International Association for the Study of Cooperation in Education
IASCE

IASCE Newsletter Volume 38 Number 1 May 2019

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Dear Colleagues,

We are pleased to bring you the first issue of the 2019 Newsletter. We are sending it later than usual because we wanted to include details of our March 2019 conference in Taipei, Taiwan.

Our time in Taipei was fascinating, fun, and rewarding. Our Taiwanese partners and host did a spectacular job organizing a rich and varied experience. We were greeted with banners and flags, and everything was carefully planned, including registration, snacks, and meals. We learned basic phrases in Mandarin with the help of Nancy Tyan who taught them to us using the familiar tune of "Happy Birthday." We enjoyed stunning flower arrangements, varied and plentiful food, and lively cultural entertainment. We appreciated well-equipped presentation and workshop rooms, with staff in each room to help when needed.

Some of us visited a local elementary school on Thursday morning before the main conference started. Even six-weeks later, when I think of that visit, I get shivers from the memories of the positive emotions I felt while there. It was such a lively learning atmosphere, with curious and engaged children expressing joy in their own learning and the learning of their peers. Their art was truly extraordinary and a testament to the quality of their education and how supported they are to express themselves. We had not anticipated having a group of parents greet us and they added a great deal to our visit. They could ask and answer questions and translate for us but, most importantly, they knew so much about what their children were learning and doing and freely shared their enthusiasms and pride for the school. Some participants spent the afternoon on a cultural tour of the city, which included stops at the National Palace Museum and TAIPEI 101—which set a worldwide precedent for sustainable skyscraper development and is one of the tallest buildings in the world. In the evening, about forty people joined together at the National Taipei University of Education (NTUE) for an opportunity to meet and set personal goals for the conference.

After greetings from IASCE and Taiwan Cooperative Learning (TCL), Friday morning included a short address from the Minister of Education and a keynote from President Shin-Jen Chang of NTUE. Both of these leaders are impassioned supporters of quality education and President Chang told us about the TCL project that is supported by the Ministry of Education (MOE). Throughout the rest of the conference, I heard comments from participants about how impressed they were by the TCL project and the commitment of the MOE. These positive impressions were reinforced by the number of Taiwanese educators participating in, and presenting at, the conference.

Saturday included two plenary talks. During the morning, we heard from Professor Shuji Sugie, current President of The Japan Association for the Study of Cooperation in Education (JASCE). IASCE has a history of partnerships with JASCE and, like

TCL in Taiwan, JASCE was a conference co-sponsor and was integral to the conference planning team. In his talk, Professor Sugie provided context for the foundation of cooperative learning in Japan and included brief video clips of classrooms in Japan. His talk was provocative, providing participants with much to think about. In the afternoon, we heard from Laurie Stevahn, an IASCE Board member. Laurie's talk was lively. As part of our 40th anniversary celebration, she shared highlights from the history of IASCE, examined the foundations of cooperative learning, and emphasized the importance and varieties of research that have informed and continue to inform our field. Saturday's lively atmosphere continued with charming cultural performances, an Awards Ceremony, and a conference dinner.

Throughout the three days of the conference, the majority of participants' time was spent attending workshops, roundtable discussions, and short presentations. The conference included approximately 230 people from 23 countries. The main language of the conference was English, but I estimated that as few as 12 participants were native-English speakers. TCL and JASCE provided some translations to and from Mandarin and Japanese respectively, and many participants helped others with informal translations and explanations. However, for such a diverse group of participants to work and learn together requires that virtually *all* the participants commit themselves to reaching out to others and, as I walked around the conference, I saw many deep conversations, heard frequent bursts of laughter, and saw many smiles and caring behaviors.

When people come together to focus on cooperation, the results are often quite extraordinary and the careful planning for, and diverse participation in, *Cooperative Learning in Far-East Asia and the World* combined to create such an event. At the final session on Sunday we invited participants to reflect on their participation and to plan for the future. A sample of these responses are included in this newsletter, as is information about our award recipients, brief reflections from our bursary recipients, and a reflection from Yael Sharan—a founder of IASCE and a long-time board member.

The conference program is available at http://www.iasce.net/home/events. Presenter email addresses are included in the program and we encourage readers to use these addresses to contact presenters and to network.

Just as the Taipei conference was diverse, so are the contents of this newsletter. I am regularly impressed with the diversity of abstracts, and this issue is no exception. Also in this issue we read about cooperative learning in Ethiopia from member Tefera Tadesse Jimma. Board member Wendy Jolliffe provides an extensive review of *Collaborative Learning in a Global World: A Volume in Literacy, Language and Learning*, edited by Miri Schonfeld and David Gibson. This book examines the power of on-line cooperation to overcome cultural barriers and the chapter authors work in a variety of geographically diverse settings.

IASCE has been busy, and we are sure you have been too. When I am busy, I sometimes forget to take time to reflect, connect, and express appreciation. Right now I would like to express appreciation to our conference partners—JASCE, TCL of MOE, and NTUE—all the presenters, and all the conference participants. I also want to thank you—our members and our website readers.

If you participated in the Taipei conference, remember to reach out to someone you met in Taipei to continue a conversation, develop a partnership, or to say "Hello—I'm glad I met you." For our readers who could not join us in Taipei, remember to reach out to friends, neighbors, and colleagues and thank them for both the big and the small things that you appreciate about them. Reaching out can make a difference.

Cooperatively yours,

The 19th IASCE Conference in Taipei, March 22-24, 2019: Some Personal Reflections

Yael Sharan

Let's begin with some relevant numbers and dates. Ever since the first conference, in 1979, our conferences have grown in breadth and substance. The first one was research oriented, attended by scholars from eight countries. At the fifth one, in 1990, in Baltimore, MD, USA, teachers came on board. Since then the productive mix of researchers and practitioners has been a permanent feature of IASCE conferences, and, of course, such was the case in Taipei.

At this conference, the 19th, (or 23rd if we count those that were co-organized with other organizations), nine IASCE Board members were on hand to present, facilitate presentations, and informally share ideas about research and practice of CL with some of the 225 people who attended the conference. One educator, new to IASCE conferences, said he especially appreciated the palpable feeling of community. Presenters came from 23 countries. The National Taipei University of Education that hosted the conference was only a seven minute walk from the hotel that housed IASCE Board members and some other people who attended the conference, including two former Board members. On the day before the conference several of us visited an elementary school, affiliated with the Taiwan Cooperative Learning project. We had the opportunity to observe five classes where a variety of engaging CL activities took place. Overwhelming was the extensive exhibit of students' art: modern scenes painted on scrolls and fans in the ancient Chinese style. Happily, there were at least three good restaurants near the conference venue. It rained only three days (out of the six that I was there). The only number missing is how many extremely helpful and gracious young women and men were on hand at all times and took care of all the details involved on site.

At the conference three was a significant number: three researchers of CL received the IASCE Elizabeth Cohen Award for outstanding PhD dissertations. As readers of the newsletter and those who attended the conference know, the recipients were Kate Ferguson-Patrick from the University of Newcastle in Australia, Alexis Peterson from Stanford University in California, USA, and Christine Schmalenbach, who completed her dissertation at Technical University in Dortmund, Germany. Kate investigated how four early-career teachers understood and used CL. Alexis focused her study on ways of making classrooms more equitable and students more engaged. Christine used an ethnological approach to investigate "cooperation among students in high-risk contexts in El Salvador." Each award winner presented her study and its results, engaging the audience in the issues and outcomes of the dissertation.

Between them, the three dissertation award winners covered a good part of the globe. Dr. Ghazi M. Ghaith, the recipient of the IASCE Achievement Award for Outstanding Contributions through Service and Activism, took us to yet another part: the Middle East and North Africa. Dr. Ghaith, a professor of education at the American University in Beirut, Lebanon, has been active for many years in this part of the world, teaching, and publishing his research on how "CL intersects with English as a Foreign Language (EFL) instruction, language acquisition and teacher professional development."

To further emphasize the I in IASCE, the recipient of the Lifetime Achievement Award was Professor Shuji Sugie, who, in his dedicated pursuit of effective implementation of CL, has been a prolific researcher and writer, as well as an advisor to the Japanese educational system. Professor Sugie is currently the President of JASCE, the Japan Association for the Study of Cooperation in Education that, as co-organizers and co-sponsors, consistently provided valuable support for this conference.

The initiation of the award program was announced in the March 2008 issue of the newsletter. Leafing through that issue I came across the following sentence that Lynda Baloche wrote to sum up the 15th conference, convened in Torino, Italy at the beginning of that year: *"All in all, this was yet another example of how our international conferences provide stimulating opportunities to learn about, discover, and expand the study of CL and its application to diverse contexts."* Judging by the wealth and diversity of workshops and papers presented 10 years later in Taipei, it is safe to say that the 19th conference reflected how CL research and practice continue to address the many challenges of education in 'diverse contexts' worldwide.

Luckily I managed to participate in a few workshops and to facilitate a few presentations. They all convinced me that educators are very creative in devising new applications of CL principles. Many presentations offered original solutions to issues of CL implementation that seem to continually resurface, such as group members' active participation, staying on task, respect for others' opinions, etc. For example, Storypath, presented by Margit McGuire and Laurie Stevahn, combines individual, group and class wide activities as students become characters in a story that deals with timely issues. (Storypath was also presented in a separate workshop for Taiwanese teachers, as was Jill Clark's workshop on status issues in CL groups.) Another original workshop, led by Stefania Lamberti and Marta Milani, had participants create individual, pair, and finally whole 'class' solutions to a variety of lively tasks that highlighted the social skills called for in cooperative tasks. Another example of how CL practice has come a long way from the replication of specific procedures was the way colleagues from Pune, India, lay the foundation for teachers and college students to engage in cooperative activities. Lalita Agashe facilitated "attentive listening" as one way to set the stage for more structured CL procedures. Modern College faculty, Narendra Naidu and Sushama Joag, reported how they lead students in basic, short-term interactive activities, for as long as it takes to have students become accustomed to a non-competitive learning environment.

