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 2018.

We continue to work towards the 22-24 March 2019 conference—*Cooperative Learning in Far-East Asia and the World: Achieving and Sustaining Excellence*—in Taipei, Taiwan. IASCE is co-sponsoring this conference with our long-time friends at JASCE (Japan Association for the Study of Cooperation in Education), with TCL (Taiwan Cooperative Learning) Project, and with NTUE (National Taipei University of Education). The deadline for submitting proposals to present was in July, and the IASCE board is now busy reading proposals from approximately 24 countries! I feel confident that there will be many varied and interesting opportunities to learn about cooperative learning when we meet in Taipei. In addition to learning about cooperative learning, we will have opportunities to learn about Taiwan through a visit to local schools, a Taipei city tour that includes a visit to the National Palace Museum, and a cultural presentation at the IASCE Awards Ceremony. To learn more, and to register, please visit the conference website at http://cl2019.conf.tw/site/page.aspx?pid=901&sid=1228&lang=en. Those who register by 20 December 2018 will receive a discount.

With this newsletter, we welcome two new board members Christine Schmalenbach and Yann Volpé. For those who would like to know more about Christine, Yann, and other board members, contact details and biographical sketches, as well as the document "Purpose, Roles, and Responsibilities of the Board of Directors," are available on our website.

While we welcome Christine and Yann, we also thank George Jacobs, who has chosen to leave the board after a long period of service. I first met George at an IASCE conference in Toronto in 1999. My first impressions of him were that he was a good listener and thoughtful contributor who had a strong commitment to cooperative learning. These impressions never changed as we worked together. I also came to appreciate George as a prolific writer and a skilled editor. Those of you who are long-time readers of the Newsletter will remember that George served as the Editor for several years. More recently he has been a regular contributor based on his work with teachers and his eclectic reading. I have particularly enjoyed the brief book reviews he has contributed that were designed to inform and stimulate our thinking about "cooperation" in other species. George is also an outstanding networker. He regularly works with groups and individuals in a variety of countries. This issue of the Newsletter includes an abstract for a recent article "Cooperative learning: Addressing implementation Issues" that George co-authored with a colleague in Indonesia. Thank you George for your long service to IASCE. We look forward to your continued contributions as you "spread the word and work" about cooperative learning.

Now for the newsletter. In this issue Kumiko Fushino has written a brief report about JASCE and its work in Japan. Through JASCE, Japan has benefitted from a long-term vision for, and the development of, expertise in cooperative learning. Those of you joining us in Taiwan will have the opportunity to learn about this vision and implementation at a plenary by JASCE President Shuji Sugie and in a variety of sessions presented by JASCE members. In a *Spotlight* article, Professor Takumi Ogata provides a brief description of her journey in cooperative learning. Takumi's story is a wonderful example of how moving in new teaching directions takes time, support, and reflection. A similar message is apparent in the book *Effective Peer Tutoring: From Principles to Practical Implementation* which is also reviewed in this issue.

Once again, newsletter editor Jill Clark has provided us with a varied and provocative selection of recent article abstracts. Ethiopia, Turkey, Singapore, Lebanon, Nigeria, Spain, and Iran are just some of the countries represented, and easily identified via the abstracts, as sites for the research described. What struck me was the varied methodologies used which included focus groups, analyses of journals, questionnaires, rating scales, and behavior coding.

We hope that you will join us in Taiwan, in March 2019, when we will have many opportunities to learn about how the power of cooperation in education is being used around the world. One of the reasons I enjoy IASCE conferences is because each location and venue is unique and each local planning committee infuses the conference with local and regional customs, food, and sensibilities. I think I speak for everyone on the IASCE board when I say that we value IASCE conferences because it is very powerful to come together with, and learn from, dedicated and enthusiastic colleagues like you.

Please visit www.iasce.net for updates about the conference!

As always, thank you for your support.

Writing for This Newsletter

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

The newsletter appears three times a year. Please email submissions or questions about them to the editor of the IASCE Newsletter, 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 and literacy
- ☆ CL in a specific country

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 wendy@iasce.net

IASCE CONFERENCE 2019

Cooperative Learning in Far-East Asia and the World: Achieving and Sustaining Excellence

22-24 March 2019

National Taipei University of Education, Taiwan

The International Association for the Study of Cooperation in Education (IASCE)—in cooperation with co-sponsors, Taiwan Cooperative Learning (TCL) project and Japan Association for the Study of Cooperation in Education (JASCE), and our host National Taipei University of Education—is pleased to invite you to participate in this international conference.

2019 will mark IASCE's 40th anniversary and, since its founding, the IASCE has led the way in highlighting and disseminating cooperative-learning research and practice in all aspects of education. JASCE, founded in 2004, has been the leader in supporting systematic implementation of cooperative learning in Japan through workshops, publications, and conferences. TCL project, sponsored by the Ministry of Education in Taiwan since 2012, has promoted the use of cooperative learning in school classrooms, to put into practice Taiwan's 12-year basic education philosophy of active learning, collaborative interaction, and common good.

This conference provides an opportunity to:

- participate in an event based on cooperative values and models that fosters dialogue, respect, and reflection through intentional engagement;
- experience a supportive environment for networking with colleagues from around the world—with a focus on sharing experiences, projects, and research focused on effective uses of cooperation in education;
- learn about long-term projects in Taiwan, Japan, and elsewhere designed to disseminate and sustain the use of cooperative learning in support of educational excellence;
- deepen understanding of how curricular reforms and regional and national initiatives can be integrated into, and supported by, the use of high-quality cooperative learning;
- examine the essential nature of cooperation in developing responsible citizens who are committed to interdependence and life-long learning, and are skilled in self-regulation, creative thinking, and collaborative problem solving.

The conference is appropriate for academics, teachers and other educators at all levels in formal and non-formal education settings, educational policy makers, educational managers and administrators, and others with an interest in exploring cooperative learning and the application of cooperation in all aspects of education—locally, nationally, and globally.

