



INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

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Dear Colleagues:

IASCE includes in this issue of its newsletter a tribute to Elizabeth Cohen. Liz died in March 2005. She was a wonderful thinker and researcher. Her support of IASCE spanned more than two decades—from participation in early conferences and service as a member of the Board, to her keynote address in Manchester, England in 2002. We are grateful to have known her life and work, and we mourn her loss.

In this issue of our newsletter, we learn about efforts in educational reform in Armenia. This article is the latest contribution to the *Forum* series, coordinated by Board Member Yael Sharan. We thank Board Member Pasi Sahlberg for bringing us news of these developments. In this issue, we also hear from Yael about her recent trip to Verona, Italy where she presented at the International Association for Intercultural Education conference. The entire Forum series, and Yael's account, remind us that, worldwide, the educational contexts continue to increase in their diversity. We need to remind ourselves that cooperative learning is critically linked—historically, theoretically, and philosophically—to implementation of meaningful education in diverse populations. Yael's example and message are clear: she is encouraging us to build and maintain links with organizations whose interests and missions complement those of the IASCE. Please do look around you and consider other professional organizations with whom you work. Should the IASCE website provide a link to these organizations? Should IASCE consider and propose a deeper level collaboration such as Yael is suggesting? Think about this and let us know. You can send a note through the IASCE website or directly to me at lbaloche@wcupa.edu.

Once again, our newsletter brings together an interesting collection of abstracts, reviews, lists, and web-based resources. Included in this issue are abstracts from recent work by two former IASCE Presidents, Bette Chambers and Robert Slavin, IASCE Board Member, Christine Lee, and two members of the Singapore 2004 planning committee, Kenneth Lim and Ho Boon Tiong. Some abstracts in the "From the Journals" section remind us that the mobility of our world makes for interesting educational challenges; these articles include one that focuses on graduate students from Japan who are studying in Canada and a second that focuses on immigrants from Cambodia, Laos, Cape Verde, and Hong Kong in an English language learning program. Other abstracts remind us that successful use of cooperative learning takes time and requires procedural knowledge, skills, and roles that help to coordinate the work of the group. Crouch and Mazur's work reminds us that learning to appreciate and use the subtleties and power of cooperative learning is an ongoing process—they have been "at it" for ten years teaching Physics at Harvard University.

Viewed together, the articles and journal abstracts in this issue once again demonstrate that research in the use of cooperative learning has breadth, depth, and longevity—around the globe, across the life span, and in a wide variety of disciplines.

With this issue of our newsletter, we welcome Robyn Gilles, from Brisbane Australia, as a new board member. Other changes include that Maureen Breeze has agreed to be IASCE Secretary and Kathryn Markovchick has taken over the responsibilities of Treasurer. Special thanks to Larry Sherman who was IASCE Treasurer for many years.

Contact Board Member George Jacobs (george@vegetarian-society.org) about writing for future Newsletter issues and please check our website for updates, conference information, and links to resources and contacts around the world.

Thank you for your support of the International Association for the Study of Cooperation in Education.

Lynda

Lynda Baloche
Co-president IASCE

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The following tribute to former IASCE Board member and keynote speaker Elizabeth Cohen is excerpted from the Stanford Record of 6 April 2005:

<http://news-service.stanford.edu/news/2005/april6/obit-cohen-040605.html>.

See the IASCE homepage for another tribute to Liz.

Elizabeth Cohen, founder of 'Complex Instruction,' dead at 73

By Lisa Trei

Elizabeth G. Cohen, the founder of "Complex Instruction," a groundbreaking pedagogy that applied sociological theory to promote equity in the classroom, died of cancer March 12 at her home on campus. She was 73.

"She had a deep sense of justice and morality," said Associate Professor of Education Rachel Lotan, a longtime colleague and friend who credits Cohen for encouraging her and dozens of other

female graduate students to pursue an academic career. "She was a fighter and had no patience with fools. She was an outstanding teacher. She employed all the pedagogical principles to her own work. She walked her talk."

Myra Strober, a professor in the School of Education, said Cohen was "an untiring mentor." In the late 1980s and early 1990s, Strober and Cohen co-taught a graduate course called *Gender and*

Education. "She was so wise on issues of women in education," Strober said. "She helped so many undergraduate and graduate women understand what was going on in the classroom."

Cohen chaired more than 86 doctorates in education and influenced the lives of countless students, including Alejandro Toledo, the president of Peru, who earned a doctorate from the school in 1992. In 2003, Toledo returned to campus to deliver that year's commencement address. At a reception honoring the president, Lotan said that Toledo told Cohen: "I will never forget your class. It was the class that taught me the most."

Cohen, a native of Worcester, Mass., was appointed an assistant professor in the School of Education in 1966 and became a full professor in 1975. Later, she received a joint appointment in sociology.