Unfortunately I didn't manage to attend as many sessions as I would have liked presented by the many teachers and researchers from Taiwan and Japan. The ones I did attend demonstrated that teachers and researchers in both countries have designed novel ways to implement cooperation in classrooms so as to increase students' engagement in learning. The latter issue, as well as students' motivation and social interaction, concerned several presenters. Shinichi Obata, a teacher from Japan, described how the introduction of the theory of multiple intelligences to an elementary school class strengthened students' self-esteem and paved the way for positive interdependence in cooperative tasks. Tomohilo Shimo, from Japan, reported on a study that increased high school students' active engagement by designing a math lesson that began with individual prediction, continued with pair experience of the topic, and ended in group discussions for verification. A few researchers addressed teacher professional development. For example, Shih-Yi Liu, Chou-Hsui and Shu-mei Fang described their efforts in establishing a teacher support system in a Taiwanese school by involving teachers in "deeper dialogue for curricular design and student-centered learning."

The above are but a few and admittedly incomplete examples of what I learned at the conference from CL practitioners and researchers (roles that were often combined). Clearly these short reflections are not a comprehensive review of this conference, but I hope they have given readers a glimpse of the rich and varied experiences that IASCE conferences offer. Apparently there is no end to the many ways researchers and practitioners continue to seek and find procedures that smooth the way for learners of all ages to engage in interactive learning and become accustomed to appreciating one another's contributions to learning. Without a doubt the methods and models designed, developed, and thoroughly researched in the 60s and 70s established the foundation for this continual outburst of creativity. I see the latter as testimony to CL's key respect for learners' and teachers' potential contributions to their own and others' learning that encourages the ongoing flow of new ways of implementing the basic principles of CL.

Readers are now invited to turn to page nine of the newsletter to read about what participants shared on pink, blue and yellow post-its about their impressions of the conference, and what they wrote they would "take home." Our conferences continue to serve as a platform for the fertile exchange of ideas about theory and practice in the field.

Three Bursary Participants Reflect on Their Experience in Taipei

Beathe Liebech-Lien from Norway, Ferenc Arató from Hungary and Sammy Ming from Hong Kong received IASCE bursary funds to attend the conference in Taipei. We are happy to share their reflections of the conference with our readers.

Beathe Liebech-Lien Norwegian University of Science and Technology

Reflecting on the IASCE-conference in writing this post I must say that this is a conference that really "walks the talk" of Cooperative Learning in every way. This was a conference experience very different from all other conferences I have attended. As a first time IASCE conference attendee travelling all the way from Norway to Taiwan, I did not quite know what to expect. other than bringing with me two accepted proposals, some presentation nerves and a lot of hopes of learning more about CL and getting to know other educators and researchers with a shared passion for CL.

The conference exceeded all my expectations. What met me in Taipei was a very well organized conference from start to end, with a varied and rich interactive program. I am glad I attended the school visit to get a chance to see how CL was embedded in the teaching practice in the school we visited and to get insight and knowledge about the Taiwanese school system. As a teacher myself, it is always exciting to get into the classroom of others, to get inspiration and reflection in relation to my own practice. The pre-conference day was also a good chance to get to know other teachers and researchers before the conference started.

The three intense days of the conference had a lot of interesting sessions. There was always a session I wanted to participate in. I remember wanting to be in two places at once, always feeling that I had missed something out. But on the other hand, I always had the feeling that I had chosen the right session. I attended a lot of good presentations that gave me insight in new and ongoing research in CL, roundtables that created discussions and workshops that gave me new inspirations for the professional development programs I facilitate in CL for teachers back home.

I am currently a PhD candidate, and to have the opportunity to present and discuss my project with experienced researchers from all over the world was a unique way to get feedback on my research. In discussing my research with others I felt the CL- spirit as other researchers took interest in my project through further dialogues, questions, tips and support.

I brought back home a lot of new insight about CL from the conference, renewed inspiration to further develop my research project, ready to use ideas to include in my work with teachers' learning with CL and last but not least a sense of belonging in the research field.

I would like to thank IASCE for the bursary award that supported my attendance at the conference. I am already counting down the time to the next conference.

Ferenc Arató University of Pecs

I have been deeply engaged with cooperative learning since 1995. It seemed always a distant dream to participate in one of the IASCE conferences. This dream came true this year, as I was lucky enough to participate in the IASCE 2019 Conference in Taipei. For me this conference opened multiple ways of exploring and understanding the cooperative learning discourse more. One of them was meeting with people from all around the world, focusing on CL theory and practice. I liked that we had more interactive opportunities for encounters, discussions, or simply to know each other a little bit more. Workshops, informal but CL structured meetings, informal and spontaneous common tourist experiences were integral parts of the conference for me. I was prepared to learn from the experiences of the Asian implementation of CL, therefore I felt lucky to have both JASCE and the Taipei Cooperative Learning group on the Board. It was interesting to compare the issues, concerns, and results of the Asian implementation of CL with the Hungarian and European implementation.

During the conference, I also intended to build relationships with the practitioners of CL in the international context. It was an amazing experience that I could meet and discuss with both some of the founders of the discourse and some of the young researchers. Different approaches, different issues, and common aims – I have learned a lot. Also thanks for the warm hospitality, and personal attention of the organizers; I felt like I was coming home, to a community building a more cooperative world.

IASCE CONFERENCE 2019: REFLECTIONS

Sammi Ming The University of Hong Kong

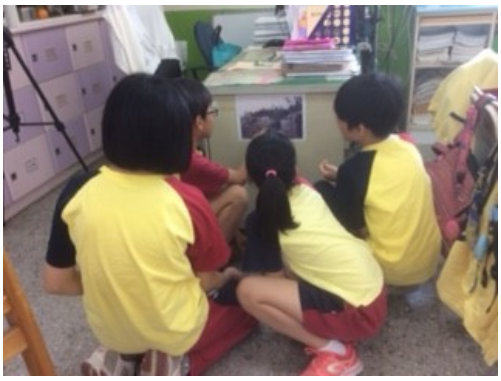
I have been hoping to attend an IASCE conference for its uniqueness in contributing to the learning and teaching at various levels: primary, secondary and tertiary education. Thanks to the bursary award, I was able to attend 2019's IASCE conference in Asia. Since I am currently a Doctor of Education candidate, this bursary supported and recognised my role as a speaker for two paper presentations in the conference. The experience has been an eye-opening and unforgettable one. This uniqueness will be described in the following.

The first uniqueness started upon my arrival. I was warmly welcomed by the Taiwanese university students and the organisers. The way we were seated in the Main Hall of the National Taipei University of Education in Taiwan for the Opening Ceremony and the first Keynote speech revealed a very crucial element in cooperative learning – forming groups. Group formation could allow better ice-breaking and communication. This was a new experience for me as all the other conferences that I had attended had the audience seated in rows.

Another uniqueness was reflected in the paper presentations. Prior to the paper submission, all the interested presenters were provided with "Ways to Make a Paper Session More Engaging and Interactive". The four principles were guidelines for the presenters to engage the audience. I attended all parallel sessions but I did not realise how time went by so quickly in the three days. Apart from the research findings, and the sharing of teaching methodologies, the experience gained from the presentations could foster our understanding of the concepts as well as the skills to apply cooperative learning in our classroom teaching. The elements of cooperative learning were therefore espoused during the keynotes, workshops, interactive roundtables, and even awards reception and ceremony all along. I was most impressed with Dr Laurie Stevahn's plenary session, in which all the audience was singing to celebrate IASCE's 40th birthday. I am sure this was a most rewarding and inspirational experience for all of us.

The last uniqueness could be found from the very motivating ambience at the conference. All the people that I met were approachable and friendly. I also enjoyed meeting the 'giants' in the field of cooperative learning. Their names have always been in my doctoral thesis but it is such a valuable experience to get to meet them in person. I was able to get Dr Spencer Kagan's autograph. I am so pleased that I was able to share my research work in my presentations. I am also very honoured to have met the educators, researchers and academics from all over the world.

Although this was the first IASCE Conference I have ever attended, I am sure this will not be the last. My sincere gratitude, IASCE!



The IASCE Conference Awards 2019

IASCE was pleased to present the following awards at the March 2019 conference in Taipei.

The IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation

2019 marks the first time that the IASCE presents the Elizabeth Cohen Award to three researchers who have recently completed Ph.D. dissertations related to cooperative learning. We are pleased that the field continues to be a focus for the types of robust and varied research that these three recipients exemplify.

Kate Ferguson-Patrick, currently works in the School of Education, University of Newcastle, Australia, where she also completed her PhD thesis. Her thesis was entitled *Establishing a democracy classroom: Cooperative learning and good teaching* and Dr. Ferguson-Patrick used a case-study approach and multiple data sources to investigate, over a seven-month period, how four early-career teachers understood and used cooperative learning. She paid particular attention to factors that may contribute to their use of cooperative learning (CL) as well as comparing CL with the Quality Teaching model implemented in many New South Wales' schools in Australia to ascertain how effective they can be. The research showed that democracy classrooms emerged because of a focus on Cooperative Learning.

Alexis Patterson completed her Ph.D. at Stanford University in California, USA. In the tradition of Elizabeth Cohen's contributions to equity in education, Dr. Patterson focused her dissertation on exploring how to make classrooms more equitable and students more engaged. *Emotional Intelligence in science: Pathway to improving equitable groupwork and enhancing engagement in scientific practices?* is a compilation of three related studies in which Dr. Patterson used linguistic-discourse analysis to explore how educators use rather simple and nominal explanations in regard to the complexity of social-emotional norms in groupwork in science classrooms. She cast a particular lens on the need to focus more directly on students' social-emotional intelligence as a way to address challenges that arise during groupwork and ensure productive interactions, collaborative problem solving, and dialogic conversations. Dr. Patterson is currently on the faculty of the School of Education at the University of California, Davis, California.

