June 2004

Dear Colleagues:

In conjunction with our conference in Singapore, IASCE is pleased to bring you this edition of our member newsletter. Conferences are so exciting—and so tiring! IASCE conferences always provide wonderful opportunities to reconnect with old friends, to make new friends, and to learn how cooperative learning is researched and implemented around the world.

At the Singapore conference, IASCE will be celebrating its 25th birthday. In this issue of the newsletter, Yael Sharan shares with us a reflection on our early years and reminds us how cooperative learning has developed and spread. As an organization, we have much of which to be proud—including our most recent book *Teaching Cooperative Learning,* and we know that many exciting challenges and possibilities lie ahead.

On the last day of the conference--as one way of encouraging continued work and new directions for practitioners, researchers, and the organization itself—former and current IASCE Board Members will facilitate a conversation designed to help discover and articulate both these challenges and these possibilities. In reading the articles in this issue, notice too that many authors suggest both challenges and possibilities. For instance: Gertrude Tinker Sachs describes steps towards the implementation of cooperative learning in primary and secondary schools in Hong Kong and the challenge of moving from a view of cooperative learning as an "add on" technique to the view of cooperation as integral to learning and schools. Describing cooperative learning applications in higher education in Asia, Dean Tjosvold suggests that cultural context is often a challenge in the implementation of cooperative learning. Spencer Kagan, in his article which previews the interactive keynote he will be sharing in Singapore, outlines links between brain-based learning and cooperative learning; these links suggest new directions for research and new reasons for educators to renew and expand their understanding and use of cooperative learning. In the recent special issue of *Theory into Practice*, edited by David and Roger Johnson, the links between cooperative learning and conflict resolution and mediation are explored in depth. Again, these links suggest many possibilities and remind us of the power of cooperation. This issue of *Theory into Practice* is the third issue in five years to focus on the benefits and uses of cooperation in education. That kind of in-depth commitment to a "topic" is rare in education writing. It suggests, as does the breadth of articles in this issue's "From the Journals" section and the formation of the Japanese Association for the Study of Cooperation in Education, that cooperative learning is inclusive, relevant, and vital.

To those of you who have joined us in Singapore, we welcome you and your voice as we reflect on our history and focus on our future. To those of you at home, or in your classrooms, or who are reading this issue in the company of colleagues, we welcome your thoughts and honor your work and your support for IASCE.

Cooperatively yours,

*Lynda*

Lynda Baloche
Co-president IASCE

# Table of Contents

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# 25 Years of the IASCE
## Yael Sharan

In the 1970s, the work of many pioneering educational researchers, teachers, and teacher educators centered on the re-emerging field of cooperative learning. They had the opportunity to present their work to one another in 1979, at the first international conference on cooperative learning. To ensure the continued exchange of their ideas and experiences, they established the International Association for the Study of Cooperation in Education (IASCE). The 1979 conference was the first of IASCE's typically biennial international conferences, and also the beginning of the Association's newsletter, that has consistently gathered and broadcast information about current research and practice of cooperative learning.

By now, copies of the first typewritten issues of the newsletter have yellowed, yet they clearly testify to the breadth of the Association from its beginning. In Vol. 1, Number 2, March 1980, Shlomo Sharan, IASCE's first secretary and later its president, listed members of the Association who attended the founding conference in Tel Aviv. They came from countries such as Australia, the Netherlands, Canada, the Philippines, Mexico, England, and Israel to present their work. From the United States came other educators, who combined research and practice, among them Richard Schmuck, Robert Slavin and Nancy Madden, Spencer Kagan, Elliot Aronson, and Neil Davidson. At the second conference, Elizabeth Cohen and others joined the Association. Through the efforts of IASCE members and many others, cooperative learning went on to become the most thoroughly researched educational practice.

In the 80s and 90s, when the effects of their work had taken root, several researchers, such as David and Roger Johnson, Spencer Kagan, and Robert Slavin, created their own prolific organizations. A parallel development at this time was the creation of regional chapters, who encouraged and strengthened the application of research findings to local needs. The first one was founded in California – the California Association for Cooperation in Education (CACIE, which lasted several years), followed by the Great Lakes Association for Cooperation in Education (GLACIE) and the Mid-Atlantic Association for Cooperation in Education (MACIE). Utah and Ohio also had regional chapters for a while. The network of educators who contributed to the growth of the field broadened as other organizations concerned with cooperative learning were established elsewhere as well. The newsletter became a glossy magazine, ably edited by Liana Forest and Ted Graves.