In 1979, Cohen founded the Program for Complex Instruction that she directed until her retirement in 1999. The program, which has been adapted for use in elementary and middle schools nationally and internationally, uses special strategies of teaching and support for teachers whose classes are culturally and academically diverse. Cohen successfully developed ways to promote equality among small groups of heterogeneous students while maintaining high-quality instruction, by valuing the different kinds of positive contributions different children make to classroom life and learning.

"Her goal was to give all kids access to quality instruction," Lotan said. "Over and over, people have said that her work was focused on the single-minded pursuit of building equitable classrooms. She was able to take theory and translate it into practical principles and practical interventions to help kids from a wide variety of backgrounds."

Cohen cared deeply about gender equity, said Bernard Cohen, her husband of more than 50 years and a sociology professor emeritus. She had faced discrimination personally when she applied to Harvard for a doctoral degree and when she fought to get hired at Stanford. At Harvard, Bernard said, Gordon Allport, a director of graduate admissions and, ironically, a noted expert on racial prejudice, did not want to admit Cohen despite her stellar academic credentials from Clark University, where she had earned a bachelor's degree in 1953. "She was told it was a waste of time [to enter the program] because women got married and had kids," he said. But Elizabeth, who married Bernard three days before entering graduate school, went on to become one of the first women to be named a Woodrow Wilson Fellow in 1954. In 1958, she was among the first group of women to earn a doctorate in sociology from Harvard. Elizabeth arrived at the graduation ceremony six months pregnant, her husband recalled. "Allport turned green," he said.

In 1959, the Cohens came to Stanford following a brief stint at the University of California-Berkeley. Bernard said the

family agreed to move because Stanford had a policy that permitted academic couples to join the faculty of the same institution. For the first five years, when the couple's children were very young, Elizabeth worked part time as a research associate. "Then, invariably, I was frustrated and began to feel exploited," Elizabeth Cohen said in a 1977 interview with the *Stanford News Service*. In 1964, the School of Education needed someone on short notice to teach a course called the *Social Foundations of Education*. Although it was not Cohen's area of specialization, she was hired and began a new career teaching education students.

A year later, however, when a tenure-track appointment in sociology and education opened up, Cohen discovered that she was not included in the nationwide search. "We raised hell," Bernard said. Eventually, the school relented and included Cohen. She was hired but, because she was already 35 years old, Bernard said the school required her to be considered for tenure in three years instead of up to five years, as was customary. "It was necessary for me to get a book out in three years and to demonstrate that I could raise research funds," Elizabeth Cohen said in the 1977 interview. "I felt I had to do more than ordinary faculty members. I had to prove a woman could raise kids and do a full share." Cohen was granted tenure in 1969. In the

appointment announcement, she was praised for successfully developing a new field of study in the school—the sociology of education—with "imagination and intellectual élan."

Cohen wrote many books and articles including the widely used *Designing Groupwork: Strategies for Heterogeneous Classrooms* (1994) and *Working for Equity in Heterogeneous Classrooms: Sociological Theory in Practice*, which she edited with Lotan (1997). She was a recipient of a 1998 Presidential Citation of the American Educational Research Association (AERA) and, in 2003, the Award for a Distinguished Career in Applied Sociology of Education presented by the Sociology of Education Special Interest Group of AERA. Cohen served in several professional positions and organizations, including chair of Social Sciences in Education at the School of Education, vice president of the Sociology of Education Association and a trustee of Clark University.

Cohen is survived by her husband, Bernard, of Stanford; her daughter, Anita Cohen-Williams, of San Diego; her son, Lewis Cohen, of Oakland; and a granddaughter. The family requests that contributions in Cohen's memory be made to the Stanford School of Education and earmarked for the "*Elizabeth Cohen Memorial Fund for Work Toward Equity in Classrooms*."

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Diversity in Education in an International Context

This was the theme of the International Association for Intercultural Education conference held in Verona, Italy in April, 2005. Yael Sharan of the IASCE Executive Board (yaelshar@zahav.net.il) attended and presents this short report of her impressions.

From 20-23 April, 2005 a conference was held on Diversity in Education in an International Context, organized by IAIE (International Association for Intercultural Education - http://www.iaie.org/website/1_about.htm) and hosted by the University of Verona. Researchers and educators came from all over Europe, from Australia, the United Arab Emirates, Tanzania, South Africa and the United States. There were about 130 presenters and perhaps 200 more attended. Naturally, there were many participants from Italy.