Christine Schmalenbach spent much of her youth and adolescence in Mexico and, as an adult lived in and visited El Salvador and Peru regularly for several years. Her Ph.D. dissertation, *Learning Cooperatively under Challenging Circumstances: Cooperation among Students in High-Risk Contexts in El Salvador*, was completed at Technical University, Dortmund Germany. Dr. Schmalenbach utilized ethnography to examine the "nested" contexts of state, community, school, classroom, and teachers as a way to understand values and practices that contribute to and sustain cooperation at each level. Dr. Schmalenbach has worked as a researcher and teacher educator in the area of Inclusive Education and Emotional and Social Development at the TU Dortmund University and the University of Erfurt, Germany. She is currently working with an NGO in El Salvador (Nehemiah International) to develop and evaluate a program for students in high-risk contexts.

The IASCE Achievement Award for Outstanding Contributions through Service and Activism

Ghazi M. Ghaith

Dr. Ghazi Ghaith's journey in cooperative learning began in 1992. Since then he has served the Middle East and North Africa, in particular, through his teaching, research, and activism in the field of cooperative learning as it intersects with English as a Foreign Langue (EFL) instruction, language acquisition, and teacher professional development. His systematic studies in cooperative learning and EFL have been the basis for numerous research publications, manuals, extensive in-service teacher development, textbooks for children and youth, and newly designed courses for higher education. These have had a lasting impact on the education in his region and beyond. He sustains his commitment to democratic education, peace education and social justice through his extensive work as a consultant to organizations such as the World Bank, Jaddah Dar Jana International Schools, Saudi Arabia, Syrian Refugee Camps, and Ahfad University for Women in Sudan. Dr. Ghaith is currently Professor of Education at the American University in Beirut, Lebanon.

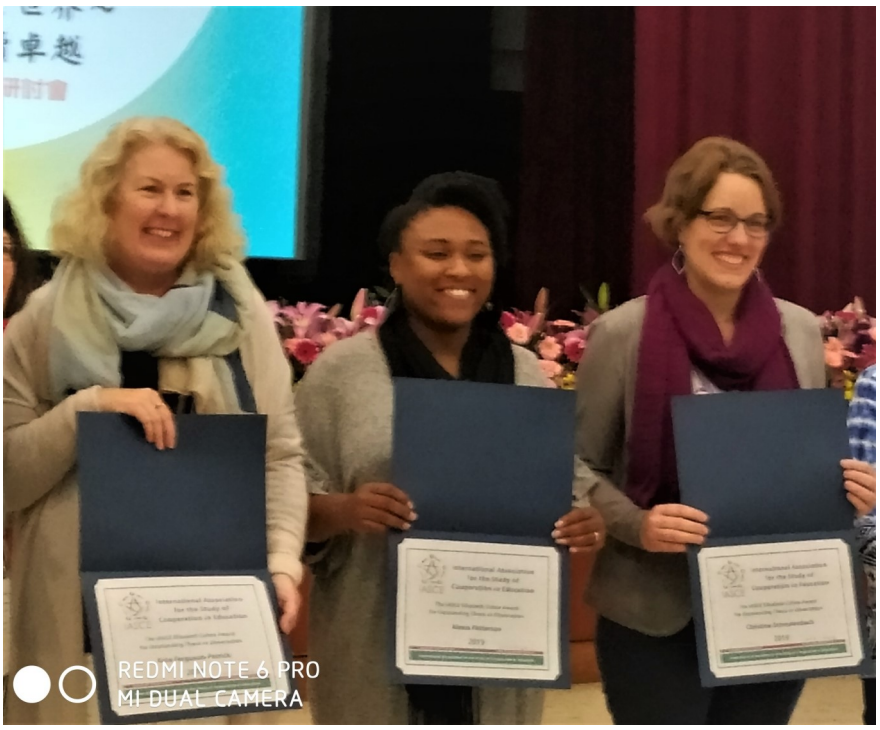
The IASCE Lifetime Achievement Award

Shuji Sugie

Professor Shuji Sugie's interest in small-group learning began when he was in graduate school and became involved in Buzz Learning—a method of small group discussion that became well known throughout Japan. He was the President of the National Association for the Study of Buzz Learning (Japan) from 2004-2008, when it constructively dissolved and merged into the Japan Association for the Study of Cooperation in Education (JASCE). Buzz Learning researchers, including Professor Sugie, introduced cooperative learning to Japan. Professor Sugie co-translated Circles of Learning (Johnson, Johnson and Holubec) in 1998 and Group Investigation (Sharan and Sharan) in 2001. He has worked tirelessly to implement cooperative learning effectively in Japanese schools and universities. He has advised thousands of teachers on their research and practice and hundreds of school principals and administrators have consulted him about their school improvements. He is the author of 23 book-length reports describing the implementation of cooperative learning in Japan. Written in Japanese, these are downloadable from the JASCE website.

Professor Sugie attended and presented at the IASCE Conference in Tel-Aviv, Israel in 1988. In 2004, Professor Sugie attended the IASCE conference in Singapore as a member of a JASCE delegation. In 2008, IASCE travelled to Japan for an international conference. We celebrated our 30th birthday with JASCE; Professor Sugie was Chair of the Planning Committee. While at the conference, participants had the opportunity to visit an elementary school where Professor Sugie had helped to create a culture where children and teachers worked together in an atmosphere of productive and joyous collaboration. He is the current President of JASCE and, under his leadership, JASCE has provided leadership and extraordinary support for the 2019 conference here in Taiwan.

Professor Sugie exemplifies vision, passion, and dedication—to education in general, and to cooperative learning specifically.



IASCE Conference in Taipei: Participant Comments

At the closing session on Sunday, Lynda Baloche lead participants through a series of reflections and small group discussions—asking them to use Post-it notes to record their thoughts. We include a few that we think are varied and representative of the many reflections we received.

Participants share their significant conference moments and impressions:

- NTUE environment. Great infrastructure, great people, CL in Taiwan, thank you!
- More interface with IASCE.
- Visiting an elementary school was a highlight; the TCL project was so interesting.
- That some Principals are invested in enacting change.
- Japanese teachers' potentials in presenting their ideas in English.
- Consideration of equity and its focus on the continuum of CL from interaction to social justice.
- Using sociograms for data analysis.
- Learning that CL is implemented nationally in different countries.
- Teachers tried to make their presentations successful - and they made it!
- The flexible ways Modern College (India) professors applied CL.
- Great workshops; good friends. Meeting new teachers and people has revived my passion for teaching.
- I did not anticipate the general interest, support and curiosity of my research, since I am a PhD candidate.
- Authentic participation. Very deep personal conversations.
- I will take home the feeling of finding my academic community.
- The moment I realized that despite all the difference among us, we are all struggling with the same challenges and once again I realized that together we can do it!
- I will start from my own behavior.
- Explore yoga-meditation to promote and sustain CL.
- CL is not one concept; it is different approaches; thus we should be wary of using it as one all-inclusive method.

Participants share thoughts about what they will "take home" from the conference:

- Positive emotions; Passion! Engagement:
- New contacts; ideas for joint publications.
- The amazing spread of CL throughout the world.
- Methods for decreasing status problems; How to get everyone fairly engaged in learning.
- Making CL a part of students' everyday learning experiences in more classrooms.
- How to get everyone fairly engaged in learning.
- The way we teach has a big effect on students' social orientation.
- Laurel's keynote speech.
- I will take home the feeling of finding my academic community.
- People are really open to sharing when given the opportunity and space.
- Will motivate more colleagues to take up CL in their classes; conference has helped me go deeper.
- Considering the importance of social pedagogy – social justice as a starting point.
- Thinking of CL as a systematic paradigm.
- The openness of the Taiwanese teachers to learning about CL and the joy of working with them.

Participants share ideas for how they will "play it forward" and "stay connected":

- Study more, especially actual proof of effectiveness.
- Plan and manage conferences and seminars utilizing CL.
- Hold in-service teacher training for social collaboration and for "skill-up" for facilitation of reflection.
- In the future will focus on different status of students and equal participation.
- Being more mindful of group processes in the classroom. Starting new projects and collaborations.
- CL needs positive interdependence and an open mind.
- Concept of joint efforts to prepare CL lessons to overcome hurdles teachers face in implementation.

- Getting Principals involved at all levels.
- Socio-emotional aspect of classroom management.
- There isn't only one solution, method.
- I'm going to get connected with people and think about future studies using a different methodological framework.
- Widen the sphere of teachers implementing CL at my college and neighboring colleges; connect with a few colleagues from this conference who have aroused my interest in their work.
- When thinking about heterogeneity I'll take MI into consideration and help students from their own strengths and make use of their strengths.
- A meeting with the ministry of education; report to my institution; work with my students on new methods.
- Review notes from the conference; map out all the ideas I learned here and organize my dissertation on CL.
- I will take the affection and hospitality of Taiwanese people to my country, India, and also share with colleagues the Chinese and Japanese teachers' experience with CL.
- I will try to keep in contact with some of the people I met at the conference and also try to create a Nordic network.
- Attend the next IASCE conference.

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.

Collaborative Learning in a Global World: A Volume in Literacy, Language and Learning

Miri Shonfeld and David Gibson

Reviewed by Wendy Jolliffe

One of the pervading and fascinating aspects of this book is how it demonstrates the power of collaboration to overcome cultural barriers through the medium of online technology. Numerous examples demonstrate the evidence of how this can be achieved, the challenges to be overcome and the steps to success. The motivation factor through gaming and engaging in virtual worlds, facilitated by online platforms, makes for particularly interesting reading. As social media becomes ever more pervasive, this book provides valuable insights through its varied contributions into the harnessing of internet platforms to support collaboration.