Another look at the March 1980 newsletter reveals the full table of contents of *Cooperation in Education*, the book that incorporated papers and abstracts from the first conference. Several chapters describe different cooperative learning methods, mainly of a generic nature. Since then, the focus of research and practice has been in constant flux: from the effectiveness of specific methods, to the application of methods to various content areas, to the combination of methods to promote more general educational goals, to cooperative learning in staff development and school organization, and to teacher education for cooperative learning. All these issues still engage IASCE members. Throughout the years, IASCE members have been among those at the forefront of the evolvement of cooperative learning, e.g., contributing to books that mark progress in the field, such as the recent *Professional Development for Cooperative Learning - Issues and Approaches (1998)*, and *Teaching Cooperative Learning: The Challenge for Teacher Education* (2004).

In 1979, the international base of the Association was set and is still expanding. IASCE now boasts members from many parts of the world, including Asia and Eastern Europe. For instance, a new IASCE chapter was recently formed in Japan. Wherever educators seek ways to enhance students' responsibility for their learning, and teachers seek to refine their ability to create an interactive and nurturing learning environment, they draw on the power of cooperative learning, and on the experience of IASCE members.

IASCE members continue to publish books and articles that report on their diverse contributions to the development of cooperative learning. Our conferences continue to serve as a platform for the fertile exchange of ideas about theory and practice in the field.

In honor of IASCE's 25th birthday, a collection of articles originally published in the newsletter in 2002 - 2004 will be included in the CD-ROM of proceedings of the Singapore conference. In these articles, several IASCE members candidly write about how and why cooperative learning developed in their respective countries. In introducing, implementing, and disseminating cooperative learning, they encountered problems familiar to all, yet their solutions are varied and will remind readers that there is always much to learn from the creativity and determination of educators all over the world.

## *Happy 25th Birthday to IASCE!*

## *Japan Association for the Study of Cooperation in Education* Launched

The Japanese Association for the Study of Cooperation in Education (JASCE) was formally inaugurated on May 7, 2004. Ninety people have joined the organization so far, and more than 30 attended our opening ceremony. We are a diverse group: teachers from various levels of education, researchers, students, counselors, administrative staff, workshop organizers, discussion group leaders, and commercial group members. Researchers are from such disciplines as sociology, psychology, education, nursing, and linguistics.

JASCE has been established as a common platform to exchange ideas across disciplines and teaching/learning contexts relative to the theory and implementation of cooperative learning in Japan. Our goal is to learn from each other, work dynamically, and implement our ideas for education based on a humanistic and cooperative ethic both in our classrooms and beyond classroom walls.

Both the ceremony and the party afterwards were like a family occasion. Some of the participants met for the first time, but made friends on the spot and discussed with each other our beliefs, ideals, goals, projects, and future plans.

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## IASCE Forum – Cooperative Learning in Hong Kong

*In this issue of the IASCE Forum, Gertrude Tinker Sachs and Dean Tjosvold write about how cooperative learning was introduced in Hong Kong. One avenue was through teachers of English at the primary and secondary levels. This is described in the article below. The other was at the university level through the work of the Hong Kong Cooperative Learning Center. Dean Tjosvold describes this in a separate article.*

### Cooperative Learning in Hong Kong Primary and Secondary Schools
### Gertrude Tinker Sachs

The adoption of cooperative learning (CL) in Hong Kong primary and secondary schools is still in its infancy. CL is introduced to prospective teachers in teacher education institutions and is touted by Education Department curricula documents as a positive approach for learning. Yet, like most interactive teaching approaches, its adoption at the school and classroom level is, for the most part, lost in the maelstrom of the everyday busyness of meeting the demands of already overcrowded curricula. In order to be accommodated, CL, by its very nature, requires preplanning, some physical space to move around, and some

flexibility in the teacher's timetable. In addition, and more importantly, like any new pedagogical initiative, with CL, the teacher needs to develop familiarity and expertise in the various techniques through consistent use over an extended period of time. The nature of teaching and learning in most Hong Kong's schools and classrooms greatly limits the effective large-scale adoption of this way of teaching and learning.

However, a few Hong Kong government funded projects have made inroads in bringing CL to teachers of English as a second/foreign language. In a two-year project on CL and task-based learning, teachers of English from three secondary schools found that implementing CL tasks was quite challenging. The teachers had been exposed to CL through group workshops and had worked collaboratively with researchers to develop task-based lesson plans. However, teachers felt that time to plan was inadequate, the curriculum too crowded to accommodate CL task-based activities and that it took too long to prepare the students for the activities during the lesson. Despite the difficulties, the teachers recognised that when their students participated in CL activities, they exhibited high levels of engagement and interest and had more opportunities to use English than in their regular lessons (Tinker Sachs, Candlin, Rose and Shum 2003).

Similarly, teachers of English from three primary schools in Hong Kong participated in a three-year project. Like the secondary teachers they also had very positive things to say about the positive impact of CL on their students' use of English and level of engagement in the class which differed substantially from that found in the typical traditional classroom setting.

However, primary school teachers shared the same dilemmas as their secondary counterparts. They found that the heavily packed curriculum did not allow for adequate opportunities to practice CL over a prolonged period of time, although all the teachers greatly benefited from the professional development opportunities provided by the project team and the expertise of Dr. George Jacobs and Professor Dianne Larsen-Freeman (Tinker Sachs, 2003).