For more information and to register for the conference visit the conference website at
http://cl2019.conf.tw/site/page.aspx?pid=901&sid=1228&lang=en

IASCE Member Bursaries for conference attendance

IASCE members are eligible to apply for financial support to attend the Taipei conference. IASCE has a bursary fund to enable current members to receive financial support for the conference. The bursary amount will cover the costs of registration for the core part of the conference.

Details of the bursaries available for the 2019 conference have been sent to members. If you are a member and have not received this information, please contact the membership coordinator: maureen@iasce.net

Effective Peer Tutoring: From Principles to Practical Implementation

Keith Topping, Celine Buchs, David Duran, and Hilde Van Keer

Reviewed by Lynda Baloche

Effective Peer Tutoring (2017: Routledge) is compact, logical, and user friendly. It is rich in both research and practical implementation strategies. In the Introduction, the authors encourage readers to read the book in stages, reminding them that they can focus on peer learning, cooperative learning, or both. *Effective Peer Tutoring* is organized into four parts: each part begins with an introduction followed by one to three chapters. The clear titles given to each part and chapter, plus the multiple introductions, help readers to both orient themselves and determine their focus. Within each chapter, bullets, tables, and clear introductions and conclusions are utilized effectively to organize the considerable amount of information and detail offered.

In some ways, *Effective Peer Tutoring* is a follow up on *Using Peer Tutoring to Improve Reading Skills: A Practical Guide for Teachers* (2015) by Topping, Duran, and Keer, also published by Routledge. (See review in *IASCE Newsletter 35*[1], pages 3-5.) I found that book to be exciting and was eager to read this second volume. Duran and colleague Ester Miquel also contributed a chapter, "Peer Learning Network: Implementing and sustaining cooperative learning by teacher collaboration" (2017) to the cooperative-learning themed issue of *Journal of Education for Teaching* which was guest edited by IASCE. (See Journal review in *IASCE Newsletter 36*[2] pages 3-4.)

Part I, "Introducing Peer Learning," briefly compares the ideas of cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction). In Chapter 1, "Mutual peer interactions" the authors define these interactions related to learning, and explain the educational and social relevance of mutual interactions. They examine the principles that promote peer interaction and present characteristics of cooperative and collaborative learning. Their discussion of the "differences" between cooperative and collaborative learning is interesting and insightful. They present examples of cooperative learning models as "pedagogical designs to deliberately promote cooperation" (p. 5) and provide a brief discussion of research evidence that supports the efficacy of cooperative learning.

In Chapter 2, "Peer learning," the authors focus on directional interactions. They discuss such practical issues as role disparity, levels of equality and mutuality, same- and cross-age tutoring, reciprocal tutoring, and a variety of configurations for peer tutoring. They examine effectiveness research for (a) diverse outcomes (cognitive, metacognitive, social, affective, and motivational); and (b) diverse types of students (tutors, tutees, high-need and at-risk students). They examine prerequisites for effective peer tutoring, emphasizing that students must be prepared and continually supported to maximize effective interaction.

Part II, "General Principles for Peer Learning" begins with an introduction that will remind cooperative learning devotees (a) of the emphasis several cooperative-learning models place on the development of interpersonal and small-group learning skills, and (b) that the success of peer learning is contingent on the quality of the interactions amongst students. They specifically mention the importance of summarizing, questioning, explaining, co-construction, argument, reasoning, confrontation, and socio-cognitive conflict. For each type of interaction, the authors present research to support its importance and typically provide concrete examples. They include a helpful chart that outlines the difference between *epistemic conflicts* that focus on a search for understanding and *competitive conflicts* that focus on relative competence. While many teachers seek to avoid classroom conflicts, this chart is a helpful reminder that learning-centered conflicts can be quite valuable within cooperative contexts. The authors conclude their introduction with two brief sections. The first reminds teachers that students are unlikely to engage in promotive interaction without encouragement and structure. I suspect observations that suggest this is true have been based in certain cultural contexts; research suggests that this may not be true for all cultures. Nevertheless, their point is well taken and an important safeguard against the possibility that teachers might be tempted to simply tell students to find a partner and work together. The second section mentions, briefly, the concepts of positive interdependence and individual accountability.

In the introduction to Chapter 3, "Preparing learners for constructive interactions," the authors restate their premise that students have been socialized in primarily competitive environments and, therefore, their spontaneous interactions are unlikely to be highly cooperative and conducive to learning with peers. They seek to remedy this through careful preparation of a positive framework for interactional learning. They first examine the importance of values, norms, and attitudes and how these might be developed to support cooperation. Their focus on attitudes is an interesting variation on the standard trio of concepts—values, norms, and roles—that are often considered to be the building blocks of group development. They next examine how to help students get to know each other and develop positive interpersonal relationships. Their goal is the establishment of a positive climate for learning where students feel comfortable and can take risks. In both of these sections, the authors provide concise and varied research evidence for their propositions, plus concrete examples and strategies to help practitioners consider what these concepts might look and sound like in their own classrooms. The next two sections of this chapter examine how teachers can help students focus on understanding rather than just 'getting their work done' and preparing families for student-to-student cooperation. Then the authors examine how to prepare and teach students to use appropriate cooperative skills. Again, they provide both a concise review of research, plus examples and even a T-chart. In this section, they highlight the skills sets of Forming, Functioning, Formulating, and Fermenting often associated with the Johnsons. The authors emphasize the need for repetitive practice, observation, feedback, and the need to practice a skill in multiple contexts. The authors conclude with a strong section on group processing, again with examples and research. Their presentation of research is particularly compelling and worth repeated reading for practitioners who are tempted to bypass student-to-student reflection on their learning and their interactions.