Chapter 1 by Yael Sharan provides a succinct review of the theoretical bases or 'parents' of cooperative learning (CL) and why it has spread worldwide. For those who are new to the field, or even those well versed in its practices, this is a valuable starting point for later chapters. The common objections or difficulties teachers may have in using CL and consideration of the 'change process' required is succinctly discussed. As Sharan reminds us: knowledge is: 'a dynamic change process that grows out of the interaction between students' (2019:6).

Chapter 2 by Elaine Hoter provides a review of the development of online collaborative learning and some of the difficulties and successes that have been experienced. The online collaborative learning model is clearly set out and the value of the three key elements of a buddy/mentor system undertaken by student teachers with pupils; collaborative content-based pedagogy and ongoing and holistic assessment provides a rich resource for any wanting to work in this way. The barriers experienced are explored as well as the importance of student-centred, experiential and authentic learning. One of the particularly useful aspects of the chapter is the discussion of the approach to assessment and how this is integrated into part of the learning cycle. The impact of this model developed since 1996 has been seen in student motivation and has provided a valuable bridge for working across countries and cultures. As Hoter (2019: 22) states: 'these courses are much harder to teach and are far more demanding on the teachers, but the learning experience and the reward for those who participate, far outweigh the disadvantages.'

The use of technology-enabled, challenge-based learning in a global context is explored in Chapter 3 by Gibson, Irving and Scott. An in-depth picture is provided of this new teaching model that incorporates collaborative problem-based learning using technology in real world contexts. Students work internationally, set up teams, work together to solve authentic problems related to sustainable development and create joint products. The chapter provides clear steps in developing such ways of working and outlines the potential of mining the rich resources in a higher education institution, from subject matter experts, those skilled at teaching and learning, media and instructional designers to student counsellors and administrators. The use of both well-defined and open-ended challenges contribute to developing the skills required and completing the task. Instructors have a key role in carefully designing the task, but do not intervene during implementation. A key aspect of this teaching model is the incorporation of a mobile learning application platform (Curtin's Challenge Platform) developed by Curtin University, Australia, to facilitate this way of working. Another area that is crucial to the success and the motivation it engenders, is the incorporation of elements of game-based learning which provides friendly competition with automated feedback and rewards. This is a detailed account of learning in the 21st century which will inspire many to explore further.

Rivi Carmel, in Chapter 4, 'Learning About the 'Other': Encounters between Arab and Jewish Students in Israel,' describes a study of a one-year 'shared citizenship' collaborative intervention programme with pre-service teachers in two colleges in Israel. The aim of the programme was to provide future English teachers with the opportunity to promote openness and understanding towards each other, in the hope that having such experiences during pre-service training would have a lasting effect on their practice and attitudes. 24 students elected to undertake the 9-month programme which included a face-to-face aspect of collaborating together to plan and teach in schools of the other community, as well as providing an online collaborative platform for discussion and shared planning. The chapter provides a clear summary of the context and history of the long-standing Arab-Israeli conflict as background, as well as discussion of the theoretical bases of contact hypothesis, collaborative learning and

improving student engagement. It then sets out the research study using both quantitative and qualitative data. Results examined any changes in perceptions and attitudes from the study. Overall these indicated that stereotypes can be changed through such a blended way of working, and particularly where the use of English provides a neutral language for coming together. This chapter will clearly have interest for those working in the field of blended learning, but will also be insightful for those wishing to promote greater multi-cultural understanding.

Roger Austin explores the power of blended learning to bridge cross-cultural boundaries in Chapter 5. The chapter provides an overview of the history of the 'troubles' between the Republic of Ireland and Northern Ireland as background and then sets out the results of a Dissolving Boundaries programme that ran for 15 years. The use of ICT in addition to some face-to-face contact between pupils in schools across Ireland had a marked impact on children's learning and teachers' ICT skills and demonstrated a positive change in children's attitudes to one another. However, the chapter also shows the issues of sustaining a project without ongoing funding. A further project launched in 2013, the Epartners programme, differed from the previous one in that it involved university students as mentors and had explicit curriculum content. It made use of a Virtual Learning Environment and video-conferencing, in addition to built-in face-to-face sessions. In its second year the inclusion of primary schools also showed a positive effect with younger children being more open to working with others across religious and cultural divides. The impact of ICT as a medium to share, embedding shared education in the curriculum and the key role played by university students all led to 'a range of impressive educational outcomes for the pupils as well as substantial upskilling for teachers in terms of blended learning for cross-community engagement' (2019:71).

An interesting one-year study into online collaboration between Israeli and Slovak teacher education students by Tsafi Timor in Chapter 6 demonstrates the potential of online communication to cross cultural boundaries. Using email and other online forums, the students discussed three educational topics. Discourse analysis revealed some meaningful discussion which shared personal aspirations and feelings, teaching experiences, ethical issues and highlighted cultural differences, such as student diversity and inclusion. Significantly, it was found that over a year and a half after the end of the project, some of the students were still in contact both on a professional and personal level. The potential for having a lasting impact at an early stage of a teacher's career and widening cultural horizons from such collaboration is striking. As Timor states, it needs to be noted that the success is largely due to 'the emphasis on structure and facilitating guidelines that were offered to the students' (2019: 88).

Miri Shonfeld and Paul Resta review the impact of a project with university students who engaged in a collaborative and competitive game activity in a virtual world in Chapter 7. The aim was to explore the benefits and limitations of virtual worlds in collaborative learning. Participants were graduate students from Texas and Israel, most of whom worked in schools or in some educational field. Clear steps are set out in the chapter including the induction for the students, the creation of virtual teams and developing of avatars. The collaborative learning activities were monitored by instructors to check if any difficulties were experienced and to offer assistance. Students reflected on their experiences throughout the process and completed a self and peer assessment at the end of the project. The reflections demonstrated that the competition between teams supported motivation and level of collaboration. Findings indicated that students showed a willingness to engage in cross-cultural collaboration in a virtual world. Interestingly, the immersive 3D worlds helped their sense of being together and provided a sense of social presence which all contributed to the cohesion of learning teams. The chapter also identifies the technological challenges, such as the speed of the internet and having relatively new IT equipment. Importantly, forming transnational collaborative teams requires careful planning and scaffolding and success depends on engagement and attendance at collaborative activities. As Shonfeld and Resta state, 'the major challenges of differences in time zone, culture and facility in English must be carefully considered' (2019: 107). However, the positive responses to such game-like activity and the impact on team cohesion show the potential of such ways of working.

In Chapter 8 Miki Kritz, Efrat Bachar and Miri Shonfeld review the Technology, Education and Cultural Diversity (TEC) model. As they note in the context of Israel where tensions between Arab and Jewish cultures are ever-present, there is a greater need for collaborative learning. The TEC model combines collaborative teaching and leaming with education in multiculturalism. One hundred classes from different schools participated in the TEC programme which offers a link between different cultures through technology and three days training is provided for teachers working with students in the programme. The results of the research study into the value of the TEC programme to teachers and students is set out from a mixed method study. Comparisons are analysed between the intervention group and the control group and whilst these showed no impact on areas not related to the

programme goals, where connected to issues in the programme there was a marked impact in the intervention group. Qualitative findings showed positive attitudes by students to the programme, clear learning gains and transferability to other lessons and students indicated they enjoyed most of the collaborative learning activities. Interestingly, the teachers noted that the programme was a 'real change maker in the students' lives' (2019: 119). This included greater tolerance and changes in attitudes and behaviour with friendships which were continued after the activity time. Teachers also found participation helped their professional development with improved ICT use in the classroom and the potential of online collaborative learning. Schools participating also found a positive impact on parents and the wider community. Results also showed the significant role of the principal in supporting the programme. The study highlights the potential of online collaborative learning to bridge cultural divides.

The power of cooperative online learning to support students with disability is highlighted in chapter 9, where Betty Schrieber and Rachel Peled discuss a project with postgraduate education students and young adult pupils with cerebral palsy. The project consisted of online collaboration together with some face-to-face meetings. What is striking is how the online medium eliminated any preconceptions students may have had in working with students with special needs and created a 'level playing field'. Later face-to-face meetings were helped by such previous contact and the students and pupils carried out an interesting project looking at barriers for those with disabilities in using different websites. The combination of online and physical meetings helped a flow of communication before, during and after the meetings. Evaluations showed the potential to change attitudes and address the understanding of minority groups, which Schrieber and Peled note 'is one of the most important issues in a multicultural society' (2019:127). Students reported that the project left a lasting impression on them and a desire to use the insights gained in their professional lives.

In Chapter 10, 'Collaborative Conceptual Change in the Computer-Science Classroom', Dalit Levi discusses results from observations of classroom interactions among peers and proposes a model for documenting change. It focuses on the concept of recursion, which is an essential element for students learning computer science and particularly difficult for those new to programming. How such a concept was gradually understood through collaboration with peers provides a model for conceptual change, beginning with dealing with preconceptions and, through group discussion, developing a deeper understanding. The project illustrates clearly the cognitive potential of cooperative learning in this context in constructing scientific concepts.