The positive benefits of CL have also been found in the teacher education classroom. Pre-service teachers of English also participated in the above mentioned projects and experienced CL first hand through their teacher education course activities. Their positive response to CL motivated many of them to voluntarily carry out CL during their practice teaching and to investigate aspects of CL in their BA in Teaching English as a Second language (BATESL) final year projects (Tinker Sachs, 2002).

In all the aforementioned projects, the primary and secondary students were excited by this way of learning. They liked being able to ask each other for help, they liked talking in class, although they sometimes talked in Cantonese (the native language of most people in Hong Kong), and most of all, they found CL an interesting way to learn and practice English. But these projects still represent merely a tip of the iceberg in depicting what could happen when teachers incorporate interactive approaches to support their ways of teaching.

Incorporating CL on a larger scale requires more teachers, school administrators and teacher educators to have detailed knowledge of and prolonged contact with the infinite possibilities of CL in their schools and classes. When this is done, CL will not be viewed as a burdensome "add-on" but seen as an easily integrated part of the everyday busyness of teaching and learning. Despite the problems, the previously mentioned projects all confirm the positive impact that CL has on teaching and learning: high levels of interest and engagement as well as increased opportunities to use the target language. CL can blossom and grow where it is planted, if it can be given enough space to breathe, ample sunshine to help it flourish and adequate amounts of water to help it grow and spread; but who will be the gardeners?

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Tinker Sachs, G., Candlin, C., Rose, K. & Shum, S. (2003). Developing cooperative learning in the EFL/ESL secondary classroom. *RELC Journal, 34*(3), 338-371.

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## Cooperative Learning in Hong Kong Universities
### Dean Tjosvold

Hong Kong deserves its reputation as a dynamic city, but lately we have had to adapt to shrinking budgets and deflation. The Education Minister has proposed mergers to form one or two "world-class" universities. As a result, faculty members feel threatened. As the government has become more accountable, it has strengthened its teaching and research surveys and administrative audits. Universities are encouraging "autonomous learning" outside the classroom and reducing the number of credits to graduate to 90 credits to conform to the government's budget.

Nevertheless, cooperative learning continues to be an important, viable approach at Hong Kong universities. Universities cannot be "world-class" unless their graduates have the conceptual, language, and teamwork skills that CL fosters. Indeed, CL is a cost-effective way of making universities more accountable and effective, and helps instructors feel more rewarded and fulfilled in their teaching. Our recent studies document that cooperative relationships among students very much contributes to their learning autonomously outside of the classroom as well as inside.

The Hong Kong Cooperative Learning Center (HKCL) has promoted activities and workshops to help instructors experiment in their classrooms. It sponsored the publication in Chinese of David and Roger Johnson's Active Learning by Machine Press in Beijing. David has led an annual 3-day workshop the past four years as well as a weeklong workshop at Chinese University's medical and management schools. He, Karl Smith, and others have conducted workshops at most universities in HK.

The Center also promotes CL in the mainland. David and George Jacobs from Singapore have conducted workshops for teachers from schools and universities through the Center's agreement with the Shanghai Management Association. David also conducted workshops in Beijing, Chendu, Kunming, Shandong, and Guangzhou. Dean Tjosvold led a series of workshops in Hangzhou for management academics from all over China on how they could use CL.

The content of these workshops is not so different from what the workshop leaders offer in the West, in that Chinese participants are asked to consider similar teaching strategies. Participants' concerns are similar too, in that they want to know how to change students' passive role to one where they are motivated and skilled to take advantage of cooperative groups. Hong Kong instructors typically have less latitude than their Western colleagues in terms of curriculum and grading distribution requirements that require "grading on the curve" and making grades at least in part dependent on out-performing other students.

Many researchers have questioned whether Western-developed theories and methods are culturally appropriate and relevant for the collectivist, group-oriented culture of China. In particular, Chinese students may react differently and negatively to the demands of cooperative learning to hold individuals accountable, discuss opposing views open-mindedly, and manage conflict directly. The HKCL has developed the CL's empirical base in the region by developing and publishing studies on the theory of cooperation and competition learning in the classroom and in organizations more generally. Findings directly confirm that CL learning is very viable in the Chinese classroom.

Results also indicate that the appropriate, skilled application of Chinese values very much contributes to making CL effective. Both in field and experimental studies in China, collectivist values have been found to reinforce cooperative goals. However, contrary to the common theorizing that collectivist values lead to avoiding conflict to maintain relationships, studies indicate that collectivist values result in open discussion and integrated decision-making. Although "social face" typically leads to conflict avoidance, giving social face to others has been found to increase open dialogue and group productivity. Conflict has been thought to be contrary to Chinese values, yet debates and disagreements are part of the Confucian tradition. Our studies document that within a cooperative context Chinese students develop new solutions and strengthen their relationships through discussions about controversy.

