International Association for the Study of Cooperation in Education
IASCE

IASCE Newsletter Volume 37 Number 3 December 2018

Table of Contents

Dear Colleagues,

IASCE is pleased to bring you the third member newsletter of 2018.

The IASCE Board has Taipei 2019 on our minds, and I will begin with information about the 22-24 March conference.

We anticipate welcoming presenters from 24 countries who, over the span of three days, will engage us in over 90 presentations, discussions, and activities.
On the morning of Thursday 21 March, our colleagues at TCL (Taiwan Cooperative Learning) have arranged for school visits.

In addition to registering for the school visits, many participants are also registering for two events that have been designed for participants to learn more about Taiwan and to network with others. These include a City Tour on Thursday 21 March in the afternoon and a conference dinner on Saturday 23 March.

The conference "kicks off" in the evening of Thursday 21 March with a fun and informal event designed to encourage people to get to know each other. The conference ends in the afternoon of Sunday 24 March with another informal event designed to encourage people to reflect on their experiences and consider how to pay them forward.

The conference includes three plenary events with opportunities to learn about cooperative learning in Taiwan from President Chang (NTUE: National Taipei University of Education), cooperative learning in Japan from Professor Sugie (JASCE: Japan Association for the Study of Cooperation in Education), and cooperative learning around the world from Laurie Stevahn (IASCE Board).

Early on the evening of Saturday 23 March, all conference participants are invited to an Awards Reception during which IASCE will present a Lifetime Achievement Award, a Service and Activism Award, and three Elizabeth Cohen Awards for Outstanding Dissertations. Participants will have the opportunity to meet the recipients and, on Sunday, may choose to attend a variety of sessions presented by them.

The conference website is available from the homepage of the IASCE website at www.iasce.net. As the conference program is finalized, we will post it and other updates as well.

As you have come to expect, this issue of the newsletter includes a variety of abstracts that describe work from multiple continents and contexts related to cooperative learning. This issue also includes a review of a recent book *Cooperative Learning for Intercultural Classrooms: Case studies for inclusive pedagogy* by Kate Ferguson-Patrick and Wendy Jolliffe. Wendy is an IASCE Board member and both Kate and Wendy will join us in Taipei. In each issue of the 2018 newsletters, we have included reviews of book-length volumes related to cooperative learning. The wealth of abstracts and these book-length projects speak well to the robustness of the field.

I would like to thank Yael Sharan for contributing an interesting and informative interview with Christine Schmalenbach, our newest board member. We first met Christine in Scarborough in 2013 and we are delighted she has joined us on the IASCE Board. Those of you joining us in Taipei will have the opportunity to meet Christine and learn more about her work.

As I have reviewed the features in this edition of our Newsletter, and thought about traveling to Taipei in March 2019, I am again reminded that cooperative learning has a rich history and ever-expanding practice and I feel grateful for all I have learned and all the dedicated and interesting people I have met along the way. On behalf of the entire board I want to thank you, our members. You work in so many ways to contribute to this richness and to building vibrant, cooperative, and inclusive learning communities throughout the world. We are grateful for your work and for your support.

We hope to see you in Taipei.

C 

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 over 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.

Registration

Last day for presenters to register:
1 February 2019
Last day to register without late registration fee:
28 February 2019

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

Cooperative Learning for Intercultural Classrooms

Case studies for inclusive pedagogy

Kate Ferguson-Patrick and Wendy Jolliffe

Reviewed by Jill Clark

Kate Ferguson-Patrick and IASCE Board member Wendy Jolliffe have collaborated to produce this short guide to implementing Cooperative Learning (CL) aimed at pre-service and in-service teachers, schools and teacher educators. The authors assume little prior knowledge of CL and the book is presented as a learning guide, combining an overview of research and theory that underpins the CL pedagogy with case studies, practical activities, structures and a 10 phase plan for implementing CL in the classroom. Each chapter begins with an outline of the learning objectives and ends with a summary of the main points covered. Key learning points are highlighted throughout the text along with guiding questions and activities to encourage the reader to reflect and check their understanding of the concepts presented. An extensive range of references to established CL research at the conclusion of each chapter offers readers the opportunity for further study and two appendices outline types of CL and provide a wealth of CL structures that teachers can use in their classrooms. This user-friendly format means that this is an accessible text that engages the reader and provides an effective balance between research and practical advice.

In the Introduction the authors explore the concept of CL as a research validated pedagogy that supports the teaching of 21st century skills and inclusive learning. The term 21st century skills refers to a broad set of knowledge, skills and attitudes that students need in order to function well in a globally connected world and implies new ways of teaching and learning. Some of the skills identified by The Organisation for Economic Co-operation and Development (OECD) include collaboration, communication, creativity and innovation, critical thinking and problem solving, adaptability and initiative, global awareness and citizenship. In addition to these skills students need to develop intercultural competence, "the ability to communicate effectively and appropriately in intercultural situations" (Perry and Southwell, 2011). CL, when effectively implemented, has the potential to develop these skills and attitudes needed for the 21st century. The authors also view it as a culturally responsive pedagogy that supports inclusive learning, "Cooperative Learning is the key to preparing our students for the globalised world and a key culturally responsive pedagogy" (p.42).