In Chapter 4, "Organizing peer interactions in academic tasks," the authors examine, what I like to think of as, "What does the teacher do to plan learning and cooperation?" They review research related to group size, group formation, random vs. intentional grouping, heterogeneity and homogeneity, and student- and teacher-formed groups. They examine positive interdependence and how positive interdependence can be used to focus on both goals and means. They discuss individual accountability and mutual responsibility, linking both back to positive interdependence. In the section "Scripts and scaffolds for peer interaction" they suggest, through concrete examples, the kinds of thinking practitioners need to do when deciding what strategies and/or structures are appropriate for the learning and interactional goals of any particular lesson. They examine four basic types of interactions—dialogue, processing of information, joint construction of knowledge, and problem solving—and briefly describe three established techniques (from among many) for each. They conclude the chapter with discussions of the importance of teacher monitoring and issues related to the evaluation of peer learning. The topics in this chapter will sound familiar to those individuals well-schooled in cooperative learning models and research; this chapter is however well worth reading. The authors do an exemplary job bringing somewhat disparate avenues of research together in their examination of these key concepts and decisions, and use their considerable collective knowledge to bring into sharper focus some established principles.

Part III, "Practical Propositions for the Classroom" begins with an introduction that both reviews the content presented in Parts I and II and outlines the organization and content of the three chapters that follow in Part III. In each of the following three chapters, examples of peer learning are presented to illustrate a variety of implementation practices. The authors describe each example utilizing the following headings: overview of main objectives, grouping students, preparing students and the material, procedure, and evidence from research. This consistency in formatting is helpful when reading and comparing the various examples. In the Introduction they also include a series of tables that provide an overview of the examples in each chapter. Again, this is a worthwhile organizing device for the reader.

In Chapter 5, "Structuring peer interactions in symmetrical relationships (cooperative learning)," the authors present what I assume are examples of their own experiences implementing cooperative learning—in university settings, in school settings using the Johnson and Johnson Controversy model, and in lower-grade mathematics teaching with students who are viewed as low achieving. With each example, the authors provide considerable detail and provide examples of T-charts, responsibility cards—which they use to define specific roles needed for success—and forms that have been used to structure student reflection on their work and interaction. They emphasize that each example does not necessarily emphasize every principle described in Chapters 3 and 4.

In Chapter 6, "Structuring directional peer interactions in same-age tutoring," the authors present seven examples of same-age tutoring. The examples have been collected from five countries, different educational levels, and

varying subjects. One example is an online reciprocal peer-tutoring project aimed at improving linguistic abilities in Spanish and English. As with the previous chapter, each example includes considerable detail and, when appropriate, helpful flow charts, a bulleted list of effective questions, role cards, student activity sheets, and tables to help the reader organize the considerable information presented.

The final chapter in Part III, Chapter 7, "Structuring directional peer interactions in cross-age tutoring," presents seven examples of cross-age tutoring. The examples are collected from six countries, different education levels, a variety of subjects, and the examples focus on both cognitive outcomes and on skill development. One example describes an online, asynchronous tutoring program. While this chapter follows a similar pattern of headings described earlier, additional headings are included to emphasize step-by-step procedures, monitoring, feedback, and reflection. The authors conclude with the suggestion that, when developing cross age tutoring, it is advisable to develop a school- or institution-wide shared vision related to the objectives and approaches of the program.

Part IV: "Conclusions and Onward Directions" includes just one chapter, "Advantages, problems, potential and challenges of peer learning." In this final chapter, the authors synthesize the advantages and benefits of peer tutoring and identify problems and barriers. They offer advice about maximizing benefits and minimizing problems. This chapter is short but not perfunctory. Throughout this chapter, and the book as a whole, the authors' collective knowledge, understanding, extensive and varied research, and commitment combine to create clear and strong voices. Just as they are proponents of peer learning, the work of each author is supported and augmented by that of fellow authors, plus the hundreds of researchers and writers in their extensive reference section.

To conclude, I will provide excerpts from their final paragraph. It is with these words that I think the authors' level of understanding about the effective implementation of peer learning and their practical and compassionate approach are most evident.

> Yes, peer learning is more complicated than you had realized. But doing anything well always is. However, there is no need to try to absorb . . . [everything] at one sitting, and then enact a perfect . . . project. . . . So start off by trying to implement what seem to you to be some of the most important principles. Observe the effects closely and reflect upon them. Then implement a further project embodying some more of the principles. Go on blending your learning from this book with your learning from what you see in front of you. . . . Try to involve other teachers. Reflect on the projects together and learn from each other. Peer learning . . . [is not just for students]! Progressively, your projects will become better and better as you become more experienced. . . . Eventually much of what now seems complicated will become second nature. (p. 166)

Reference:

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

News from JASCE

Kumiko Fushino

The Japan Association for the Study of Cooperation in Education (JASCE) was as active in 2017 as usual and will celebrate its 15th anniversary this year.

JASCE held a total of 13 workshops in 2017. We were finally able to start the master level workshop, which had long been waited for, in March. The master level workshop is the highest level of the three-level workshops of JASCE, and now we have the basic, advanced, and master level workshops. After completing a series of tough assignments, successful participants of the master level workshop will be certified as an instructor of the basic level workshop. In October, we held an annual conference in Okayama, and more than 200 people participated in it. In addition, many like-minded people formed study groups in various parts of Japan, and members of each group got together regularly to share their ideas, experiences, and knowledge of CL.

2018 is a very special year for JASCE. JASCE will celebrate its 15th anniversary this year. Since its foundation, JASCE has been growing steadily, and now it has more than 500 members. As part of the commemoration, we are planning to publish a book on CL in Japan, we will co-host the 2019 IASCE Conference in Taiwan and we will continue to contribute to the improvement of education in Japan via CL. We will continue to hold three levels of workshops and encourage our members to learn/work together in their local areas.

This year's conference will be held at Baika Women's University in Osaka from November 16 to 18. Please visit http://jasce.jp for more information.

MEMBER'S SPOTLIGHT

Members share meaningful experiences with CL in their work.