Chinese educators themselves seldom argue that cooperative learning is Western and therefore irrelevant to China. More often they argue that Chinese students and people are too individualistic, making developing cooperative learning in the classroom a difficult challenge! We are impressed with the openness of Chinese educators who want to take advantage of the knowledge base of cooperative learning and make it applicable for their students.

In Hong Kong, as in most places, the need for CL outstrips its use. The current demands on universities make CL potentially more valuable but also distract instructors from learning and experimenting. We need to join forces with those in primary and secondary schools to strengthen CL in Hong Kong. Our work is not done.

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## Cooperative Learning and Brain-Friendly Teaching
### Spencer Kagan

Instruction is more effective when it aligns with how the brain best attends to, understands, and retains information. A number of principles of brain-friendly learning have been established. It turns out, to a remarkable degree, that systematic use of cooperative learning implements some of the most important principles of brain-friendly learning. In this article, I point out how cooperative learning aligns with five important principles of brain-friendly learning.

### I. Brains Need Nourishment
When brain oxygen and glucose levels drop, so does brain functioning. Increasing the supply of oxygen and blood to the brains of students in a classroom increases alertness, sense of well-being, and learning.

Many classbuilding structures have students get out of their seats and move in the classroom (Kagan, Robertson, & Kagan, 1995). There are a host of brain-breaks and energizers that take but a few minutes but dramatically increase energy level among students (Kagan, 2000). The movement and interaction increase breathing rate and volume and heart rate and volume, which in turn increase blood supply to the brain. Increased blood supply to the brain increases the delivery of oxygen and glucose, the primary nourishments that fuel s cognitive activity. Thus cooperative learning structures actually nourish the brain!

## II. Brains Are Social Organs

In a remarkable book, *Friday's Footprint: How Society Shapes the Human Mind,* Leslie Brothers (1997) provides a wealth of evidence demonstrating that our brains have evolved to selectively attend to social stimuli. In *Mapping the Mind,* Rita Carter (1999, p. 150) displays results of active brain imaging studies which show that brains are dramatically more active learning in interaction with others than when alone, reading or listening to a lecture. Opiate-like substances are released in mammalian brains during care-giving and play, explaining why these activities are so rewarding. Our brains, to a remarkable extent, are social organisms.

If we naturally attend far more to social stimuli, it makes sense to have students interact, discuss, debate, and work together on academic content. For example, if rather than turning to a text to seek an answer, students are allowed to use **Find Someone Who**, they are more engaged and enjoy the learning more. If they use **Numbered Heads Together** rather than responding alone to an instructor's question, they are far more engaged. Cooperative learning provides the kind of stimuli that brains crave.

## III. Brains Seek Psychological Safety

Our brains have evolved to help us survive. When we are frightened, primitive fight or flight defense alarm systems kick in. The limbic system in the brain, seat of emotions, becomes highly activated, and we engage primitive modes of functioning evolved to give us a survival advantage. When this happens, the cortex is less efficient, diminishing our ability to engage in higher-order cerebral functioning. Higher-level thinking occurs best when we are in a state of relaxed alertness — when we feel psychologically safe. Anything that creates anxiety or threat decreases the probability of learning.

Cooperative learning teambuilding structures (Kagan, Kagan, & Kagan, 1997) and classbuilding structures (Kagan, Robertson, & Kagan, 1995) are explicitly designed to create social safety. The classbuilding and teambuilding structures allow students to know and support each other and to accept individual differences. Because of the

teambuilding and classbuilding structures, students drop their fear of social rejection and their worry about social acceptance — they are free to focus more on the academic content.

Communication building structures (Kagan, 1994) also create a safe context for learning. Communication building structures teach students to express understanding and concern for each other's ideas. For example, during **Paraphrase Passport**, every student knows his/her ideas will be listened to and validated, creating a caring, safe context for the exchange of ideas. Thus teambuilding, classbuilding, and communication building structures reduce the risk and create a psychologically safe environment, freeing the brain for optimal higher-level cerebral functioning.

## IV. Brains Are Emotional

Emotions are the primitive signals which keep us alive by motivating us to flee from being bitten or eaten, care for and protect our progeny, and hunt for a tasty morsel. It is elegantly argued by Antonio Damasio (1999) that the very origin of consciousness resides in the brain's capacity for emotion. Each neuron in the brain is responsive to what Candace Pert (1997) aptly calls "Molecules of Emotions." Our brains are structured so that which makes us feel is remembered.

A brain-friendly classroom is one in which emotions are not avoided, but rather elicited in service of learning. Various cooperative learning structures help link emotions to the academic content. In **Agree-Disagree Line Ups**, Agreement Circles, Corners, Proactive Prioritizing, and Paraphrase Passport, to cite a few examples, students learn to take a stance depending on their feelings about an issue, and to listen with respect to opinions of other students who hold different feelings about the issue. In the constructive controversy which results, students find the content more memorable.