Chapter one *Understanding theory and principles* introduces the fundamentals of CL. It begins by looking at teacher beliefs and how they influence practice. Implementing CL can be a challenge not only for learners but also for teachers as it changes the norms and dynamics of the traditional classroom. Readers are asked to examine their own conceptions of teaching and learning and their attitudes towards authority and control in the classroom. This is a valuable exercise as teachers need to understand that implementing CL requires changes in classroom organisation and management.

A range of theoretical perspectives that underpin the pedagogy, including motivational, cognitive developmental, cognitive elaboration and social interdependence, are outlined in this chapter to explain why working cooperatively can lead to enhanced social and academic learning. The role of talk as a vital element of effective learning is also discussed along with the key principles that support effective CL in the classroom and a range of practical suggestions for incorporating the key principles in cooperative work. I was pleased to see the authors place importance on the need for teachers to devote time to develop cooperative behaviours in students. It is well documented in CL research that simply putting students into groups and expecting them to work cooperatively does not ensure that they will do so. Learning to work cooperatively is a developmental process. The authors stress the need for teachers to structure group tasks to promote participation, to provide explicit and ongoing teaching of small group and interpersonal skills and to assist students to develop reflective and group processing skills, all necessary elements of effective cooperative work.

The work of Elizabeth Cohen and Isabella Perscarmona is used to outline the potential for CL to overcome status issues in the classroom and to support the development of a more inclusive and democratic environment for students. This discussion is supplemented by an interesting research study by Kate Ferguson-Patrick which examines

links between the use of CL and the emergence of democracy classrooms which are inclusive and socially supportive.

In Chapter two *Case studies in cooperative learning from around the world* the authors have collected 11 case studies from primary and secondary schools in England, Sweden, Hong Kong, India, Singapore, Italy and Australia to showcase the use of CL in different schools and in different contexts. The case studies are varied and informative, demonstrating the successes and some of the challenges involved in implementing CL and offering readers an insight into a variety of ways of adapting CL strategies to suit different contexts. I was particularly interested in the Storyline approach used in English language teaching in a village school in Sweden. In Storyline students work in small groups to create a fictitious world and take on the role of characters in a story. As the story develops the students act to resolve incidents and problems. The outcomes for the students were improvements in their use of grammar and vocabulary and a greater willingness to speak English and, most importantly, a recognition that learning with others could be fun.

The inclusion of these case studies is a particular strength of the book as they not only provide compelling examples of the effective use of CL by passionate teachers but also clearly demonstrate the power that effectively implemented CL has to engage, support and motivate learners.

Chapter three *Implementing cooperative learning in the classroom* introduces a 10 phase implementation strategy designed for teachers to adapt and use in their classroom. Again, I liked the emphasis on the importance of laying the groundwork for the introduction of CL by establishing a cohesive and safe environment for learners, developing new classroom norms, team building and teaching social skills by establishing the need for the skill, defining the skill and giving guided practice in its use. The authors remind teachers that developing cooperative behaviours in learners is an ongoing process. The discussion of these phases of implementation are accompanied by short case studies and practical cooperative activities for teachers to use in preparing learners for cooperative work. Teachers are encouraged to deal with potential barriers to the introduction of CL and to carefully plan the implementation beginning with paired work before moving on to larger groups, informal groups before more formal task groups and simple structures and non-complex tasks before moving to a wider range of more complex tasks. Formative and summative assessment methods including rubrics, self-marking, peer-marking, activity evaluation and personal learning stories and logs are also discussed with supporting examples. This chapter is full of practical advice and accessible activities which will assist teachers new to CL to implement it effectively in their classrooms.

Chapter four *Professional development approaches for cooperative learning* focuses on the importance of ongoing support for teachers using CL in their programmes so that they can develop their understanding of the pedagogy and revise and improve their practice. Research suggests that a sustained whole school approach is the most successful method of implementing CL and, while the authors support this view, they also acknowledge that, in a school that is not committed to the use of CL, it is possible for teachers to work individually and perhaps inspire others to join them. A case study in Chapter two about a teacher in England clearly illustrates how this can happen. Where the whole school is involved the authors recommend the development of a learning community with an ongoing training programme, mentoring, coaching and opportunities for staff to share successes and challenges. They also outline the benefits to be gained from developing external networks or Professional Learning Communities either online or with other schools.

The inclusion in this chapter of a suggested plan for a professional development programme that can be adapted to meet the needs of the school and guidelines for using mentoring, coaching, Lesson Study (peer observation and reflection) and participatory action research provides valuable resources for teachers and schools to use.

This book is an accessible and engaging guide to the implementation of CL and will serve as a valuable and practical resource for teachers who want to move away from teacher-directed learning and create a more student-centred, inclusive, democratic classroom environment.

Ferguson-Patrick, K., & Jolliffe, W. (2018). *Cooperative learning for intercultural classrooms: Case studies for inclusive pedagogy*. Oxon, United Kingdom: Routledge.

Perry, L., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. *Intercultural Education, 22*(6), 453-466.

MEET THE BOARD

Christine Schmalenbach, interviewed by Yael Sharan

How did you happen to hear of cooperative learning and of IASCE?