Miri Schonfeld and Yehudith Weinberger examine 'What influences educators' use of collaborative learning' in Chapter 11. They cite the impact of the internet and social media and how this facilitates sharing between cultures and continents. Nevertheless, the use of collaborative online learning in teacher education is limited and the chapter reviews the reasons for this. Theoretical bases for both cooperative learning and online collaboration provide a starting point for the expansion of collaborative learning in teacher education institutions and highlight the need for staff in teacher education institutions to keep up to date and prepare students for teaching in such environments in schools. In Israel, integrating the use of collaborative online learning is part of the national education programme. This helps in counteracting the impact of Arabic and Jewish students learning in separate colleges, as in the TEC programme detailed in Chapter 8. The study in one college in Israel examined lecturers' knowledge of collaborative learning (CL) and their willingness to use it in their teaching. Findings showed that faculty members reported they used CL to a moderate or moderately high degree and further analysis showed positive correlations between the use of CL and lecturers' knowledge of this and positive attitudes towards it. Shonfeld and Weinberger cite De Shalit (2004) who proposed that any change in teaching requires an action in three dimensions: 'knowledge, awareness and consciousness'. As Shonfeld and Weinberger found the most influential factor in the willingness to incorporate CL in teaching was lecturers' competency and readiness to use it. They conclude therefore that 'perhaps the first step toward promoting the use of CL in an education college should be initiating a program of faculty members' professional development focusing on CL' (2019: 171).

The impact of a collaborative project between university students in Israel and Germany is discussed by Claudia Finkbeiner, Miriam Muchow, Einat Rozner and Miri Shonfeld in Chapter 12. They apply the definition of collaboration to online environments, where sharing knowledge and collaborative construction of knowledge are enabled through the connections the internet provides. Following the Learner-Moderator-Researcher plus model developed by Finkbeiner, which provides opportunities for all participants (students, tutors and instructors) to

interchange roles, a joint online learning class was set up between two institutions using the TEC model of trust building (set out in Chapter 8). A series of joint seminars using blended-learning with face-to-face learning on each campus followed by transnational online collaboration of eight weeks culminating in a video conference. One of the aims of the programme was to break down any cultural barriers and hostility that may be felt between students from Germany and Israel. Analysis of online communication showed that one group was more successful than the other in communicating well and producing good group results. The reasons for this are discussed however; one important factor noted is providing time for group members to become familiar with the online environment before being set time specific tasks. Evaluations from students all showed they had improved their understanding of distance learning. The authors state they are preparing for a further cycle of the project, taking into account insights from the previous one and bearing in mind that 'without strong commitment on each side … such a project might not work' (2019: 192).

In Chapter 13 Tina Waldman and Efrat Harel examine online collaboration competence among pre-service teachers of English as a foreign language (EFL). Here again, pre-service teachers in Israel and Germany teamed up to create an online collaborative learning community. The aims were for participants to learn about and work with international peers and increase their understanding of teaching EFL. Over a period of five weeks a project based learning task was undertaken which enabled them to compare their cultural contexts and specific aspects of learning and teaching EFL. The project had three phases: information exchange, comparison and collaboration. The aim was to provide experiential learning to foster participants' reflection on online collaboration as a tool for teaching EFL. Findings for Israeli students in the study showed that students increased their understanding of teaching EFL in a global context and developed a greater awareness of cultural diversity. They saw online collaboration as positive and findings revealed learning over a broad range of subjects, such as a comparison of text books and teaching materials. All students reported an increased understanding of online learning and the project had provided them with practical insights into the challenges and benefits of working in this way. In addition, all students were positive about the experience and it had raised their sense of self-efficacy. They also reported that the model was one they felt they could adapt and use with their future pupils. The next step is to assess the impact on students from Germany.

Liat Eyal, Rama Klavir, and Naomi Magid in Chapter 14 describe the implementation of cooperative learning in a multicultural student forum, where pre-service teachers participated as part of their training-in-excellence programme. One key aspect of the project is the collaboration facilitated between students from diverse religions, ethnicity and nationalities in Israel, a country characterised by cultural pluralism. The mixed-methods study, which was based on questionnaire responses from 110 graduates, examines the contribution of the cooperative learning environment to their learning experience and the forum's influence on their perceptions as future teachers. The results indicated that students found the experience empowering and enjoyable, that it impacted on their understanding of multiculturalism and helped to remove barriers and enhance learning. The authors note that 'it is not enough to seat learners of different cultures in a shared setting; it is necessary to create opportunities for an active egalitarian dialogue and enable participants to experience cooperative learning themselves '(2019: 226).

In Chapter 15, David Gibson, Leah Irving and Tami Seifert examine assessment of personal learning in online, collaborative problem-solving activities. They outline a model for planning the assessment of individual contributions which is a complex issue as assessing personal learning is bound up with the group's collaborative problem-solving process. The model brings together definitions of personalised learning, collaboration, and problem solving and provides a framework for a chain of reasoning based on a network of claims about what learners know and can do. The case study cited, using Curtin University 'Balance of the Planet' framework, supported by a digital learning platform and including game-based elements, provides assessable progress indicators, as discussed in Chapter 3. The use of an established technology platform not only helped in the development of the project, but also provided data of the actions, communications and products of the group and its members which supports analysis. The authors state that designing learning experiences that are personal and collaborative and that involve problem solving requires the development of a learning environment that enables teams to engage in meaningful and measurable collaborative processes. They also state that capturing the learning of individuals in groups is more feasible due to the availability of digital learning environments.

In Chapter 16, Noga Magen-Nagar discusses the impact of an online, collaborative learning programme on attitudes toward technology in two education colleges. She compares collaborative learning in a traditional online

course with a designed intervention online course. She notes that the implementation of such programmes requires considerable pedagogical and organisational change in teaching courses and she sets out the stages. She assesses attitudes towards technology including technological anxiety, self-confidence, and technology orientation among M.Ed. students. The results indicated significant differences between the intervention group and the control group. Collaboration in the intervention group was found to be relevant and essential to learning and enhanced intrinsic motivation. The author states: 'in true collaboration, everyone feels a part of the resulting product, the intrinsic motivation increases, and so does technological self-confidence and inclination' (2019: 262).

As the editors of the book note in the Postscript, there are a number of 'take-away lessons' from authors of chapters. Some of the most powerful include:

- Creating a new space for shared citizenship via blended contact that promotes community cohesion
- Providing students with empowering and enjoyable dialogical learning experiences, which increases their appreciation of multiculturalism as a valuable resource for learning

Both for those not well-versed in online learning, and for those looking to develop further work in the field, this book provides a rich resource with studies of how to develop collaborative learning in a global world and ways to harness the power of the internet to support this.

De Shalit, A. (2004) *Red and green: Democracy, justice and environmentalism.* Tel Aviv, Israel: Bavel Publication. [Hebrew]

Shonfeld, M., & Gibson, D. (Eds). (2018). *Collaborative Learning in a Global World.* Greenwich, CT: Information Age Publishing.

Discovering Cooperative Learning in University Classrooms in Ethiopia

Tefera Tadesse Jimma

Tefera Tadesse Jimma is currently a Fulbright Postdoctoral Fellow at Michigan State University, in the U.S. In this article he describes his Ph.D. research project that introduced cooperative learning to higher education in Ethiopia, and the challenges he encountered. While some of the issues Tefera describes are familiar to veteran CL educators, others are specific to conditions in higher education in Ethiopia. We hope to learn more in the future of his success in improving the application of CL in Ethiopia and in spreading it to elementary and high school education as well. He can be reached via teferatadesse@gmail.com

For me, life is like a puzzle, and when the pieces fit, you finally realize what you have to do. This happened to me when I decided to pursue my Ph.D. program. To be honest, I was not looking for cooperative learning (CL) to be part of my Ph.D. research; rather it came as if this opportunity found me. I am grateful it did.

My journey to pursue a Ph.D. at the University of Queensland (UQ), Australia started when I won UQ's very competitive scholarship grant in 2010. Because of that, I was able to work with my beloved supervisors, Professor Catherine Manathunga and Professor Robyn Gillies. For this reason, I find myself lucky.

My interest in CL pedagogies gradually evolved out of the many discussions with my supervisors, particularly with Professor Robyn Gillies, as well as continual reading of the wider literature. During those early periods of my candidature, we were very much concerned with identifying a relevant intervention that really works in the developing country context, and CL seemed like a natural choice. Moreover, from a practical perspective, we believed that the solution for the failed quality of education begins at the micro or classroom level, with many components interwoven to challenge prevailing pedagogical practices. I was quite interested in the idea and was committed throughout the project.

Since the mid-1990s Ethiopia has been aggressively committed to expanding its higher education system. This expansion brought a rapid increase in admission for students seeking to pursue learning. However, this effort is largely access-related with little or no focus on quality. The quality of higher education in Ethiopia is continually deteriorating. Part of the reason is that most teaching is characterized by a high degree of teacher control, student passivity and powerlessness. These originate in teachers' instructional practices, such as lectures, that are not effective in promoting quality learning. In response, different reform initiatives have taken place, for example, revision of teacher preparation programs. However, the actual implementation of these initiatives across universities has several problems, primarily difficulties in going beyond structural changes to the substance of epistemological reform that have not brought substantial changes in classroom practice.

My Ph.D. research was a mixed method, design-based study, in which I investigated the processes through which the quality of teaching improved, using the CL model. My research called for an extensive investigation of university students' responses to CL procedures under various conditions. The three essential features that characterize our approach to a CL intervention in Ethiopia are:

1. Continuous cooperative planning with classroom teachers, following tailor-made training of CL. The training lasted for one day, and included the rationale for engaging students in higher education classrooms with a focus on CL procedures and strategies

2. Provision of a one-day, pre-intervention empowerment training in CL for students, which consisted of substantive fundamentals of student engagement through CL in higher education classrooms

3. Continuous monitoring of CL implementation and onsite support of teachers during the project. We held regular pre-class meetings for co-planning and post-class reflective discussions with the teachers. In addition, we shared lesson plans with all teachers, as well as support materials, via email communication. We collaborated with six different teachers in six departments of two colleges, and were able to plan more than 40 CL lessons with participating teachers.