Professor Takumi Ogata (t-ogata@baika.ac.jp) teaches nursing at Baika Women's University, Osaka, Japan

Growth of Nursing Educators and Students via Cooperative Learning

Takumi Ogata*

I first encountered Jigsaw when I participated in a workshop in 1991 that aimed to train nursing educators. Regrettably, I had just learned about Jigsaw but did not apply it to my teaching practice. For ten years after that workshop, I just kept providing lecture-style lessons in which I poured knowledge one-sidedly into my students' heads.

However, a planted seed surely has a chance to sprout someday. In 2001, when I was looking for a teaching technique to help nursing students engage more actively in the acquisition of nursing skills, Jigsaw miraculously came to mind. I needed a lot of courage to put the knowledge of Jigsaw written in a book into my teaching practice.

The educational effect of Jigsaw clearly appeared in students' improved learning outcomes and more proactive behaviors. I thought, "This is great!" However, I also encountered strong opposition from teachers who did not understand what I did. In spite of this difficulty, I never released my hand from the practice of Jigsaw because my students tangibly showed the effect of Jigsaw. In addition, I found Jigsaw a very suitable technique to teach nursing students, because Jigsaw's important elements, positive interdependence and individual accountability, are very effective in helping nursing students develop their sense of responsibility and learn the importance of their teammates. I gradually learned to use more CL procedures and deepened my understanding of CL principles, thanks to the workshops held by the Japan Association for the Study of Cooperation in Education (JASCE) and books on cooperative learning.

Lately, the number of nursing educators who put cooperative learning into their teaching practice has drastically increased. When we think about cultivating nursing students who are equipped with qualities and skills necessary for nursing jobs, the increase of the nursing educators who learn and use cooperative learning is very welcoming and meaningful. This is because nursing requires the spirit of cooperation, since nurses work as members of a medical team to provide secure, safe, high-quality services.

Through my experiences, I came up with an idea of creating opportunities where nursing educators can think about education by helping and learning together and going back and forth among theory, practice, reflection, and research. In September 2014, I started the Study Group on Nursing Education through Cooperative Learning in Osaka, Japan, that meets every other month. Participants come from various parts of Japan. The study group has helped members strengthen their bonds, and the members and I are encouraging each other to use cooperative learning in our teaching practice.

*Thanks to IASCE Board member Kumiko Fushino for her invaluable help with this Spotlight.

From the Journals

Contributors: Jill Clark and Yael Sharan

Alavi, S. & Tamimy, M. (2017). An investigation into the role of culture within cooperative learning: The cognitive drivers. *Foreign Language Research Journal, 4*(2), 341-372. doi:10.22059/jflr.2014.62317

This study attempts to investigate how culture affects the cognitive drivers of Cooperative Learning (CL) so that the way for the culturally responsive education, as an imperative for sustainable development, is further paved. For this purpose, perceptions of 241 and 200 Iranian learners of English as a Foreign Language (EFL), arrived at through convenience sampling, were respectively solicited about their culture and experience of group work using two questionnaires whose constructs' psychometric properties were double checked using CFA and Rasch. The data were analyzed using forced entry multiple regression and the results suggest that: (a) the cultural factors can significantly predict the cognitive drivers of CL and as a result, its classroom practice can be troubled by mismatching cultural factors including assertiveness and future orientation; (b) the role of culture, notwithstanding its significance, is not too big to have CL simply abandoned on the pretext of neo-colonialism; (c) contextualized teacher development is necessary to have CL effectively implemented.

Cankaya, S., & Yunkul, E. (2018). Learner views about cooperative learning in social learning networks. *International Education Studies, 11(*1), 52-63.

The purpose of this study was to reveal the attitudes and views of university students about the use of Edmodo as a cooperative learning environment. In the research process, the students were divided into groups of 4 or 5 within the scope of a course given in the department of Computer Education and Instructional Technology. For each group, Edmodo small groups were formed, and the students used these Edmodo small groups to share and communicate with their group friends in relation to the group tasks assigned to them within the scope of the study. This process lasted one academic term. As the data collection tool, an online cooperative learning attitude scale and a semi-structured interview form were used. At the end of the academic term, 15 students were interviewed about their cooperative learning experiences within the scope of the course as well as about how they made use of Edmodo in the process. The results demonstrated that the students had positive attitudes towards online cooperative learning. The findings obtained via the qualitative data analysis were examined under the headings of "social networks used", "preferences of forming groups," "communication within group" and "views about the courses executed via Edmodo."

Chiriac, E. H., & Granström, K. (2012). Teachers' leadership and students' experience of group work. *Teachers and Teaching: Theory and Practice*, *18*(3), 345-363. https://doi.org/10.1080/13540602.2012.629842

Group work is used as a means of learning at all levels of most educational systems. However, teachers often use group work without considering its "pros and cons." Such a mode of non-reflected application may sometimes end up in positive experiences and learning, but the likelihood is that the outcome will be the opposite. The aim of this qualitative study is to address students' experiences of collaborative group work, that is, when working as a group. What features do students emphasise in their experiences and descriptions of constructive and destructive group work? A prime aim is to give the students a voice in the matter. Data was collected by means of six focus groups with students aged 13-16, and a qualitative content analysis was performed. The originality of this research is three-folded. First, it discloses what students consider as important requisites for a successful group work. Their inside knowledge about classroom activities end up in a list (a taxonomy) of crucial conditions for high-quality group work. Second, the conditions mentioned by the students have all been confirmed by recent scientific research. Thus, thirdly, the present study may provide teachers with evidence-based knowledge about successful group work.