I first heard the term "Cooperative Learning" in 2007 when I was finishing my studies of special education in the areas of social and emotional development and learning difficulties. I found the concept interesting and I did use group work in my teaching at school and later at the university. However, I only started reviewing literature on CL more intensely and implementing the methods more systematically in 2012, when I was deciding on the topic for my doctoral thesis. After a few weeks of literature research, I really became enthusiastic. I decided to write the dissertation on CL in the context of high-risk neighbourhoods in El Salvador in Central America. It did not take me long to find IASCE on the internet and to notice that there would be a conference entirely on CL the following year. I became a member and handed in my first abstract for an IASCE conference.

How have IASCE conferences contributed to your interest in CL?

While my interest in CL had already developed, the IASCE conferences shaped my understanding of it, making the different strands and perspectives that belong to this movement more tangible and concrete for me, while at the same time broadening my horizon. The conferences helped me to perceive CL more as a living and developing movement, rather than a set of fixed methods. I became more aware of the values that underlie cooperation and the different shapes it can take in different contexts. The conferences also gave me the opportunity to see these values in action. However, when I speak with people who have not participated at one, I notice that it is hard to describe the immense satisfaction that comes with getting to know colleagues and interact with them at an IASCE conference. I suppose that is something you have to experience for yourself to truly relate to it.

How has your association with IASCE influenced your research interests?

I could not say how much my association with IASCE influenced my research interests or whether it was my research interests that drove me to associate myself with IASCE – probably there was some of both. In any case, IASCE gave me the opportunity to know that I am part of a vibrant, engaged, interesting and interested community that pursues the development of CL seriously and rigorously but with a touch of light-heartedness and joy that is inspiring. I have learned so much from conversations, papers and presentations at conferences, the newsletter, exchange of thoughts and ideas via e-mail, and I hope that I have contributed to others' learning and thinking processes as well. I don't know if I would still continue doing research on CL without IASCE - probably I would. What I can say is, that my research (and my teaching) has gained momentum through my association with IASCE.

Where are you currently working and does CL fit in in any way?

At the moment (October 2018), I am working at the University of Erfurt in Germany as an interim professor. I teach courses to pre-service special education teachers and conduct research. Cooperation among students plays a relevant role in all of my courses, but I also have courses specifically on teaching methods and how to implement them when working with students with special educational needs and in inclusive settings. In those courses, students get to learn CL both in theory and practice. One of my central topics is the use of CL to foster social learning.

In November, I am going to El Salvador to support the development and evaluation of a pedagogical project of an NGO, Nehemiah International. The NGO has a university which offers students from economically challenging backgrounds the opportunity to achieve a BA in transformative leadership with a focus on accounting or business management. Courses and everyday life on the campus are to reflect the values of transformative leadership – which includes a great deal of cooperation, mutual support, responsibility, and democratic thinking. As part of this program, students are to implement a project in schools in high-risk neighbourhoods to help youth there develop life skills and a perspective for the future. I will support the colleagues of Nehemiah International at the interface between the work at the university and that at the schools.

At the same time, I am working on a project with colleagues from two German universities (the TU Dortmund University and the University of Würzburg) on the project SeELe (Sozial-emotionale Entwicklung mit Lernleitern - Social and emotional development with ladders of learning), to develop materials that support students' social and emotional development. One of my key responsibilities in this team is to make sure that cooperation among students is included in a meaningful way.

I suppose you could say that at the moment CL does not only fit into my work, it is at the core of much of it.

IAIE Conference 2019

From the Journals

Contributors: Jill Clark and Yael Sharan

Alrayah, H. (2018). The effectiveness of cooperative learning activities in enhancing EFL learners' fluency. *English Language Teaching, 11*(4), 21-31. doi: 10.5539/elt.v11n4p21

This research-paper aims at examining the effectiveness of cooperative learning activities in enhancing EFL learners' fluency. The researcher has used the descriptive approach, recorded interviews for testing fluency as tools of data collection and the software program SPSS as a tool for the statistical treatment of data. Research sample consists of (48) first year-students, studying English language in the Faculty of Education at Omdurman Islamic University-Sudan. The students were divided into experimental and control groups for the requirement of the research-paper. The program of the experimental group lasted for a whole month in which much practice was conducted through the Cooperative Learning activities for enhancing the experimental group's fluency. The most important result indicates a statistically significant correlation between the Cooperative Learning activities and the improvement of EFL learners' oral fluency of speaking. The most important recommendation addresses the concerned authorities to train EFL teachers in the use of Cooperative Learning activities in the teaching/learning process for the purpose of furnishing to generalize their use in the various institutions where English language is studied.

Astutim P., & Barratt, L. (2018). Individual accountability in cooperative learning in EFL classrooms: More opportunities for peer interaction. *The Journal of Asia TEFL*, *15* (1), 1-16. http://dx.doi.org/10.18823/asiatefl.2018.15.1.1.1

Research shows that cooperative learning (CL) supports foreign language learning (e.g., Almuslimi, 2016; Wei & Tang, 2015). However, there is little research demonstrating how CL works and,specifically, how it promotes learning, particularly individual accountability, which is a principle in CL. This article reports on part of a larger study that aimed to fill this gap by exploring the roles of individual accountability in CL in enhancing EFL learning. The study involved two secondary school EFL teachers, with 77 students in their classrooms, and four focus students. Analysis of data from participant observations, in-depth interviews, and document analysis shows that individual accountability manifests itself in a series of activities from individual, group, and class presentations as well as other peer interactions. The findings also showed that the learners had more opportunities to interact and had more interactions with their peers during CL than during conventional group work (i.e., students simply completing non-CL activities in groups). Opportunities for student-student interactions in CL activities, absent in the conventional group work, may have contributed to the EFL learners' communicative competence. However, teachers new to CL should follow the preset procedures for CL strategies.