The different CL methods used in those two training sessions included informal CL procedures, such as think-pair-share, formulate-share-listen-create, paired heads together, and dyads. In addition, later on, we added formal CL, such as Jigsaw (Aronson, et al., 1978), Student Team Learning (Slavin, 1995), Learning Together (Johnson & Johnson, 1989), Teams- Games-Tournament (Devries & Edwards, 1973), Group Investigation (Sharan & Sharan, 1992), and Complex Instruction (Cohen, 1994a; Cohen, et al., 1999). After the training day teacher and student participants tried some of them in a practical learning session.

The informal CL (e.g. think-pair-share) and formal CL (e.g., Jigsaw) activities included in the intervention typically demanded that students, both individually and in groups, devote considerable time and effort in some purposeful educational tasks. Informal CL activities included in the project, provided students the opportunity to participate in classroom activities and develop a conceptual understanding of a topic. Formal CL activities allowed student participants to become more responsible for their own learning and to cooperatively manage large portions of a lesson's content, typically almost one large part of a chapter for each group. The students reacted to CL very positively.

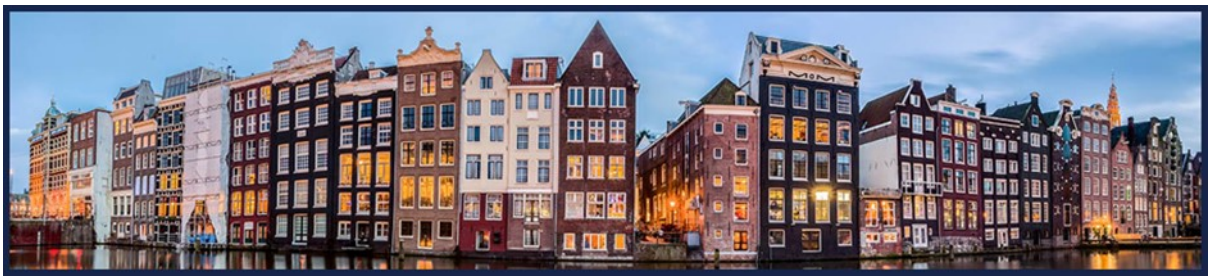
However, several contextual factors created a host of problems. For example, books were not available for students; classrooms were untidy, so organizing the classroom was challenging; computers were not always available in classrooms and did not always function during course activities, and there was inequitable participation due to ability difference. There were issues of time management as CL activities took much longer than anticipated, and large class size made classroom management a bit difficult.

In the intervention studies, student groups were formed based on gender, to make sure that each small group had at least one female student, as their number was small compared with male students. In addition, by relying on cumulative GPA scores of the previous semester, we intentionally spread ability levels across small groups. Combined together these ensured heterogeneity of group members across gender and ability, and formed the base for diverse student cohorts. The gender and ability composition of student groups, coupled with the small size (2-4 members), ensured that every student had the opportunity to learn equally well, and assist others when needed. In CL lessons, teachers facilitated the process by advising students how to deal with the CL task.

In the 2017/18 academic year, I continued researching CL at Jimma University with Business and Engineering students. The inclusion of these cohorts extended the application of CL and tested its practicality in additional relevant issues, such as student self-regulation.

In my experience as a member of a research consulting team to the Ethiopian Higher Education Roadmap since 2016, I have seen that initiatives to tackle deficiencies in quality have mostly stumbled. In Ethiopia, the popular notion of a "one-to-five" arrangement of cooperation (a group leader and five members) prevailed, contrary to the accepted understanding of group size. Its triggering force was a political undercurrent rather than an academic argument. Academic members and reform enthusiasts did not understand that success is grounded in the structure designed for each CL activity, and not on the number of group members. Given such an obstacle, it became critical for Ethiopian higher education to establish the academic foundation of CL, and promote its use in learning and research, so that students, as well as academic members, will be able to benefit from CL. Part of the agenda is to trickle down CL to high schools and elementary schools as well.

Peculiarly enough, CL, once selected as an intervention option, has turned out to be the biggest passion in my life. This is my journey with CL. I am enthusiastic to continue, and hope to inspire others with my example.



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This conference will focus on the challenges and opportunities relating to teaching and learning in diverse environments in the 21st century.

A strand at this conference focuses on Cooperative Learning and other interactive learning approaches. In this strand participants will experience a variety of methods and procedures that facilitate learning in small groups, as opposed to the traditional transmission model that is still quite pervasive.

The workshops will demonstrate ways learners of all ages can involve ideas, feelings, experiences, and cultural backgrounds in the learning process.

Participants will be exposed to CL methods and strategies designed to maximize learners' participation and contributions. The variety of workshops is based on the wealth of research and practice in the field that have proven CL's benefit to all learners, in all areas of learning.

The strand is co-chaired by Jill Clark (IASCE Board member), Yael Sharan, (IASCE Board member and IAIE member), and Ferenc Arato (IAIE and IASCE member).

Abstracts are due 1 September 2019

More information about the conference can be found at http://www.iaie.org/amsterdam2019/

From the Journals

Contributors: Jill Clark and Yael Sharan

Acuin, D., Petallana, M., & Esperas, G. (2018). Cooperative-collaborative learning in enhancing creative writing performance. *JPAIR Multidisciplinary Research, 32*(1), 164-173. doi:10.7719/jpair.v32i1.581

Writing is among the communication skills covered in both Filipino and English language teaching that every learner should develop at any level of education in the Philippines. However, teaching creative writing skills continues to be a very challenging task for teachers. It is a challenge, therefore, for teachers to motivate students to write. More so, it is a challenge for students to write creatively. Using the action research design, this study aimed to test and examine the effectiveness of cooperative-collaborative learning using the specific strategy, Team Pair Solo, in enhancing their creative writing skills. Triangulation is also used in this study to examine, verify, and cross-check the data at different angles such as observation, analysis of the pre and post writing composition, and from the interviews of the students. The finding shows positive effects of cooperative-collaborative learning in enhancing creative writing performance among the students. It is recommended that cooperative-collaborative learning strategy (Team Pair Solo) should be used in teaching to enhance the creative writing skills of students. It is further recommended that other cooperative-collaborative learning strategies be studied for the same purpose.

Assen, H., Meijers, F., Zwaal, W., & Poell, R. (2019). Collective learning, teacher beliefs and teaching behaviour in management and social-educational university programmes. *Journal of Vocational Education and Training,* pp. 1-22. doi: 10.1080/13636820.2019.1578817

An increasing number of universities around the world have adopted a learner-oriented approach to teaching. Collective learning is regarded as a way to support teachers to enhance this approach. Collective learning processes arise when the teachers collaborate and consciously strive for a shared vision, dialogue, collective action and evaluation. The goal of this explanatory correlational study was to explore whether and how collective learning is related to both learner-oriented teacher beliefs and teaching behaviour. The sample consisted of 90 teachers from management and social-educational programmes at a University of Applied Sciences in the Netherlands. Questionnaires were used to measure teacher beliefs and their perception of collective learning. Observations were used to determine teaching behaviour. Results indicated a discrepancy between beliefs and behaviour. Teachers of both programmes generally agreed with learner-oriented beliefs but demonstrated predominantly teacher-oriented behaviour. Teachers in social-educational programmes rated collective learning significantly higher than teachers in management programmes. A positive relationship was found between collective learning and learner-oriented beliefs, however, no relationship was found between collective learning and learner-oriented teaching behaviour. In further studies, a qualitative design could be used to explore to what extent teachers collectively develop their beliefs and behaviour.

Azizah, U., & Nasrudin, H. (2018). Development of chemistry instructional materials based on Cooperative Group Investigation (CGI) to empower thinking skills. *Journal of Physics: Conference Series, 1108*(1), 1-7. doi :10.1088/1742-6596/1108/1/012122

Thinking skill is important for students as it is the foundation for enhancing the mastery of concepts needed in the 21st century. Thinking skills that empowered in learning focuses on how students participate in solving problems. This research aims to develop chemistry instructional materials based on Cooperative Group Investigation (CGI) to empower thinking skills on colloidal system topic. The feasibility of chemistry instructional materials is evaluated based on its validity and practicality. The design of this research was four-D-model, consist of Define, Design, Develop, and Disseminate. Data of this research was analyzed by quantitative descriptive. The result of this research include: (1) The instructional materials that were developed which consist of lesson plan, students' book, worksheets, assessment, and power point media; (2) The instructional materials developed were valid with good category in construct, content, language, empirical validity, and contain principles of cooperative group investigation; (3) The teacher implemented the lesson plan well, the increased students activities were indicated

by doing investigation, analyzed the result of investigation and presentation of final product that are empowering students' thinking skills. Based on the results of the research, the instructional materials of colloidal system topic can empower students' thinking skills.

Biasutti, M., & Frate, S. (2018) Group metacognition in online collaborative learning: validity and reliability of the group metacognition scale (GMS). *Educational Technology Research and Development. 66*(6), 1321-1338. doi: https://doi.org/10.1007/s11423-018-9583-0

While a number of studies have considered that metacognition is related to processes at an individual level, the role of metacognition during collaborative learning activities remains unclear. Metacognition has been studied mainly as a process of the individual, neglecting the relevance of group regulated behavior during cooperative activities and how group members perceive their skills and reflect on group potentialities. The current study presents the construction and validation of a 20-item quantitative scale for measuring the metacognition of groups based on their knowledge of cognition, planning, monitoring and evaluating. The tool was presented to 362 university students participating in online collaborative activities. The validity and reliability of the scale were verified calculating descriptive statistics, the KMO and Bartlett tests, exploratory factor analysis, Cronbach's alpha, a confirmatory factor analysis and multi-group invariance testing. The findings showed that the instrument is sufficiently valid and reliable. To demonstrate its utility, the scale was used to observe differences in the processes among students attending several courses. Trainee teachers of primary school reported a higher metacognitive level than students in psychology, for example. The findings indicate that metacognition should also be considered in a group dimension rather than only as a reflection of individual behavior, and it should be a relevant construct for understanding online collaborative processes. Ways in which the scale could be applied to improve CSCL and further research for assessing the correlation between metacognition and other constructs are also discussed.