Ghaith, G.M. (2018). Teacher perceptions of the challenges of implementing concrete and conceptual cooperative learning. *Issues in Educational Research*, *28*(2), 385-404.doi: 10.13140/RG.2.2.32014.66888

This article reports the results of a mixed-methods study of the perceptions of a selected group of experienced teachers of English as a foreign language of the challenges and potentials of using various cooperative learning methods, in the context of achieving the communicative and social goals of a modern theme-based curriculum. Participants (N = 18) took part in a three-day refresher in-service program, during which they completed a semantic differential scale and kept journals to record their perceptions of the congruence, cost, difficulty, and importance, as well as to express their views regarding the challenges and potentials of using cooperative learning in their respective classrooms. Results revealed that the participants tended to perceive the more concrete Jigsaw cooperative learning methods and the cooperative learning Structural approach to be more congruent to their practices, less costly, and easier to implement; although equally important, to the more conceptual methods of Group Investigation, Learning Together, and Creative Controversy. Likewise, the study showed that all cooperative learning methods and strategies are valued, despite implementation challenges related to teacher knowledge, proper implementation, curriculum alignment and crowdedness, time on task, and school policy.

Healy, M., Doran, J., & McCutcheon, M. (2018). Cooperative learning outcomes from cumulative experiences of group work: Differences in student perceptions. *Accounting Education, 27*(3), 286-308. https://doi.org/10.1080/09639284.2018.1476893

Studies of cooperative learning have focused largely on specific interventions within individual modules. The aim of this paper is to examine the student perceptions of their cumulative experiences at the end of a four-year undergraduate programme, during which cooperative learning work was implemented in a piecemeal manner, and explore how gender and academic ability impact on those experiences. Data was collected using a survey methodology. Students emphasised the process of cooperative learning, including peer learning and social support, rather than the deliverable outputs of group work. Both male and female students reported difficulties, such as dysfunctional interpersonal relationships and organisational challenges; however, these appear to have had a stronger impact on female students. Academic ability influenced the type of benefit students perceived as gained, with higher academic ability students emphasising social aspects and leadership skills. The results suggest that repeated exposure to cooperative learning had benefits, in terms of social benefits, peer learning and transferable skills, even where the manner of its implementation did not conform to the ideal framework for cooperative learning.

Koh, E., Hong, H., & Tan, J. P-L. (2018). Formatively assessing teamwork in technology-enabled twenty-first century classrooms: Exploratory findings of a teamwork awareness programme in Singapore. *Asia Pacific Journal of Education, 38*(1),129-144. doi: 10.1080/02188791.2018.1423952

Teamwork, one of the core competencies for the twenty-first century learner, is a critical skill for work and learning. However, assessing teamwork is complex, in particular, developing a measure of teamwork that is domain-generic and applicable across a wide range of learners. This paper documents one such study that leverages technology to help provide a formative assessment of teamwork. It focuses on the self and peer ratings of a teamwork measure and a pedagogical method, which was trialled as a teamwork awareness programme in a mainstream Secondary School in Singapore. This teamwork awareness programme was incorporated into the school's Interdisciplinary Project Work curriculum. Findings of students' experiences of the programme are described. The teamwork competency dimension of "team emotional support" was rated highest amongst students. Also, students' report gains in teamwork awareness, mixed engagement in reflective practices, and on the real-world relevancy of the programme. Discussions and implications of the findings follow.

Magana, A.J., Seah, Y.Y., & Thomas, P. (2018). Fostering cooperative learning with Scrum in a semi-capstone systems analysis and design course. *Journal of Information Systems Education, 29*(2), 75-92.

Agile methods such as Scrum that emphasize technical, communication, and teamwork skills have been practiced by IT professionals to effectively deliver software products of good quality. The same methods combined with pedagogies of engagement can potentially be used in the setting of higher education to promote effective group learning in software development classrooms. Therefore, the purpose of this study is to integrate both Scrum and cooperative learning guidelines into a systems analysis and design classroom to promote the skills of teamwork, communication, and problem-solving while learning systems analysis and design methods. This integration was implemented in a sophomore, semi-capstone design course where students were engaged in collaborative classroom activities. Two different approaches - overlapped approach and delayed approach - were used in two different semesters for this implementation. Based on the analysis of student performance in the course, student reflections on their team performance, and student overall perceptions of the teaching approach, this study suggests that the integration of cooperative learning and Scrum serves as guidance for students to effectively analyze and design software solutions, as well as to reflect on their team performance and learning process. In addition, a delayed approach for Scrum implementation appears to effectively support student learning by providing better and earlier feedback.

Munir, M.T., Baroutian, S., Young, B., & Carter, S. (2018). Flipped classroom with cooperative learning as a cornerstone. *Education for Chemical Engineers, 23*, 25-33. doi: 10.1016/j.ece.2018.05.001

This article discusses the reasons for flipping a classroom in an Engineering course and for including cooperative learning, supported by the literature. The case study then notes the challenges in changing the teaching mode, for example, in building front-loaded resources, and in coaxing students into using them. Bloom's taxonomy enables constructive alignment, adding a significant third pedagogic adjustment. Evidence from students shows what worked and what didn't. Findings were likely to alert other lecturers attempting greater student engagement to what is entailed and to the commonality of time-expense when improving learning outcomes. Then student feedback on the learning experience was analysed to show their perspective on the changes, and to be used to fine-tune the course for a second cycle of action research. The results showed that flipped classroom helped to develop and improve students' learning and critical analysis skills. Furthermore, cooperative learning improved students' communication skills and enabled them to build their teamwork and problem-solving skills. More than 90% of students agreed that flipped classroom with cooperative learning enabled them to extend their skills. Nonetheless, we show how much work is required to achieve this, and what pitfalls lie in the way.

Nwabueze, A. I., & Igbinedion, D. A. (2018). The implications of cooperative learning strategy on students' academic achievements. *African Journal of Education and Technology, 3*(1), 115-124.