Awada, G. M., & Faour, K.H. (2018). Effect of Glogster and cooperative learning differentiated instruction on teachers' perceptions. *Teaching English with Technology, 18*(2), 93-114.

The present study investigated the effectiveness of the Glogster and cooperative learning as differentiation models of English as a second/foreign language (ESL/EFL) and Science projects. The study employed a mixed method study design whereby questionnaire and openended interview were incorporated to elicit the required data. Eighteen teachers along with eighteen intact classes (n=374) of grade 8 learners of English as a foreign language were randomly assigned to control and experimental conditions. The researchers collected openended data with the intent of understanding the meaning Science and English teachers have constructed and how they perceived differentiated instruction upon using the Glogster and cooperative learning in conducting and presenting projects. The findings proved that utilizing Glogster and cooperative learning as multifeatured model could improve students' English and Science projects and enhance Science and English language teachers' perceptions of differentiated instruction.

Chicharro-Alcántara, D., Damiá-Giménez, E., Cuervo-Serrato, B., Rubio-Zaragoza, M., Carrillo-Poveda, J. M., Sopena-Juncosa, J. J., Jaber-Mohamand, J. R., & Vilar-Guereño, J. M. (2018). Cooperative learning in veterinary science. *Journal of Advances in Agriculture, 8*(1), 1399-1407. doi: 10.24297/jaa.v8i1.7543

Cooperative learning is an instructional method based on teamwork, by reinforcing a student´s own learning as well as the learning of his or her fellow members. Thus, this kind of cooperative model achieves personal and team success at the same time. With this aim, an experience was designed where students from veterinary surgery and propaedeutics from the Universities of Las Palmas de Gran Canaria (ULPGC) and CEU Cardenal Herrera of Valencia (UCH-CEU) simultaneously performed surgical practices in the Veterinary Medicine Degree. Propaedeutic students were evaluated previously and after the practical period with surgery multiple-choice questions and results were compared. The obtained results allow us to conclude that students after interaction gained advanced knowledge in veterinary surgery.

Christiani, A. R., Sanjaya, R., & Widyarto, E. (2018). The game making framework for collaborative learning. *Sisforma, 4*(2), 6-14. doi: 10.24167/sisforma.v4i2.1295

Collaborative learning is a study group process that each member contributes their idea, information, experience, skill, and ability they have so it can be used on learning activity and improve members' knowledge [1]. Digital game can become one of collaborative learning media that is not just for entertainment but also can be used as a unique and effective interactive learning media[2]. In conventional game making for collaborative learning, the research proves that it can improve excitement and contribution in learning activities[3]. But in game making, there are many technical issues for non-computer science students[3]. Based on many issues, designing framework is chosen to become a solution to help people in developing game as collaborative learning media by themselves. Because framework is a basic form of system [4], consist of various command, function, and benefit for developer in application development [5][6], so game making for collaborative learning is conducted again with support from framework designed by researcher. In order to know the effect from framework support in game making as collaborative learning media, this study is based on two subjects of non-computer science students and computer science students.

Dembilio-Villar, T., González-Chordá, V. M., Cervera-Gasch , Á., & Mena-Tudela, D. (2018). Cooperative learning and hand disinfection in nursing students. *Invest Educ Enferm,36*(2), e09. doi: 10.17533/udea.iee.v36n2e09

Objectives: The study sought to evaluate the effectiveness of an educational intervention based on cooperative learning on the acquisition of knowledge and skills on hand washing. In addition, the interest and self-perception was studied of the participants on the acquisition of knowledge and skills. Methods: This was a pre-post intervention study with 49 students from the second course of the Nursing degree, evaluating: i) acquisition of knowledge with an ad hoc questionnaire; ii) skills on hand washing by conducting the technique with reagent solution and verification with fluorescent lamp; and iii) interest and self-perception of the importance of acquiring knowledge and skills with specific questions. Results: The mean age was 21.8 years, 83.7% were women, and 32.6% had prior studies related with health. Significant post-intervention improvement was evident in the level of knowledge ($p< 0.001$) and skills ($p<0.001$). Interest for the intervention ($m=4.1\pm0.6$) and perception on the acquisition of knowledge ($m=4.4\pm0.6$) and skills ($m=4.3\pm0.5$) were scored high (scale from 1 to 5). Conclusions: The cooperative learning intervention improved knowledge and skills on hand washing in nursing students and awakened their interest.

Duret, D., Christley, R., Denny, P., & Senior, A. (2018). Collaborative learning with PeerWise. *Research in Learning Technology, 26*, 1-13. doi: 10.25304/rlt.v26.1979

Building effective and supportive communities of practice in an asynchronous environment can enable students to learn from each other at their own convenient times without the need for meeting for discussing concepts.