## V. Brains Seek and Process Information

There is a great deal to say about how cooperative learning aligns with how brains seek and process information. Space here allows me to mention only that brains seek and attend to

novelty; are parallel processors; seek feedback; seek patterns and construct meaning; have multiple intelligences; and have multiple memory systems. Cooperative learning better aligns with how brains seek and process information in all these dimensions in part because cooperative learning activities are multi-modal events providing multiple sources of feedback, engaging multiple intelligences and multiple memory systems.

Today's youth are bombarded by high levels of stimulation; their brains seek high stimulation. Cooperative learning with its simultaneous interaction of all students meets that need far better than the traditional sequential, call-on-one-student-at-a-time or work-alone-on-a-worksheet classroom structures.

**In Sum**
There are many ways quite apart from cooperative learning to create brain-friendly instruction. But instructors who use a range of cooperative learning methods can be assured they are aligning instruction with some of the most important principles derived from brain science. Without changing what is taught, by simply delivering her/his content via cooperative learning, an instructor increases dramatically the probability of learning for all students by aligning instruction with how the brain best learns.

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*Spencer Kagan, Ph.D., directs Kagan Publishing and Professional Development, the world's largest distributor of cooperative learning and multiple intelligences workshops, training institutes, books, and teaching resources.*

## Conflict Resolution and Peer Mediation

A special issue of *Theory Into Practice* (Winter 2004, Volume 43, Number 1) features Conflict Resolution and Peer Mediation, two topics closely related to CL. Guest editors are David W. Johnson and Roger T. Johnson. For more information on the journal, go to: http://www.coe.ohio-state.edu/TIP.

Here is the list of articles and authors.

A Conflict Resolution Model - *John Davidson and Christine Wood*

Coping Competencies: What to Teach and When - *Erica Frydenberg*

Conflict Elaboration and Cognitive Outcomes - *Céline Buchs, Fabrizio Butera, Gabriel Mugny, and Céline Darnon*

Conflict Resolution at Multiple Levels Across the Lifespan: The Work of the ICCCR - *Peter T. Coleman and*

*Beth Fisher-Yoshida*

Monitoring and Mapping Student Victimization in Schools - *Ron Astor, Rami Benbenishty, and Heather Ann Meyer*

Integrating Conflict Resolution and Peer Mediation Training Into the Curriculum - *Laurie Stevahn*

The Resolving Conflicting Creatively Program: How We Know it Works - *Jennifer Selfridge*

Implementing the "Teaching Students to be Peacemakers Program" - *David W. Johnson and Roger T. Johnson*

Cooperative Conflict Management as a Basis for Training Students in China - *Dean Tjosvold and Sofia Su Gang*

## International Workshop on Groupware

San Carlos, Costa Rica will host the CRIWG'2004 workshop of Groupware from September 5-9, 2004. The CRIWG workshops have been motivated by advances in Computer-Supported Cooperative Work, and by the need for CSCW to meet the challenges of new application areas. This workshop aims at providing a forum for academic researchers and professionals to exchange their experiences and their ideas about problems and solutions related to the design, development and use of groupware applications. For more information, please visit http://www.criwg.org.

Topics to be discussed at the workshop include:
- Web / Internet cooperative applications / environments
- Middleware for CSCW applications
- Distribution / replication support of shared information
- Groupware development frameworks and toolkits
- Collaborative workspaces, tailoring
- Languages and tools supporting collaboration
- Monitoring and analysis of group interactions
- Workflow management and coordination
- Administration support for distributed communities
- Work modeling in CSCW
- Organizational computing
- Multi-user interfaces, Group Awareness
- Social aspects of group work
- Nomadic and/or mobile collaborative work
- Virtual groups and virtual worlds
- Computer Supported Collaborative Learning (CSCL)
- Group decision and negotiation support (GDSS), Meetingware
- Hypermedia systems, Digital libraries
- Adaptive collaborative environments
- Collaborative applications and case studies

## Cooperative Learning Networking Conference in Hong Kong

On May 31, 2004, the Hong Kong Cooperative Learning Center (http://www.ln.edu.hk/hkclc) sponsored a networking conference for tertiary level instructors who are using or wish to use cooperative learning. Rick Mitchell and Peggy Ng, from City University of Hong Kong discussed their experiences in working together to develop a curriculum that effectively uses cooperative learning. Participants engaged each other on

achievements in using cooperative learning, obstacles and how to overcome them, and ways to support cooperative learning and teaching.