This study examined the influence of cooperative learning strategy on undergraduates' academic achievement in universities in Rivers State, Nigeria. For the purpose of the study, three research questions and two hypotheses were posed. This study adopted a descriptive survey design and the population comprised the final year students of the Federal and State Universities in Rivers State namely: University of Port Harcourt, and Rivers State University of science and technology, Nigeria. There are seven thousand five hundred final year undergraduates in the faculties of Education, Sciences, Humanities, Social Sciences and Engineering. Stratified random sampling technique was used to select 1,200 undergraduates as the sample size, which represents 16% of the population. Questionnaire tagged "ICLSUAAQ" was the instrument used for data collection. Using test re-test method, the reliability test yielded a reliability index of 0.87.Mean scores and rank order were the statistical tools used for the analysis of data, and z-test was used to test the hypotheses. The findings revealed among others that cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned materials, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. Based on the findings, it was revealed that students should be encouraged to take active part in cooperative learning so as to promote better high-level reasoning and critical thinking skills.

Opdecam, E., & Everaert, P. (2018).Seven disagreements about cooperative learning. *Accounting Education, 27* (3), 223-233. doi: 10.1080/09639284.2018.1477056

Accounting education faces significant challenges in many countries as it seeks to meet the demand of the profession in the twenty-first century. One of those requirements is that young professionals have teamwork skills. Therefore, many universities include group work activities in their curriculum. In the daily experience, however, students and instructors sometimes hold negative feelings about cooperative learning. Therefore, this article addresses seven disagreements on cooperative learning, frequently mentioned by students and instructors. In particular, (1) group work is only invented to reduce grading time; (2) putting students into a group turns them automatically into a team; (3) teamwork certainly has a positive effect on student satisfaction; (4) free riding, social loafing, or a reduction in effort are simply inevitable; (5) peer assessment solves all problems; (6) guiding teamwork is a piece of cake; and (7) teamwork reduces the individual student's workload. The paper gives a voice to these issues and provides suggestions for improvement in relation to any or all aspects of cooperative learning in accounting education. A theoretical framework of cooperative learning is presented and ideas to overcome many (or all of the) problems on group work are provided.

Opitz, E.M; Grob, U., Wittich, C., Häsel-Weide, U., & Nührenbörger, M. (2018). Fostering the computation competence of low achievers through cooperative learning in inclusive classrooms: A longitudinal study. *Learning Disabilities: A Contemporary Journal, 16*(1),19-35.

Fostering peer interaction and shared learning is an important aim of inclusive instruction. However, it has not been established whether it is possible to offer explicit and intensive support for low achievers in inclusive settings. This longitudinal study examined whether a structured program that includes cooperative learning fosters computational competence and flexible strategy use by low achievers in mathematics in inclusive classrooms. 126 persistent counters from 35 inclusive classrooms in grade 2 participated in a structured intervention lasting ten weeks, under three conditions: Cooperative learning (CL, students working in pairs during seatwork), individual learning (IND, students working individually during seatwork) and a control group (CG) with "business as usual." Even when there was substantial class-specific differential development during group-based interventions, between pre- and posttest, results showed no statistically significant main effects for either of the two intervention conditions relative to the control group. However, compared to the CG-group, the CL intervention showed a higher slope for pretest performance, indicating that students with a higher level of computation competence benefited relatively more from the CL intervention than students with similar preconditions in the CG. The results provide evidence that multiple approaches are needed; approaches which combine well-structured programs stimulating cooperative learning and shared learning situations with intensive and individualized measures are of benefit for students with very low mathematical competence.

Palomares-Montero, D. & Chisvert-Tarazona, M. (2016) Cooperative learning: A methodological innovation in teacher training// El aprendizaje cooperativo: una innovación metodológica en la formación del profesorado. *Cultura y Educación, 28*(2), 378-395. doi: 10.1080/11356405.2016.1158448

Cooperative learning is an important methodological strategy to develop students' general competencies. In this paper, we show an educational innovation experience of cooperative learning developed as part of the 'Educational contexts and processes' subject of the Speciality in Technology and Industrial Processes of the Master's Degree in Secondary Education Teaching at the University of Valencia, during the 2011–12 academic year. The innovation experience becomes 'meta-experience' since it allows students to reflect on their own knowledge in building the learning process. The overall objective of this experience is to develop attitudes and skills for cooperative learning in future secondary education teachers. To this end, we designed the activity 'Short Film' that employs cooperative learning as a methodological strategy to foster learning and media literacy. The experience gave students the opportunity to reflect, discuss and be involved in their learning process. Furthermore, the academic results were excellent and students valued the educational innovation in a positive way.

Premo, J., & Cavagnetto, A. (2018). Priming students for whole-class interaction: Using interdependence to support behavioral engagement. *Social Psychology of Education.* doi: 10.1007/s11218-018-9445-y

Student interaction at a whole-class level is tied to learning outcomes, but encouraging students to engage with their peers at a whole-class level is difficult. While little research has sought to promote student engagement with one another at this level, one factor that has been shown to increase student interaction in pairs and small groups is student–student interdependency. Yet, to date, no studies have attempted to examine the impact of prior interdependency at this smaller scale on students' interactions as a whole-class. The current study tested this relationship in an undergraduate class learning science content (n = 19) through structuring interdependency (task and resource) during science learning. Students completed six science learning sessions each of which included a science learning activity followed by a whole-class concept mapping task. Students were audio and video recorded during the whole-class task, and then individual student behavior was coded in 10 s intervals during the first 10 min of each session. Generalized regression results showed that adding small group interdependency during learning predicted significantly more student science discussion (R 2 = .05) and supportive interactions (R 2 = .16), while predicting decreased expressions of science misunderstanding (R 2 = .07) during the whole-class task. Additionally, the combination of task and resource interdependency predicted a further decrease in student expressions of misunderstanding (R 2 = .07), but also increased student social distraction in comparison to task interdependency alone (R 2 = .28). Together these findings suggest that prior interdependency can be leveraged to increase student behavioral engagement at the whole-class level.