In an undergraduate course with a large amount of content to learn, working collaboratively to answer practice exam questions can help encourage deeper learning and understanding. This project examined whether exam performance can be positively influenced by online collaboration during revision and suggests that the quality of an individual's contribution has a direct effect on his/her subsequent exam performance. We compared two student cohorts' exam marks from their previous 3 years of exams with how they performed in Year 4 after using PeerWise (an online repository of multiple-choice questions that are created, answered, rated and discussed by students). In addition, we looked at the quantity and quality of their contribution in PeerWise to evaluate how this affected their fourth year exam performance. We confirmed that exam performance is improved by authoring questions in PeerWise, but found it is further enhanced by replying to, and commenting on, others' posts as well.

Ghasemi, Z., & Baradaran, A. (2018). The comparative effect of student team-achievement division and cooperative integrated reading and composition on EFL learners' speaking complexity. *International Journal of Applied Linguistics & English Literature, 7*(3),67-72. https://www.researchgate.net/publication/324530822

The focus of the present study is the effectiveness of complexity acquisition to enhance intermediate learners' speaking complexity. The participants were 60 female EFL learners, who were selected from a larger population of 90 EFL learners, based on their performance on a sample piloted PET test at the Zabansara Language Institution in Iran. The total of 60 participants were divided into two experimental groups of 30 each: the experimental group of STAD (Student Team-Achievement Division), and the experimental group of CIRC (Cooperative Integrated Reading and Composition), both cooperative methods. The 10-session treatment included focusing on complexities, using STAD in one experimental group, and CIRC in the other. A post-test was administered to both groups at the end of the treatment, after applying the cooperative methods. The statistical analyses were conducted, and the results of the study indicated that CIRC had a significant influence on learners' complexity learning. It concluded the importance of applying appropriate complexities in EFL context to developing speech naturalness.

Gonzalez-Alfaya, E., Ángeles, M. O. G., Mérida, R. (2016). Collaborative action research between schools, a continuing professional development centre for teachers and the university: A case study in Spain. *Educational Action Research,* 25(5)*,* 770-789*.*
doi: 10.1080/09650792.2016.1233125

This article describes a collaborative action research project developed over the course of the 2011/12 academic year in the Faculty of Education at Cordoba University (Spain). The RIECU school–continuing professional development centre for teachers–university learning network is part of this research process. The aim is to create and consolidate a community of practice made up of continuing professional development advisers to teachers, infant education teachers, university students who are training to become infant education teachers and university teaching staff. The most relevant findings, which respond to the questions raised, are: the action research conducted indicates that teamwork between teacher, adviser, researcher and university student is an effective strategy to facilitate the acquisition of professional competences among student teachers; and student-teachers involved in the case study have evolved in their conception and approach to childhood and have had the opportunity to learn by modeling the professional conduct of their mentor teachers.

Kövecses-Gősi, V. (2018). Cooperative learning in VR environment. *Acta Polytechnica Hungarica, 15*(3), 205-224. doi: 10.12700/APH.15.3.2018.3.12

Nowadays it is increasingly visible that a change in the approach is needed in the field of education, thus we should move from "traditional" educational methods towards experience-oriented and cooperative teamwork-based education which considers the characteristics of the digital generation. After the brief demonstration of the methodological characteristics and the principles of digital culture, the present study aims to introduce how a lesson built on the improvement of different intelligence levels through cooperative techniques can be implemented with the help of virtual space, what opportunities are provided by the MaxWhere program for planning and organising teamwork and for supporting learning.

Lambic, D., Lazović, B., Djenic, A., & Marić, M. (2018). A novel metaheuristic approach for collaborative learning group formation. *Journal of Computer Assisted Learning, 34*(6), 907-916. doi: 10.1111/jcal.12299

In this paper, a new approach for the formation of four-member collaborative learning groups is presented. Group formation is presented by the mathematical optimization problem. Based on the proposed approach and the variable neighbourhood search (VNS) algorithm, the application that solves the presented problem and provides the appropriate division into groups is created. The proposed approach considers the scores of a pretest, interpersonal relationships, and prosocial behaviour/openness skill of students. In order to validate our approach, an experiment was designed with 108 first-year university students of Belgrade Business School—Higher Educational Institution for Applied Studies. Experimental and control groups were divided into four-member groups. The experimental group was divided by using the proposed method and the control group by student selection and random selection. Multilevel analysis is used to determine whether there is a significant difference in learning outcomes between the two groups. The experimental results showed that students from the experimental group achieved significantly higher success than the students from the control group. In addition, computational results obtained with the proposed VNS algorithms are compared and verified with the results obtained by random (Monte Carlo) method.

Li, Z., Shang, L., Zhai, C., Shi, Y., Haoyuan Yin, Gao, Y., & Zhang, W. (2018). Practice of group cooperative learning method. *IOP Conference Series Materials Science and Engineering 397*(1), 1-4. doi:10.1088/1757-899X/397/1/012085

The group cooperative learning method is applied to the teaching of hydrodynamics. Two teaching examples are given, and the effect of applying group cooperative learning method is analyzed. It was proved that the method can effectively improve the enthusiasm of learners and the actual learning effect, and it can improve learners' communication and cooperation, self-study ability and etc.