Casey, A., & Fernandez-Rio, J. (2019). Cooperative Learning and the affective domain. *Journal of Physical Education, Recreation & Dance*, *90*(3), 12-17. doi: 10.1080/07303084.2019.1559671

This article seeks to give practical examples of how teachers can promote the development of students' affective learning using two cooperative learning structures: Student teams assessment divisions (STAD) and jigsaw classroom. It also includes a taxonomy aimed to help teachers value and assess their students' affective learning. The article concludes by suggesting that if physical education is serious in its commitment to help all students learn across the different learning domains (i.e., physical, cognitive, social and affective), teachers need to be more selective in their choices of pedagogical approaches. In short, they must select those approaches capable of developing learning in the affective domain (e.g., cooperative learning and structures like STAD and jigsaw).

Dooley, L. M., & Bamford, N.J. (2018). Peer feedback on collaborative learning activities in veterinary education. *Vet. Science, 5*(90), 1-11. doi: 10.3390/vetsci5040090

Collaborative learning activities are an increasingly prominent feature of veterinary curricula that have been redesigned to achieve competency-based graduate learning outcomes. This evolution challenges the traditional individualistic approach to veterinary education and necessitates revisions to assessment and feedback practices to ensure constructive alignment. Peer feedback has been widely reported in the medical education literature as a teaching intervention in collaborative learning settings, with learning gains reported for students who receive and provide peer feedback. In this setting, peer feedback has been demonstrated to provide valuable formative feedback on professional behaviors and skills. However, there are very few such reports in the veterinary education literature to date. Barriers to the introduction of this approach can include teacher and student perceptions, and concerns around validity and reliability. This review aimed to provide an overview of current evidence regarding peer feedback on collaborative learning activities in higher education, and to explore opportunities and challenges for the introduction of peer feedback in the context of veterinary education. We contend that early and repeated provision of formative peer feedback can provide an opportunity to scaffold

the development of crucial core competencies within veterinary education, including the self-regulated learning skills required to work in collaborative teams, and interpret and act on feedback.

Fathallah, M. D., Rajab S.H., Al Musawi, H. A., Al Foderi, A., Al Qabandi, F., Al Saad, F., Al Kanderi, H., Al Obaid, M., Al Abyoki, S., Al Habeeb, F., Fuad Al Hassan2, Al Maalki, H., Al Noaimi, H., Al Shaalan, M., Al Mannai, M., & Abdullah, S. (2019). Consensual cooperative-learning: a new method to harmonize the learning of complex knowledge. *American Journal of Educational Research*, *6*(12), 1710-1714. doi: 10.12691/education-6-12-18

A harmonized learning outcome is eagerly needed when it comes to teaching complex knowledge, particularly concepts that can be contingent on different perceptions and understanding. No teaching method is currently available, however, about achieving a harmonized learning outcome of puzzling knowledge. To fill this educational gap, we developed an incrementally innovative learning-centered method; the consensual cooperative-learning method (CCL) and tested it on a group of executives enrolled in an innovation management PhD program. This paper describes the CCL method and highlights the potential of combining and building upon self-learning methods in achieving harmonized acquisition of sophisticated knowledge.

Fauziah, R. (2019). The effect of cooperative learning model Numbered Heads Together (NHT) type on student learning outcomes in social sciences subjects in Grade V Elementary School. *International Journal of Educational Dynamics*, *1*(1), 147-154.

The purpose of this study was to examine the effect of the Numbered Heads Together (NHT) Cooperative Learning Model on Student Learning Outcomes in Social Sciences Subjects of Class V Elementary School. The study population was all fifth grade students of SD 21 Cindakir Bungus Bay, Kabung Bay, Padang City. The study sample was a fifth grade student at SD 21 Cindakir Bungus Bay, Kabung Bay, Padang City. Data from research results are obtained from student learning outcomes tests. The results of the study indicate that there is an influence of the Numbered Heads Together type Cooperative Learning Model on social studies learning outcomes in class V SD 21 Cindakir Bungus Bay, Kabung Bay, Padang City.

Gannakos, V., & Darra, M. (2018). The implementation of computer-supported collaborative learning in secondary education. *International Journal of Learning and Development, 8*(4), 137-152. doi: 10.5296/ijld.v8i4.13794

The main purpose of this survey is to investigate the effectiveness of Computer-Supported Collaborative Learning (CSCL) in the teaching of Modern Greek in Lyceum. The survey was carried out in the form of a field experiment, with one experimental group and one control group. A didactic intervention in the form of a training scenario was carried out. Fifty (50) students of the Second Class of Lyceum of the Prefecture of Attica were the sample of the survey. The survey was conducted from 10 October 2016 to 20 December 2016 and lasted thirteen hours. The results of the research revealed that, after the experiment, there was a positive change in the attitudes of the experimental group's students regarding the use and utility of the computer.
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.

Howe, T-H., Sheu, C-F., & Hinojosa, J. (2018). Teaching theory in occupational therapy using a cooperative learning: A mixed-methods study. *Journal of Allied Health, 47*(1), 66-71.

Cooperative learning provides an important vehicle for active learning, as knowledge is socially constructed through interaction with others. This study investigated the effect of cooperative learning on occupational therapy (OT) theory knowledge attainment in professional-level OT students in a classroom environment. Using a pre- and post-test group design, 24 first-year, entry-level OT students participated while taking a theory course in their second semester of the program. Cooperative learning methods were implemented via in-class group assignments. The students were asked to complete two questionnaires regarding their attitudes toward group environments and their perception toward group learning before and after the semester. MANCOVA was used to examine changes in attitudes and perceived learning among groups. Students' summary sheets for each in-class assignment and course evaluations were collected for content analysis. Results indicated significant changes in students' attitude toward working in small groups regardless of their prior group experience.

Hunter, W. C., Maheady, L., Jasper, A. D., Williamson, R. L., Murley, R. C. & Stratton, E. (2015). Numbered Heads Together as a Tier 1 Instructional Strategy in Multitiered Systems of Support. *Education and Treatment of Children 38*(3), 345-362.

Federal mandates (Individuals With Disabilities Education Improvement Act, 2004; No Child Left Behind Act, 2001) require teachers to accommodate students with more diverse academic and behavioral needs in inclusive general educational settings. To assist general educators in meeting this instructional challenge, multi-tiered systems of support (MTSS) such as response to intervention (RtI) and positive behavior interventions and supports (PBIS) were established in schools nationwide. There is still a need, however, for classroom- based interventions with empirical support that are feasible to implement in whole-class settings and acceptable to teachers and students. Here, Numbered Heads Together (NHT), an alternative questioning strategy, is offered as a potentially effective Tier 1 intervention that can be used to improve student performance in general education classrooms. Extant research findings are described, procedures for using NHT in classroom settings are discussed, and future directions for research and practice are offered.

Indarti, D., Mardiyana., & Pramudiya, I. (2018). Group investigation with scientific approach in mathematics learning. *Journal of Physics Conference Series 983*(1), 1-5. doi: 10.1088/1742-6596/983/1/

The aim of this research is to find out the effect of learning model toward mathematics achievement. This research is quasi-experimental research. The population of the research is all VII grade students of Karanganyar regency in the academic year of 2016/2017. The sample of this research was taken using stratified cluster random sampling technique. Data collection was done based on mathematics achievement test. The data analysis technique used one-way ANOVA following the normality test with Lilliefors method and homogeneity test with Bartlett method. The results of this research is the mathematics learning using Group Investigation learning model with scientific approach produces the better mathematics learning achievement than learning with conventional model on material of quadrilateral. Group Investigation learning model with scientific approach can be used by the teachers in mathematics learning, especially in the material of quadrilateral, which can improve the mathematics achievement.

Marei, H. F., Donkers, J., & Van Merrienboer, J. J. G. (2018). The effectiveness of integration of virtual patients in a collaborative learning activity. *Medical Teacher 40(sup1)*, 1-8. doi: 10.1080/0142159X.2018.1465534

Background: Virtual patients (VPs) have been recently integrated within different learning activities.
Aim: To compare between the effect of using VPs in a collaborative learning activity and using VPs in an independent learning activity on students' knowledge acquisition, retention and transfer.
Methods: For two different topics, respectively 82 and 76 dental students participated in teaching, learning and assessment sessions with VPs. Students from a female campus and from a male campus have been randomly assigned to condition (collaborative and independent), yielding four experimental groups. Each group received a lecture followed by a learning session using two VPs per topic. Students were administrated immediate and

delayed written tests as well as transfer tests using two VPs to assess their knowledge in diagnosis and treatment. Results: For the treatment items of the immediate and delayed written tests, females outperformed males in the collaborative VP group but not in the independent VP group.
Conclusion: On the female campus, the use of VPs in a collaborative learning activity is more effective than its use as an independent learning activity in enhancing students' knowledge acquisition and retention. However, the collaborative use of VPs by itself is not enough to produce consistent results across different groups of students and attention should be given to all the factors that would affect students' interaction.

McMillen, C., Mallette, B., Smith, C., Rey, J., Jabot, M., & Maheady, L. (2016). The effects of Numbered Heads Together on the science quiz performance of a 9th grade class. *Journal of Evidence-Based Practices for Schools, 15*(1), 65-89.