*Planning an event related to CL? Please let IASCE know so that we can help to publicize it via this Newsletter, our website ([www.iasce.net](www.iasce.net)), and other means. Or, share news of an event that has recently taken place.*

# From the Journals

*   Indicates that the abstract was specially written for this compilation
** Indicates that the abstract is from ERIC – [www.eduref.org](www.eduref.org)

Fitzgibbon, L. [linda9laugh@hotmail.com] (2001). Cooperative learning in the EFL Context. *KOTESOL: The English Connection 5*(5), 1, 6-8. Retrieved October 31, 2003, from [http://www.kotesol.org/pubs/tec/tec_pdf/tec_0109.pdf](http://www.kotesol.org/pubs/tec/tec_pdf/tec_0109.pdf)

* This article provides background on cooperative learning and explores links between CL and foreign language instruction. The bulk of the article describes the author's initial uses of CL with English as a Foreign Language students at a university in Korea. Of particular note is the manner in which CL was introduced by students learning vocabulary and collaborative skills related to group activities.

McCafferty, S. G. [mccaffes@unlv.edu] (2002). Gesture and creating zones of proximal development for second language learning. *Modern Language Journal, 86*(2), 192-203.

This study investigated the role of gesture in and of itself and in conjunction with speech in creating zones of proximal development (ZPD) for second language learning and teaching. A university student of English, newly arrived in the United States, was videorecorded once a week in conversational interaction with an American graduate student, an ESL/EFL teacher, over two different periods lasting 15 weeks altogether. The view taken in the study of Vygotsky's concept of the ZPD follows that of Newman and Holtzman (1993), who argued that it primarily concerns revolutionary activity, that learning and teaching transforms as a consequence of interacting in the ZPD, and that this affects all participants. Findings indicate the important role that gesture played both in promoting language learning and in facilitating positive interaction between the two participants, helping to create a sense of shared social, symbolic, physical, and mental space.

Ghaith, G. M. [gghaith@aub.edu.lb] (2003). Effects of the Learning Together model of cooperative learning on English as a Foreign Language reading achievement, academic self-esteem, and feelings of school alienation. *Bilingual Research Journal*, 27(3), 451-474.

This study investigated the effects of the Learning Together cooperative learning model in improving English as a Foreign Language (EFL) reading achievement and academic self-esteem and in decreasing feelings of school alienation. Fifty-six Lebanese high school learners of EFL participated in the study, and a pretest-posttest control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental groups on the dependent variables of academic self- esteem and feelings of school alienation. However, the results revealed a statistically significant difference in favor of the experimental group on the variable of EFL reading achievement. The author discusses pedagogical implications and suggests recommendations for further research.

Simmons, J. (2003). Responders are taught, not born. *Journal of Adolescent & Adult Literacy, 46*(8), 684-693.

This article describes a data-based project in which high school and college writing instructors collaborated to improve the writing skills of students bound for tertiary level studies. The author concludes that students need a great deal of instruction and practice in order to become effective peer reviewers and to use peer feedback effectively. However, the time and effort spent are worthwhile, as students writing improves as a result. The article describes how, over time, students learned how to respond rather than evaluate, "In evaluation, writing is frozen, finished, and rated as a product. During response, the work is still fluid, and the writer can actually take part in the conversation" (p. 691).

Bruffee, K. A. (2003). Cultivating the craft of interdependence: Collaborative learning and the college curriculum. *About Campus, 7*(6), 17-23.

** Many colleges understand the importance of teaching students how to work well with others and make an effort to introduce this during orientation week. But do students retain this skill throughout their college years and well after college? Argues that in order for these efforts to be effective, this practice needs to be made an integral part of campus culture.

Yerrick, R. K., Doster, E., Nugent, J. S., Parke, H. M., & Crawley, F. E. (2003). Social interaction and the use of analogy: An analysis of preservice teachers' talk during physics inquiry lessons. *Journal of Research in Science Teaching, 40*, 443-463.

** Presents an existence proof of how preservice science teachers used analogies embedded in their course materials, Physics by Inquiry. Reports three distinct roles of analogies: a) cognitive process skills; b) scientific conceptual understanding; and c) social contexts for problem solving. Agrees on the importance of collaborative problem solving and insertion of analogies for preservice teachers' conceptual development.

** Matthews, M. W., & Kesner, J. (2003). Children learning with peers: The confluence of peer status and literacy competence within small-group literacy events. *Reading Research Quarterly,* 38, 208-234.

Investigates the interactions of 16 first-grade children during one academic year as they participated in literacy events with their peers. Suggests that issues related to peer acceptance and reading competence complicate children's interactions during collaborative literacy events. Presents concepts critical to understanding how children with different levels of acceptance from peers and different levels of reading achievement experience these events.

** Carter, G., Jones, M. G., & Rua, M. (2003). Effects of partner's ability on the achievement and conceptual organization of high-achieving fifth-grade students. *Science Education, 87*, 94-111.

Investigates high-achieving fifth-grade students' achievement gains and conceptual reorganization on convection. Features an instructional sequence of three dyadic inquiry investigations related to convection currents as well as pre- and post-assessment consisting of a multiple-choice test, a card sorting task, construction of a concept map, and an interview. Discusses implications for heterogeneous grouping and construction of knowledge by dyads.