Loes, C. N., Culver, K.C., & Trolian, T. L. (2018). How collaborative learning enhances students' openness to diversity. *The Journal of Higher Education 89*(6), 935-960. doi: 10.1080/00221546.2018.1442638

We investigate the influence of collaborative learning on students' openness to diversity in the first year of college. Even in the presence of a host of potential confounders, we find that exposure to collaborative learning activities positively influences students' openness to diversity, regardless of their individual background characteristics. Further, this relation is mediated through students' interactional diversity experiences. That is, exposure to collaborative learning leads to a greater frequency of students interacting with others who are different from themselves, which in turn leads to greater openness to diversity.

Mardriana. (2018). The effects of cooperative learning techniques and sociological learning styles on academic writing ability. *Asian EFL Journal, 20*(11), 250-260.

The objective of this research was to find out the effects of cooperative learning techniques and sociological learning styles on English academic writing ability. This research was experimental using a 2 X 2 factorial design conducted at English Education Department of UIN Alauddin Makassar in 2011. The data were collected through an academic writing test and Sociological Learning Styles Inventory. The data analysis and interpretation indicated: (1) The English academic writing ability of the students who learned through CWRG-SE technique and through CS technique without interaction with learning styles did not show any significant difference; (2) The English academic writing ability of the students who preferred GBSB and who preferred GBSI without interaction with learning techniques did not show any significant difference; (3) There was an interaction effect between cooperative learning techniques and sociological learning styles on the English academic writing ability of the students.

Mendo-Lázaro, S., León-del-Barco, B., Felipe-Castaño, E., Polo-del-Río, M-I., & Iglesias-Gallego, D. (2018). Cooperative team learning and the development of social skills in higher education: The variables involved. *Frontiers in Psychology, 9*, 1-11. doi: 10.3389/fpsyg.2018.01536

The cooperative methodology provides an opportunity for university students to develop interpersonal, social, and teamwork competences which can be decisive in their professional and social success. The research described here examines the influence of cooperative learning on the social skills necessary for teamwork. Furthermore, it analyses whether the continued use of this type of learning, the type of group, the basic social skills for teamwork, or the academic level of the students, influence their efficacy. To do so, we have designed a research project of a quasi-experimental kind with a pre-test, a post-test, and a control group, in which 346 university undergraduate students studying degrees in Infant and Primary Education completed self-report surveys about behavior patterns in social skills concerning self-assertion and the reception and imparting of information in teamwork situations. The results show that cooperative learning in university classrooms is effective as a method for developing the social skills necessary for teamwork, as well as the relevance of the control over the number of students in a group, the basic social skills, or the academic level of the students, as relevant factors related with efficacy; where continuity over time in the use of the cooperative methodology is what marks the greatest differences in the development of the social skills necessary for teamwork. It is important to stress that when students are asked to work autonomously in teams, with the aim of favoring the development of social skills, they should be given adequate structures that can guarantee the minimum conditions of participation, so as to allow a proper development of the said social skills.

Retnowati, E., Ayres, P., & Sweller, J. (2018). Collaborative learning effects when students have complete or incomplete knowledge. *Applied Cognitive Psychology, 109*(5), 666-679. doi: 10.1002/acp.3444

Cognitive load theory was used to hypothesize that the effectiveness of collaborative learning is moderated by the completeness of the prerequisite knowledge bases of group members. It was predicted that when group members have gaps in their knowledge base that can be filled by other group members, collaborative is superior to individual learning. In contrast, if group members have no prerequisite knowledge gaps, then collaborative learning is redundant and as a consequence inferior to individual learning. To test these, 58 grade 7 Indonesian students were randomly assigned to work collaboratively or individually on intermediate mathematics problems, with either full knowledge or gaps in their knowledge base. The results indicated that with gaps, collaboration led to superior learning. However, with a more complete knowledge, individual learning was superior to collaborative learning due to redundancy effects. The results suggest that collaboration does not always lead to superior learning compared with individual study.

Raath, S., & Hay, A. (2018). Preservice geography students' exposure to systems thinking and cooperative learning in environmental education. *Journal of Geography, 117*(5). doi:10.1080/00221341.2018.1516231

Education for Sustainable Development (ESD) is a cross-curricular approach that needs to be accommodated in all subjects in the training of students as recommended by UNESCO. This South African case study of preservice geography students is presented for the purpose of understanding how they experienced systems thinking and a cooperative teaching strategy. A qualitative research approach was applied as the research design. Interpretation of the data was done through thematic analysis, which indicated that exposure to the pedagogic approach bore positive results. Teaching and learning strategies promoting the integration of ESD should form part of the training of geography students.

Rodriguez, C., Hudson, R., & Niblock,C. (2018). Collaborative learning in architectural education: Benefits of combining conventional studio, virtual design studio and live projects. *BJET, 49*(3), 337-353. https://doi.org/10.1111/bjet.12535

Combinations of Conventional Studio and Virtual Design Studio (VDS) have created valuable learning environments that take advantage of different instruments of communication and interaction. However, past experiences have

reported limitations in regards to student engagement and motivation, especially when the studio projects encourage abstraction or are detached from context or reality. This study proposes a hybrid approach that overcomes these limitations by blending conventional studio, VDS and live projects. This blend aims to foster opportunities from within a real design situation, while promoting different levels of motivation and engagement. Two case studies comprising academic projects between the University of Los Andes, Colombia and the University of Nottingham, UK were used to validate the approach. In these, students interacted with peers, teachers, people from industry and the community to build 1:1 scale projects, with budgets and timeframe constraints. The study proved that students could successfully work collaboratively and build confidence in their own abilities when placed in a real setting, which enabled interactions face-to-face and at a distance to solve a challenge and achieve a common goal. The article reports on lessons learnt from these collaborative learning experiences, which reflect on contemporary cross-cultural design practiced today.

