid synchronous video-mediated learning environment. The article presents the IT-Pedagogical Think Tank Model and investigates how this new community of practice was supported and cultivated in the educational institution. The study took place at VUC Storstrøm, Denmark, where teachers taught students attending a full-time, two-year, upper-secondary, general-education programme. The findings were that various platforms, tools and social frameworks supported the pedagogical innovative process and established the team as a professional community of practice in the organisation. The team's identity was strengthened as it added value to the organisation by inviting other communities of practice from the organisation into collaborative competence-development processes. The team members acted as good examples of innovative learning designers and were able to heighten the level of sophistication in the community's pedagogical discussions. The school administration's provision of resources and support was found to be a key factor in successful implementation of the new team meetings.

Zhang, P., Ding, L., & Mazur, E. (2017). Peer Instruction in introductory physics: A method to bring about positive changes in students' attitudes and beliefs. *Physical Review Physics Education Research*, *13*(1). doi: 10.1103/PhysRevPhysEducRes.113.010104

This paper analyzes pre-post matched gains in the epistemological views of science students taking the introductory physics course at Beijing Normal University (BNU) in China. In this study we examined the attitudes and beliefs of science majors (n ¼ 441) in four classes, one taught using traditional (lecture) teaching methods, and the other three taught with Peer Instruction (PI). In two of the PI classes, student peer groups were constantly changing throughout the semester, while in the other PI class student groups remained fixed for the duration of the semester. The results of the pre- and post-test using the Colorado Learning Attitudes about Science Survey showed that students in traditional lecture settings became significantly more novicelike in their beliefs about physics and learning physics over the course of a semester, a result consistent with what was reported in the literature. However, all three of the classes taught using the PI method improved student attitudes and beliefs about physics and learning physics. In the PI class with fixed peer groups, students exhibited a greater positive shift in attitudes and beliefs than in the other PI class with changing peer groups. The study also looked at gender differences in student learning attitudes. Gender results revealed that female science majors in the PI classes achieved a greater positive shift in attitudes and beliefs after instruction than did male students.

* These articles are referred to in the review of *Cooperative learning: Exploring challenges, crafting innovations*, a special issue of JET (Journal of Education for Teaching: International research and pedagogy).

IASCE EXECUTIVE BOARD

IASCE MISSION STATEMENT

The IASCE, established in 1979, is the only international, non-profit organization for educators who research and practice cooperative learning in order to promote student academic improvement and democratic social processes.

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- ☆ Supports the development and dissemination of research on cooperative learning, particularly educator research and inquiry that fosters understanding of the effects of context on implementing cooperative learning.
- ☆ Helps organizations develop structures that enhance cooperation in education, working toward the inclusion of people with diverse backgrounds in our schools and society.
- ☆ Works with local, national, and international organizations to extend high-quality practices of cooperative learning.
- ☆ Sponsors and supports projects that extend the understanding of cooperative-learning principles in different settings.
- ☆ Co-sponsors international conferences that bring together educators from around the world to discuss successes and challenges and to share research and best practices in cooperative learning.
- ☆ Maintains the IASCE website, which provides links to other sites related to cooperative learning, announces opportunities for face-to-face learning, and makes available a variety of resources in the field.
- ☆ Sponsors the IASCE Achievement Awards and the Elizabeth Cohen Award for Outstanding Thesis or Dissertation.

How does IASCE do this?

Through our MEMBERSHIP DUES!

Membership benefits include:

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

  Research and project reports from an international perspective.

  New ideas from practitioners in the field.

  Reports on the latest research and journal publications.

  Book and media reviews.

  Discussions with practitioners and researchers around the world on topics such as cooperative learning and technology, cooperative learning with different ages and populations, cooperative learning in content areas, and teacher education.
- ☆ DISCOUNTS on our international conferences that bring together educators from around the world to share ideas, compare successes, discuss challenges, and review the latest research.
- ☆ Timely NOTIFICATION of publication opportunities, typically cooperative learning themed issues of respected journals, when an IASCE board member is a guest editor of the publication.
- ☆ ACCESS, upon request, to an ongoing database of research abstracts in the field of cooperative learning.

Please visit us on the web at:

www.iasce.net

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

HOW TO JOIN:

Please visit us on the web at

http://www.iasce.net/home/join

If, after visiting our website you need further assistance, please contact office@iasce.net

Types of memberships include:

Individual Memberships

Individual members receive the newsletter and all other communications electronically.

One year—$30

Two years—$50

Three years—$70

Networking Memberships

Networking members (which may be an individual or an institution) receive the newsletter and all other communications electronically. The Networking Membership includes the right to disseminate and use any or all of any IASCE Newsletter for education purposes, for the duration of the Membership period.

One year—$40

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Three years—$80

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A reminder notice about renewal will be sent, via email, approximately one month before the membership expiration date.