Premo, J.,Cavagnetto, A., & Davis, W. (2018). Promoting collaborative classrooms: The impacts of interdependent cooperative learning on undergraduate interactions and achievement. *CBE life sciences education, 17*(2), 1-16. doi: 10.1187/cbe.17-08-0176

Collaboration is an important career skill and vital to student understanding of the social aspects of science, but less is known about relationships among collaborative-learning strategies, classroom climate, and student learning. We sought to increase the collaborative character of introductory undergraduate laboratory classrooms by analyzing a 9-week intervention in 10 classrooms (n= 251) that participated in cooperative-learning modules (promoting interdependence via a modified jigsaw technique). Students in an additional 10 classrooms (n = 232) completed the same material in an unstructured format representative of common educational practice. Results showed that, when between-class variance was controlled for, intervention students did not score higher on weekly quizzes, but science interest and prior science experience had a reduced relationship to quiz performance in intervention classrooms. Also, intervention classrooms showed increased collaborative engagement at both whole-class and individual levels (24 students at three time points), but the intervention was only one of several factors found to account for late-intervention classroom collaborative engagement (prosocial behavior and discussion practices). Taken together, findings suggest that integrating interdependence-based tasks may foster collaborative engagement at both small-group and whole-classroom levels, but by itself may not be enough to promote increased student achievement.

Renandya, W.A., & Jacobs, G. (2017). Cooperative learning: Addressing implementation issues. *Indonesian JELT, 12*(2), 101-103.

Although cooperative learning (CL) has been shown to be an effective method to increase students' levels of engagement in the language classroom, not all teachers use it regularly. Some may not fully understand its theoretical rationales, some may not be aware of its potential language learning benefits and some may just feel that CL takes up too much of instruction time. In this paper, we first provide the key theoretical principles behind CL and discuss four such principles that research has shown to be essential. These are positive interdependence, maximum peer interactions, equal opportunity to participate and individual accountability. In the last part, which forms that bulk of this paper, we discuss common concerns teachers have about CL and offer practical suggestions of addressing them.

Sanchez-Hernandez, N., Martos-Garcia, D., Soler, S., & Flintoff, A. (2018). Challenging gender relations in PE through cooperative learning and critical reflection. *Sport Education and Society.* doi: 10.1080/13573322.2018.1487836

Research continues to highlight how gender is reproduced through pedagogical practice in Physical Education (PE), but there has been much less focus on how it might be challenged. This paper reports on an intervention that used cooperative learning and critical reflection to challenge gender relations in PE, using football, in a school in Valencia, Spain. The intervention was specifically constructed as a form of critical pedagogy to create an inclusive learning environment, a safe space talk about sexism, and help students question and move beyond traditional notions of gendered embodiment. The paper responds to the call for research on the use of models based pedagogy for challenging sexism in PE. Through a critical ethnography, research findings showed how the explicit inclusion of critical pretexts engaging students in reflecting on gender was important to the success of the intervention, particularly the provision of a space for girls to reflect on their experiences of football and sexism in PE, and for boys to listen and hear this. The change to cooperative learning led to a shift in the class climate between students, with most of the girls reporting feeling more valued and included. The improved class climate resulted in better engagement in the classes from students. While some of the boys exhibited more positive attitudes towards girls and their football abilities, some of the more able boys were critical of the approach for its relative lack of engagement with the development of football, beyond skills and techniques. These findings point to both the possibilities and ongoing work necessary to challenge gender relations through a critical pedagogy in PE.

Shipke, R.C. (2018). Cooperative Learning and Web 2.0: A social perspective on critical thinking. *Journal of Educational Multimedia and Hypermedia, 27*(2), 193-208.

This article discusses how cooperative learning as a socioinstructional approach, relates to both socially-based emerging technologies (i.e. Web 2.0) and to critical thinking with respect to co-cognition. It begins with a discussion of the importance of connecting cooperative learning, Web 2.0, and critical thinking. This is followed by the need to understand not only the differences between cooperative and collaborative learning but also the learning spectrum they create as well as how students perform and learn in these social contexts. It also connects critical thinking and learning theory, distinguishes the levels of critical thinking, discusses how cooperative learning supports critical thinking and why Web 2.0 is a proper platform for teaching critical thinking. It concludes with suggestions and a planning rubric for addressing aspects of cooperative learning and aspects of critical thinking in instructional planning for Web 2.0.

Sormunen, E., Tanni, M., Alamettälä, T., & Heinström, J. (2014). Students' group work strategies in source-based writing assignments, *Journal of the American Society for Information Science and Technology,* 65(6), 1217-1231. doi: 10.1002/asi.23032

Source-based writing assignments conducted by groups of students are a common learning task used in information literacy instruction. The fundamental assumption in group assignments is that students' collaboration substantially enhances their learning. The present study focused on the group work strategies adopted by upper secondary school students in source-based writing assignments. Seventeen groups authored Wikipedia or Wikipedia-style articles and were interviewed during and after the assignment. The interviews were analyzed to identify the key activities which the students undertook, the ways the group work was conducted in these activities and how the students justified their choice of group work strategies. Group work strategies were analyzed in six activities: planning, searching, assessing sources, reading, writing and editing. The students used two cooperative strategies: delegation and division of work, and two collaborative strategies: pair and group collaboration. Division of work into independently conducted parts was the most popular group work strategy. Also group collaboration, where students worked together to complete an activity, was commonly applied. Division of work was justified by efficiency in completing the project and by ease of control in the fair division of contributions. The motivation behind collaboration was related to quality issues and shared responsibility. The authors suggest that the present designs of learning tasks lead students to avoid collaboration increasing the risk of low learning outcomes in information literacy instruction.