Sari, D.P, Syahputra, E., & dan Surya, E. (2018). An analysis of spatial ability and self-efficacy of students in cooperative learning by using jigsaw at SMAS Muhammadiyah 8 Kisaran¡. *American Journal of Educational Research, 6*(8), 1238-1244. doi: 10.12691/education-6-8-25

The study aims at analyzing students' spatial ability and self-efficacy by using Cooperative learning Jigsaw type, including (1) students' thinking process on spatial ability (2) students' self-efficacy after a learning process using jigsaw type of cooperative learning (3) students' active participation level in the learning process. Subjects of the study are 38 students of X-IPA2 of SMAS Muhammadiyah 8 and its objects are students' spatial ability, self-efficacy and active participation. The current study is a qualitative-descriptive study. The instrumentations used are spatial ability test, self-efficacy questionnaires, students' activities observation sheet and interview guideline. The data is analyzed by using Miles-Huberman Model. Based on the data collected, students' thinking processes on spatial ability after learning by using Jigsaw type of Cooperative learning are classified into high, medium, and low. (1) Students with high spatial ability have orderly, neat and abstract thinking skill in completing a spatial ability test. Students with medium/intermediate spatial ability level have an orderly thinking process and semi abstract ability in solving a spatial ability test. Students with low spatial ability level in understanding the problems have uncompleted thinking process, do not have ability to concentrate, semi abstract thinking, cannot find alternatives in solving the problems and have an unorderly and poor thinking process. (2) Self-efficacy of students of SMAS Kisaran 8 after learning by using Jigsaw type of cooperative learning is good. (3) Whole percentage of students' active participation in the teaching learning process is at tolerance interval of the ideal time set.

Schnaubert, L., & Bodemer, D. (2018). What interdependence can tell us about collaborative learning: A statistical and psychological perspective. *Research and Practice in Technology Enhanced Learning,13* (16). https://doi.org/10.1186/s41039-018-0084-x

When learning collaboratively, learners interact and communicate transactively. Interventions to foster collaborative learning frequently target such interactive processes and thus may drastically change how learners engage with and thus influence each other. One statistical phenomenon related to collaborative learning is the interdependence of data gained from learners collaborating. Often viewed as a mere statistical phenomenon, on a conceptual level, statistical interdependence is a similarity between learners mainly resulting from the mutual influence learners have on each other while collaborating and is thus closely related to collaborative practices. In this paper, we report data of an exemplary study (N = 82) to illustrate how information on interdependence and within- and between-dyad variance may add to data interpretation. The study examined how providing metacognitive group awareness information during collaboration affects individual learning outcomes. We found indications that the information fosters knowledge gain, but not confidence. Surprisingly, the data revealed different levels of interdependence between conditions, which led us to assume interdependence to be part of the treatment effect resulting from differential collaboration processes. We discuss reasons and implications of varying levels of statistical interdependence and their impact on inferential and descriptive statistics.

Stover, S., & Holland, C. (2018) Student resistance to collaborative learning. *International Journal for the Scholarship of Teaching and Learning, 12*(2**),** Article 8. https://doi.org/10.20429/ijsotl.2018.120208

The advancing complexity of today's corporate environment requires that employees are able to collaborate in the workplace. This mixed methods research study follows a nursing faculty's efforts to incorporate collaborative learning (CL) into an introductory nursing class. The mixed-methods research study found that while students' final grades improved in the initial CL flipped classroom design ($p < .0005$), their levels of student resistance deepened which resulted in significantly lower levels of community of inquiry ($p = .004$), lower levels of satisfaction, and many negative open-ended comments (83%). Using Tolman and Kreming's (2017) integrated model of student resistance (IMSR) as a guideline, the instructor was successful in redesigning the CL class to overcome students' resistance as measured by significantly higher levels of community of inquiry ($p < .0005$), higher levels of satisfaction ($p < .0005$), and many less negative open-ended comments (54% vs 83%).

Valery, R. (2018). Cooperative learning in the learning activity of students. *International Journal of Scientific and Research Publications, 8*(9), 62-72. doi: 10.29322/IJSRP.8.9.2018.p8110

This study is aimed at comparing team-assisted individualization learning model and scramble learning model toward student's learning activities on social science subject, SMP Negeri 19 Palembang. This is a comparative study using a completely randomized design. The population of this study was all eighth grade classes consisting of 354 students. Cluster random sampling was used to decide the sample of this study in which class VIII.10 as experiment-1 and VIII.9 as experiment-2; Each class consists of 35 students. The technique of data collection used in this study was observation. SPSS 24.0 was used to analyze the data. The result shows that there are active learning activities. Statistically, scramble learning model is more interesting than team-assisted individualization learning model.

Vargas, J. P. Z. (2018). The principles of cooperative learning English: A descriptive analysis. *Revista Ensayos Pedagógicos*, *IX*(2), 149-168.