Walmsley, A. L. E., & Muniz, J. (2003). Cooperative learning and its effects in a high school geometry classroom. *Mathematics Teacher, 96*, 112-116.

** Discusses the merits of cooperative learning in the classroom and the effects of implementing cooperative learning in a high school geometry classroom.

Hooper, S. (2003). The effects of persistence and small group interaction during computer-based instruction. *Computers in Human Behavior, 19*(2), 211-220.

** Compared the effects of grouping sixth grade students with different levels of persistence on their ability to learn in cooperative learning groups while working at the computer. Reports results that indicated that average persisters interacted more than either high or low persisters and discusses implications for forming effective cooperative learning groups.

Carpenter, S. R., & McMillan, T. (2003). Incorporation of a cooperative learning technique in organic chemistry. *Journal of Chemical Education, 80*, 330-332.

** Describes a student team learning method used in an organic chemistry class at Armstrong Atlantic State University. The Student Teams Achievement Divisions (STAD) method was used in this study. Discusses cooperative learning methods in organic chemistry classes.

Hoag, A. M., Jayakar, K. P., & Erickson, K. (2003). The role of trust in virtual and interpersonal environments: Implications for team learning and case method pedagogies. *Journalism and Mass Communication Educator, 57*, 370-383.

** Reports on research undertaken in a telecommunications management course. Investigates how communication technology can facilitate team learning. Describes a quasi-experiment designed to observe the interaction among the pedagogies of team learning, active learning (the case method), and computer-mediated learning.

Jenkins, J. R., Antil, L. R., Wayne, S. K., & Vadasy, P. F. (2003). How cooperative learning works for special education and remedial students. *Exceptional Children, 69*, 279-292.

** Interviews with 21 general education elementary school teachers found they were generally positive about cooperative learning's efficacy for students with learning problems, while acknowledging that it worked better for some students than others. Major benefits were improved self-esteem, a safe learning environment, and better classroom success rates and products.

Wong, S. L., Habibah Ab Jalil, Ahmad Fauzi Mohd Ayub, Kamariah Abu Bakar; Hong, T. S. (2003). Teaching a discrete information technology (IT) course in a constructivist learning environment: Is it effective for Malaysian pre-service teachers? *The Internet and Higher Education, 6*(2), 193-204.

The purpose of this research was to measure pre-service teachers' attitudes toward information technology (IT) following their participation in a discrete IT course. The IT course was taught in a constructivist learning environment where the students collaborated to achieve their learning goals and problem solve on tasks [Educ. Technol. 35 (1995) 25]. The results of the study revealed that with the constructivist learning approach infused in the IT course, there was a positive shift in the participants' attitudes toward IT. Pretest results showed that participants who were competent had regarded IT as more useful; and they had more confidence and less aversion toward technology. The posttest results showed increased mean scores on all three dependent variables (e.g., usefulness, confidence, and aversion) with no differences between competent and incompetent participants by the end of the course. The responses obtained from interviews of course instructors indicated that participants were more independent, more creative, and used their collaborative learning skills. While an exploratory study, the results provide support for the premise that infusing constructivism into a discrete IT course can enhance positive attitudes towards IT and enable students to be active participants in their own learning process.

Gillies, R. (2003). The behaviors, interactions, and perceptions of junior high school students during small-group learning. *Journal of Educational Psychology, 95*(1), 137-147.

** Investigates the behaviors, interactions, and perceptions of junior high school students as they worked in structured or unstructured cooperative learning groups on problem-solving, curriculum-based tasks in mathematics, science and English. Results show that children in the structured groups were more cooperative and provided more relevant verbal help and assistance to each other as they worked together in their groups.

Rohrbeck, C. A., Fantuzzo, J. W., Ginsburg-Block, M. D., & Miller, T. R. (2003). Peer-assisted learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology, 95*(2), 240-257.

A meta-analytic review of group comparison design studies evaluating peer-assisted learning (PAL) interventions with elementary school students produced positive effect sizes (ESs) indicating increases in achievement (unweighted mean ES = 0.59, SD = 0.90; weighted ES, d = 0.33, p < .0001, 95% confidence interval = 0.29-0.37). PAL interventions were most effective with younger, urban, low income, and minority students. Interventions that used interdependent reward contingencies, ipsative evaluation procedures, and provided students with more autonomy had higher ESs. Adequate descriptive information was missing in many studies. Researchers are encouraged to develop PAL interventions in collaboration with practitioners to maximize those interventions' use and effectiveness and to include more detailed information about students, schools, and intervention components in their reports.

Rubinstein-Avila, E. (2003). Negotiating power and redefining literacy expertise: Buddy Reading in a dual-immersion programme. *Journal of Research in Reading, 26*(1), 83-97.