Turgutİlknur, S., & Turgut, G. (2018). The effects of cooperative learning on mathematics achievement in Turkey: A meta-analysis study. *International Journal of Instruction*, *11*(3), 663-680. doi: 10.12973/iji.2018.11345a

In this research, the effects of cooperative learning on mathematics achievement in Turkey were examined by meta-analysis method. For this purpose, the average effect size value and the average effect size values of the moderator variables (cooperative learning technique, education level, learning domain and implementation period) were calculated. MetaWin and Comprehensive MetaAnalysis (CMA) statistical programs were used for the analysis. Based on the inclusion criteria, 59 effect size values for 47 studies were calculated. Hedges's g coefficient was used when the effect sizes were calculated and the confidence level was accepted as 95%. The average effect size value was 0,840 with 0,077 standard error which was calculated by the random-effects model. As a result, the effects of cooperative learning on mathematics achievement is moderate and positive.

Umemoto, T., Tanaka, K., & Yanada, N. (2018). Development of a motivational regulation strategies scale for cooperative learning. *Shinrigaku kenkyu: The Japanese Journal of Psychology*. doi: 10.4992/jjpsy.89.17217

This study developed a motivational regulation strategies scale for cooperative learning, and examined the relationships among strategies, motivational factors, and engagements. First, a self-reported questionnaire with open-ended questions was administered to 261 undergraduates, and 46 items were developed for the motivational regulation strategies scale. Next, a self-reported questionnaire pertaining to these items was administered to 284 undergraduates. A factor analysis indicated a five-factor structure for motivational regulation strategies in cooperative learning. The results of a partial correlation analysis among these strategies, self-efficacy, and intrinsic value supported the construct validity of the scale. The results of multiple regression analysis indicated that behavioral engagement was positively correlated with strategies to enhance a sense of duty, self-efficacy, and intrinsic value. Emotional engagement was positively correlated with active interaction strategies, strategies for structuring learning activities, and intrinsic value, and was negatively correlated with strategies to enhance a sense of duty. The effect of motivational regulation strategies on cooperative learning is discussed based on the present findings.

Wondwosen, T. A. (2018). , Students' attitudes towards cooperative learning (CL) in EFL writing class. *Arabic Language, Literature & Culture, 2*(3), 60-68. doi: 10.11648/j.allc.20170203.12

This study focused on assessing whether or not there were differences between male and female students' attitudes towards cooperative learning (CL) in learning writing skills based on English for Ethiopia Grade Seven Pupil's Book. The study involved ninety students who were attending their lessons at the same school. The data for the study were gathered through questionnaires. In order to see the actual happening and to triangulate the findings of the questionnaires, interviews were conducted and classrooms were observed. The results of the study showed that the students who were administered questionnaires and interviewed understood the benefits of using CL during writing though the number of students in each class was large, and they had poor background knowledge of English. The classroom observations proved that the number of students in each class was large; the teachers could not follow up and monitor their learners appropriately while the students were working on the writing activities in groups; the students frequently used their mother tongues rather than English during group discussions; the teachers did not set a time limit for the discussions, and there was no practice of evaluating the writing group activities after CL. Moreover, the mean results indicated that female students had better attitudes towards CLin learning writing skills. However, their difference is not statistically significant. The summary of the findings indicated that the writing lessons in the students' English textbook should be taught through CL though there were some problems that have been mentioned above to practice them in the classrooms.

Wang, L. (2018). A study of students' English cooperative learning strategy in the multimedia environment. *Theory and Practice in Language Studies, 8*(6), 601-605. doi: 10.17507/tpls.0806.07

As a new learning mode, cooperative learning is of great significance to the students' learning and development. In our country it has achieved remarkable results, and its implementation of a wide range, especially in the field of English teaching has made great achievements. This essay starts with the background and development of cooperative learning. From the characteristics of the multimedia environment, we make a comprehensive discussion of how to use effective means, multimedia network environment and the multimedia tools, to promote students' English cooperative learning. Multimedia environment in the application of cooperative learning has produced some magical effects. Students can search for English language learning materials, and the study model can help students to establish a cooperative team to start learning together. At the same time, the teachers assist to guide, and ultimately achieve better results than the traditional teaching.

Xue, G., & Lingling, L. (2018). A comparative study on cooperative learning in multimedia and network environment used by English majors between China Mainland and Taiwan. *Advances in Language and Literary Studies, 9*(1), 127-135.

This paper is first based on the theory of cooperative learning research. It analyses the characteristics and advantages of cooperative learning under the multimedia network environment. And then takes China Three Gorges University and Taiwan I-Shou University English major students for example, using questionnaires and interviews to investigate the students' cooperative learning in the network environment. Survey results showed that cooperative learning teaching mode has been widely used in English classrooms across the Taiwan Strait. Students think highly of cooperative learning in the multimedia-aided, and it can have a positive effect on learning; but on cooperative learning ability and the specific learning process, students still have some problems. Nowadays,cooperative learning in the network environment has various ways, but there exist certain differences in the learning styles across the Strait. Taiwan students rely more on teachers' help and teachers' feedback, while students in mainland depend mainly on networking and panel discussion. On qualitative analysis of interview is a supplement to the questionnaire and further explore its deeper causes, which provide valuable evidence for the study and learning practice. Finally, according to the comparative analysis,the author puts forward some constructive suggestions.

Yazuv, O., & Arslan, A. (2018). Cooperative Learning in acquisition of the English language skills. *European Journal of Educational Research, 7*(3), 591-600. doi: 10.12973/eu-jer.7.3.591

The purpose of the study is to reveal the effect of cooperative learning on language skills in an English course. The study was carried out for 5 weeks with 66 students studying at the 10th grade at an Anatolian high school in the district of Karade niz Eregli in Zonguldak during the fall term of the 2015-2016 academic year. The design of the study was 'nonequivalent control groups pre-test post-test' which is one of quasi-experimental designs. Data were gathered using an achievement test measuring students' vocabulary knowledge, grammar knowledge, reading comprehension and listening skills. Results showed that cooperative learning had a larger effect on vocabulary knowledge, grammar, listening and reading skills compared to traditional method.

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