This article reports on the findings of a research conducted to describe the occurrence and effect of the principles of Cooperative Learning in an oral communication course in English for sophomores during one semester at a public university in Costa Rica. To collect data for the study, three instruments were used, an interview for the professor of the group, a questionnaire for the students, and class observations. The data collected were triangulated by means of predetermined categories of analysis. Overall, the findings obtained indicate that the use of Cooperative Learning, in addition to the professor's commitment to support her students to learn, has produced significant results.

Waiganjo, M. M. (2018). Gender differences in acquisition of social skills when co-operative learning approach is used for classroom instruction. *International Journal of Social Science & Interdisciplinary Research ,7*(1), 1-8.

Much has been said about the benefits of Co-operative Learning Approach(CLA) one of them being the fact that as students are organized into teams for learning purposes, they are able to hone their social skills. Employers have expressed the need for employees to have both the technical and the social skills. This need that has been expressed by the employers should be met in the way teachers interact with the students in the teaching/ learning process. The purpose of this study was to find out whether the level of social skill acquisition is similar in both boys and girls when CLA is used. A non-equivalent control group design under quasi-experimental research was used. Four schools were randomly selected from the sub-county's co-education schools in Kenya. A Form one class was selected from each school for the study. A total of 154 students were involved. Random assignment was done to place two of the selected schools in the experimental group and two schools in the control group. The instrument used was the Social Skill Questionnaire (SSQ) which was pilot-tested and validated before use. The instrument had a reliability coefficient of 0.716. All the selected four classes were taught the topic 'Factors Influencing Agriculture' for four weeks. The agriculture teachers who used CLA went through an induction workshop prior to the treatment. The instrument SSQ was then administered to all. After

treatment, the data collected were analyzed using t-test of independent samples. The null hypothesis was tested at 0.05 level of significance. The findings of this study indicate that there is no significant gender difference in academic achievement among agriculture students when cooperative learning approach is used.

Weinberger, Y., & Shonfeld, M. (2018). Students' willingness to practice collaborative learning. *Teaching Education*, 2-17, doi: 10.1080/10476210.2018.1508280

The study presented here sought to determine how student teachers' personal characteristics, attitudes, knowledge, experience and skills for using collaborative learning influence their willingness to use this demanding pedagogy in their classes. A structural equation modeling (SEM) analysis model based on data from questionnaires emphasized the direct effect of experience on attitudes and skills, but showed no such effect on knowledge. There was no difference in research variables based on gender, age and degree in respondents' willingness to integrate collaborative learning. One major conclusion of the study is that teacher education programs should include a study of the theoretical and strategic aspects of collaborative learning, as well as active experience with this pedagogy.

IASCE EXECUTIVE BOARD

Lalita Agashe, Membership Liaison
MVRF, Pune, India
lalitaagashe@gmail.com
lalita@iasce.net

Lynda Baloche, Co-President
Professor Emeritus: West Chester University of PA
MAGICC: Models and Activities for Growth in Creativity and Cooperation, Medford, NJ, USA
lbaloche@wcupa.edu
lynda@iasce.net

Maureen Breeze, Membership Coordinator
Education Consultant
England
m@ureenbreeze.co.uk
maureen@iasce.net

Celeste Brody, Co-President
886 NW Stonepine Drive
Bend, Oregon, USA
brody886@gmail.com
celeste@iasce.net

Céline Buchs, Secretary
University of Geneva
F.P.S.E, Department of Educational Sciences
Geneva, Switzerland
celine.buchs@unige.ch
celine@iasce.net

Richard M. Cangro
Western Illinois University
Macomb, Illinois, USA
RM-Cangro@wiu.edu
http://www.wiu.edu/music/faculty/cangro.shtml
rich@iasce.net

Jill Clark, Newsletter Editor
Wellington Institute of Technology (WelTec)
Wellington, New Zealand
jilliandc@gmail.com
jill@iasce.net

Kumiko Fushino
Tokyo Keizai University
Tokyo, Japan
kumiko-fushino290729@nifty.com
kumiko@iasce.net

Robyn Gillies
The University of Queensland
Brisbane, Australia
r.gillies@uq.edu.au
robyn@iasce.net

Wendy Jolliffe
Formerly Head of Teacher Education, Faculty of Education University of Hull, England
w.m.jolliffe@hull.ac.uk
wendy@iasce.net

Kathryn Markovchick, Treasurer
Forman S. Acton Educational Foundation
Salem, NJ, USA
www.formanscholars.org
kathryn@iasce.net

Don Plumb
Education Consultant
Toronto ON, Canada
d.plumb@sympatico.ca
don@iasce.net

Yael Sharan, Membership Liaison
Group Investigation Projects (GRIP)
Tel Aviv, Israel
yaelshar@015.net.il
yael@iasce.net

Christine Schmalenbach
University of Erfurt, Germany
christine.schmalenbach@uni-erfurt.de
christines@iasce.net

Laurie Stevahn, PhD
Educational Leadership Doctoral Program
Seattle University
Seattle, Washington, USA
stevahnl@seattleu.edu
laurie@iasce.net

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.

What does IASCE do?

- ☆ 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

International Association for the Study of Cooperation in Education

34 Tremolo Point
Mount Vernon
Maine 04352