This paper reports on a case study of face-to-face interaction *around* and *about* texts between a [US] second grade dyad in a dual-immersion programme [English/Portuguese]. Through the lenses of Vygotskian situation cognition and Literacy Studies, classroom observations were conducted, both holistic and focused. Daily peer reading sessions between a dyad were tap recorded, and informal interviews with the teacher and the participating dyad were conducted. The analysis of participants' verbal exchanges revealed multiple pedagogical scaffold, few of which were unexpected. As meaning making became more salient to the various collaborate literacy tasks, the roles of tutor and tutee were blurred. The shift in power also impacted the direction of language switches. Buddy Reading encouraged the peer readers to acknowledge and draw upon each other's expertise, as they redefined what it meant to be 'a good reader.'

Smith, B. [bryan.smith@ttu.edu] (2003). Computer-mediated negotiated interaction: An expanded model. *Modern Language Journal, 87*, 38-57.

This study examines task-based, synchronous computer-mediated communication (CMC) among intermediate-level learners of English. The research specifically explores (a) whether learners engage in negotiated interaction when they encounter new lexical items, (b) whether task type has an effect on the amount of negotiation that transpires, and (c) how this computer-mediated negotiation compares to that noted in the face-to-face literature. Fourteen nonnative-nonnative dyads collaboratively completed 4 communicative tasks using ChatNet, a browser-based chat program. Each dyad completed 2 jigsaw and 2 decision-making tasks, which were each "seeded" with 8 target lexical items. The chatscripts reveal that learners do in fact negotiate for meaning in the CMC environment when nonunderstanding occurs. Furthermore, task type was found to have a definite influence on the extent to which learners engaged in negotiation, but not necessarily in the same way that has been observed in the face-to-face literature. Though the negotiation that occurs in the CMC environment proceed in ways that are roughly similar to face-to-face negotiation, the observed differences call for a new model of computer-mediated negotiation.

This new model is presented as a more accurate tool for describing computer-mediated negotiated interaction than those offered to chart face-to-face negotiation episodes.

Clark, M. C. [cclark@tamu.edu], Revuelto, J., Kraft, D., & Beatty, P. [pbeatty@tamu.edu](2003). Learning to work in teams. *Journal of Student-Centered Learning, 1*(3), 173-179.

This qualitative study examines the impact of teaming on student learning in an innovate engineering curriculum. We found that students develop various strategies to work together effectively. They report multiple benefits from teaming, including improved learning of course material, increased self-esteem, and greater responsibility for their own learning.

Ochoa, S. [sochoa@dcc.uchile.cl], Guerrero, L. A. [*luguerre@dcc.uchile.cl*], Pino, J. A., & Collazos, C. A. (2003). Improving learning by collaborative testing. *Journal of Student-Centered Learning, 1*(3), 127-139.

We have conducted experiments to improve examinations in Computer Science courses. We present a strategy that promotes learning during the examination process. This strategy has been implemented through two techniques. ETT (Examining Together Technique) and CET (Collaborative Examining Technique) are the techniques we have used.

Holliday, D. [DWIGHT.HOLLIDAY@COE.MURRAYSTATE.EDU] (2003). Jigsaw IV: Using student/teacher concerns to improve Jigsaw III. *Journal of Student-Centered Learning, 1*(3), 141-149.

Research of the literature showed that all previous improvements to the collaborative learning strategy Jigsaw were based on well defined research issues. Jigsaw III improved Jigsaw II by adding a review before the assessment. Jigsaw II added competition to enhance the Jigsaw method. The research conducted here is an attempt to improve Jigsaw III and to bring it to the next level, Jigsaw IV. Jigsaw IV used student and teacher concerns to develop a structured strategy to further small group cooperative learning. The addition of quizzes, reviews, and reteaching to ensure mastery separates this method from other forms of cooperative learning.

Jacobs, G. M. [george@vegetarian-society.org], & Small, J. (2003). Combining dictogloss and cooperative learning to promote language learning. *Reading Matrix: An International Online Journal, 3*(1). Available at http://www.readingmatrix.com/articles/jacobs_small/index.html

The article begins by explaining the basic dictogloss technique, contrasting it with traditional dictation, and citing research related to dictogloss in second language instruction. Next, dictogloss is situated in relation to eight current, overlapping trends in second language teaching. Then, a description is provided of how the literature on cooperative learning enables teachers to better understand how dictogloss works and to use dictogloss more effectively. Included in this section is a rationale for using dictogloss with global issues content. Finally, eight variations on the basic dictogloss procedure are presented.

 **From the Web**

Here's an online article that describes a strategy for enhancing the participation of learning disabled students in CL activities. The webpage is part of a website called LD (Learning Disabilities) Online, which is a joint project of a television station and the Coordinated Campaign for Learning Disabilities: http://www.ldonline.org/ld_indepth/teaching_techniques/strategy_cards.html

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