Getting all students to participate actively in class is a significant instructional challenge. Unfortunately, most teachers rely on voluntary hand-raising which may, in fact, widen the achievement gap in our classrooms. This study examined the effects of Numbered Heads Together (NHT), an alternative teacher questioning practice, on the weekly quiz performance of a9thgrade, culturally diverse science class. Using an A-B-A-B design, researchers found that NH produced immediate and noticeable improvements in students' science quiz performance. All but one pupil had higher quiz scores under NHT than hand-raising conditions and teachers and students rated the intervention favourably.

Mendo-Lázaro, S., León-del-Barco, B., Felipe-Castaño, E., Polo-del-Río,M., & Iglesias-Gallego, D. (2018). Cooperative team learning and the development of social skills in Higher Education: The variables involved. *Frontiers in Psychology* 9. 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.

Myskow, G., Bennett, P. A., Yoshimura, H., Gruendel, K., Marutani, T., Hano, K., & Li, T. (2018). Fostering collaborative autonomy: The roles of cooperative and collaborative learning. *Relay Journal, 1*(2), 360-381.

The distinction between Cooperative and Collaborative Learning approaches is not a clear one. Some use the terms interchangeably while others consider Cooperative Learning to be a type of Collaborative Learning. Still others clearly differentiate between them, characterizing Cooperative Learning as more highly structured in its procedures, involving a great deal of intervention by the teacher to plan and orchestrate group interactions. Collaborative Learning, however, presupposes some degree of learner autonomy - that groups can work effectively toward shared goals and monitor their own progress. This paper takes the view that the distinction between Cooperative and Collaborative Learning is a useful one and that both approaches can play valuable roles in fostering autonomous interaction, or what Murphey and Jacobs (2000) refer to as "collaborative autonomy". It argues that while Collaborative Learning formations may be the ultimate goal for teachers wishing to develop learner autonomy,

Cooperative Learning is a valuable means for modeling the skills and abilities to help students get there. The discussion begins with an overview of the two approaches, focusing on their implementation in the Japanese educational context. It then presents seven highly structured Cooperative Learning activities and shows how they can be modified and extended over time to encourage more collaborative autonomy.

Ramadhanti, D., & Yanda, D. P. (2018). Understanding poetry through the use of cooperative learning model. *Cakrawala Pendidikan, XXXVII*, (3), 436-446. doi: 10.21831/cp.v38i3.20675

This study describes the learning process of inner and physical structure of poetry understanding through the use of Student Team Achievement and Division (STAD) and Cooperative Integrated Reading and Composition (CIRC) cooperative learning models. In addition to the cooperative learning models, literary reading interest is also used as a consideration in the learning process of poetry understanding. This experimental study involved 63 samples from a total of 124 people. Samples were randomly selected and assigned into two experimental groups. The experimental group I, with a total of 33 subjects, was treated with the STAD model, while the experimental group II, with a total of 30 subjects, was treated with the CIRC model. The subjects in the two experimental groups were assigned to complete a literary reading interest questionnaire. After the treatment, a poetry understanding test was given to the subjects in the two groups. A t-test was subsequently used to examine the students learning outcome, by considering their interest in literary reading. The results of data analysis showed no significant differences in the application of cooperative learning models in poetry understanding. Both students with high and low literary reading interest found the learning models helpful in improving their performance in the understanding inner and physical structure of poetry. Students with low literary reading interest were motivated in the learning process as a result of the teamwork in completing the poetry understanding tasks.

Sutherland, S., Stuhr, P.T., Ressler, J, Smith, C., & Wiggin, A. (2019). A model for group processing in cooperative learning. *Journal of Physical Education, Recreation & Dance, 90*(3), 22-26. doi: 10.1080/07303084.2019.1559676

Group processing is arguably the pivotal element when implementing cooperative learning (CL). It is the primary vehicle to help group members reflect on behaviors that impede or enable group work. Participating in group processing facilitates students' understanding of their own personal and social development as they recognize how they have negotiated conflict, worked together to overcome struggles, and developed a new understanding of their group members. Despite the pivotal role it plays within CL, group processing is often forfeited due to lack of time, the misguided notion that students reflect by simply engaging in the activities, or because teachers do not know how to facilitate an effective group-processing session. To counter these challenges, there is a need for a structured, student-centered approach. Borrowing from the authors' work in adventure-based learning, this article proposes that the Sunday afternoon drive debrief model provides an approach that prioritizes group processing for teachers using CL. While the Sunday afternoon drive model is briefly explained in this article, the main focus is on specific pedagogical strategies that have been used while implementing CL.

Tjosvold, D., Druckman, D., Johnson, R. T., Smith, K. A., & Roseth, C. (2019). Valuing cooperation and constructive controversy: A tribute to David W. Johnson. *Negotiation and Conflict Management Research*. https://doi.org/10.1111/ncmr.12145

The International Association of Conflict Management awarded David Johnson the Jeffrey Rubin Theory-to-Practice Award for professional achievement in 2010. To extend this recognition of David, Negotiation and Conflict Management Research invited us to publish this tribute. We begin with Dean Tjosvold's discussion of David's career. Daniel Druckman describes David's research on constructive controversy and team performance. Roger Johnson outlines how David and he laid the foundations of cooperative learning. Karl Smith describes the development of intellectual disagreement to promote decision-making. Cary Roseth shows the persistence and skill needed for David's meta-analyses on the effects of cooperation and competition on learning. Finally, David responds to three questions developed by the contributors.

Utami, S. (2018). Developing lifelong learners by implementing group investigation technique at Higher Education. *Asian EFL Journal, 20*(11), 77-82.

Group Investigation technique has been considered significant in improving students' soft skill through the opportunity given for each individual in the learning process. This study aims to describe Group Investigation technique used for college students in a collaborative learning. This practical experience is expected to answer the questions of: 1) what kind of skills that students can acquire after using this technique; and 2) what are the roles of teacher in the classroom in improving in making this technique successfully implemented. To answer the research questions, this research involved fifty students divided into ten groups. Then, this study employed primary and secondary data. The primary data included notes from students of their activities learning English outside and inside the classroom in a form of rubric written by the group, and also questionnaire. While the secondary data covered handout of Business English used in the learning process. The data were gathered through questionnaire distribution, documentation, and group report. To analyze the data, qualitative method was used by interpreting all data gathered from various resources. The research found that this technique provides conducive learning process for students to participate more actively on the task given, to have better self-attitude, to create students as independent and lifelong learners. Further, teachers have to prepare well and design task-oriented activities during the learning process.

Wongsasung, J., Satityudhakarn, S., Takan, S., & Nutong, S. (2018). Effect of a cooperative learning module on nursing students' inquisitiveness in a Thai University. *Catalyst, 18*, 37-45.

The inquisitiveness of nursing students before and after implementation of a cooperative learning module was tested among a group (n = 40). An Inquisitive Questionnaire was developed with a Cronbach's alpha coefficient of 0.93. The process of attempting to raise inquisitiveness was accomplished by adoption of the Student Teams-Achievement Divisions teaching strategy. Involved was a group process emphasizing shared learning, rewards, and grades. The focus was also on learning together as a group that involved reviewing, explaining, delegating, working together, submitting their assignment, and being evaluated as a group. This process was applied to the intervention group for three days a week over two weeks. The inquisitiveness of students was assessed before and after the intervention by using the developed questionnaire. Results demonstrated that the inquiry level and inquisitiveness of students improved after receiving cooperative learning intervention. Significance was at the .05 level (t = 6.80, p < 0.05). Cooperative learning promotes inquisitive learning process development, and facilitates nursing practice in accordance with established objectives. Nurses become more knowledgeable and competent in nursing subjects, skillful in nursing practice, and successful in nursing careers.

Wu, J.G. (2018). Mobile collaborative learning in a Chinese tertiary EFL context. *TESL-EJ, 22*(2), 1-15.

In this paper, a learning community enabled by a mobile instant messaging app is described. The design of the community drew on a production-oriented pedagogical approach with the integration of mobile technology. To exemplify the mobile project, examples of student interaction are provided. The paper ends with suggestions for teachers in terms of organizing technology-enhanced learning projects.

Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative learning strategies to enhance writing skills among second language learners. *International Journal of Instruction, 12*(1), 1399-1412. https://doi.org/10.29333/iji.2019.12189a

The mastery of the writing skills is crucial, not only among the school children, but also to everyone. The use of Cooperative Learning (hereafter, CL) has become increasingly popular in recent years as pedagogy trends worldwide. It has shifted from teacher-centred to learner-centred methods. Among the methods endorsed in teaching writing is the application of CL. This research investigated the effects of CL to improve the writing skill of ninth grade students in a middle school in Kuala Lumpur. This research used the quasi experimental design, with pre-test and post-test of the narrative essays as the instruments. The data were further analysed by employing descriptive and inferential statistics. The students' writing were scored on the five writing components, they are vocabulary, organization, grammatical accuracy and mechanics. The results showed that

the students had increased in their writing scores from the pre-test to the post test after the application of CL in the class. Subsequently, the results indicate positive effects of CL in improving the writing skill of students at the school, and they are also discussed in the paper.

Zhang, J., & Cui, Q. (2018). Collaborative learning in higher nursing education: A systematic review. *Journal of Professional Nursing 34*(5), 378-388. doi: 10.1016/j.profnurs.2018.07.007

Background: Collaborative learning has been used in nursing education for more than two decades. However, little is known about its relationship to quality of nursing education, its implementation process as well as what factors likely influence the effectiveness of the teaching approach.
Methods: Previous relevant literature had been searched and located from three electronic databases including CINAIL, PubMed, and Google Scholar.
Results: Collaborative learning had been employed in classroom teaching, clinical education and online course teaching. The strategy of instruction was found useful for improving nursing knowledge and skill performance, improving student clinical competency, as well as promote student group skills and learning behavior (e.g., Class engagement, motivation for learning, self-confidence).
Conclusions: It was recommended to integrate collaborative learning into nursing education due to positive influences on student learning.

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