Some of the presentations, especially the keynote addresses, were thought provoking, incisive and honest attempts to deal with the heart of the issues facing intercultural education. It was informative, for one, to hear from Prof. Portera of the University of Verona, about the differences between the terms "intercultural," "cross-cultural" and "multicultural." Prof. Portera pointed out that "cross-cultural education" focuses on preserving immigrants' separate heritage so that they could reintegrate in their home countries. "Multicultural education" seeks to promote peaceful coexistence and tolerance of differences. Today, emigration is no longer viewed as a transitory phenomenon but as a dynamic process, constantly evolving. "Intercultural education" calls for productive and constructive dialog and interaction, as emigrants and the host society increasingly view one another as resources for their mutual enrichment.

There were sessions that addressed intercultural education in a variety of contexts: inclusion in lower and higher education, teacher education, various content areas, specific countries, gender, and even in playwrighting and dance.

Cooperative learning appeared in the title of a few presentations, which unfortunately I couldn't attend. My workshop intended to explore the perception of cooperative learning in different countries. It turned out that only 5 of the 20 who attended were actually familiar with CL and all the rest wanted to learn about it. It was a great opportunity to demonstrate how CL deals with a heterogeneous classroom, and how presenters often have to think on their feet.

I was very impressed by the sincerity of the people who attended this conference and hope that IASCE can collaborate with IAIE in the future. IASCE could contribute practical guidelines for cooperative learning, firmly grounded in research, which would stress responsible, consistent and thoughtful applications of cooperative learning in an intercultural setting.

IASCE Forum

For this issue of the IASCE Newsletter, Board Member Yael Sharan has passed along this account from colleagues working to promote CL in Armenia.

CL in Armenia

Aleksan Hovhannisyan, the coordinator of Teacher Professional Development in the Ministry of Education of Armenia and Vesa Purokuru, a consultant to the Ministry, tell the story of how cooperative learning is part of thorough educational reforms throughout the country. Pasi Sahlberg, an IASCE Board Member, is on the World Bank team that helps implement the project.

Armenia, an ancient land-locked country about the size of Belgium, located in the southern Caucasus, declared its independence from the Soviet Union in 1991. Since then, it has been pursuing the course of democracy and of a market economy. Armenia inherited from Soviet Union an inefficient, obsolete national economy and education system. The consequent economic and social problems, including those in education, were compounded by the continuing impact of the devastating 1998 earthquake and by the virtual economic siege that resulted from political and armed conflicts.

Since 1994, Armenia has advanced in reforming its economy. Privatization has proceeded quickly. However, with a GNP per capita of US\$910 in 2003, Armenia still ranks in the lower middle-income group of the world's countries. Emigration and declining fertility have reduced its population, which was 3.8 million ten years ago, to about 3.1 million today.

Educational milestones

In Armenia, the main method of teaching was based on the traditional teacher-centered approach. Only a few teachers used active methods of teaching. More attention was given to memorizing content without understanding or acquiring necessary skills for applying what was learned. Teaching was based on the pedagogical views of a few Soviet scientists. Pedagogical literature looked like a narrow street with one-way traffic. Everything regarding teaching was decided ahead of time, and the teachers' role was to implement the externally designed plans.

Today, Armenia has a total of 1400 schools with some 46,000 teachers. The National Institute of Education is responsible for in-service teacher training. Yerevan State Pedagogical University, Gumry and Vanadzor Pedagogical Institutions, and about 15 Teacher Training Colleges provide teacher pre-service education. Teacher professional development is mainly based on traditional approaches. Recently, projects implemented mainly by international organizations and NGOs introduced new approaches of teaching and learning to about 7% of teachers, which is not enough to promote positive changes in classrooms.

The way of education reform

Armenian educational reforms started in 1997. The aim of the first phase was to decentralize and rationalize the general education system and increase schools' autonomy. At the moment, reforms are in the second stage, which seeks to increase the quality of teaching and learning in schools. The Ministry of Education has decided to focus on changing the learning environment in the classroom through the introduction of interactive methods of teaching and the gradual development of a cooperative culture in schools and classrooms. The Ministry launched the "Education Quality and Relevance" project, financed by the World Bank and several NGOs and other institutions.

The objectives of this ambitious project cover the whole gamut of the educational system, but we will focus on only one aspect: introducing advanced teaching practices, especially cooperative learning, in teachers' professional development. It includes four intervention categories: Training all teachers in new curriculum and assessment methods; training a small number of teachers in CL methods; training one-third of all teachers in basic computer literacy and information and communication technologies; and working with school headmasters to develop their support for the ongoing reforms.

Cooperative learning in Armenia

CL was introduced to about 50 schools in the first phase of the reform. It is hoped that through CL, teachers will help students develop new social skills and promote cooperative attitudes among students throughout the new school curriculum.

Armenian teachers' knowledge about CL is understandably limited. Although there are two teachers' guides that include some ideas about CL, and teachers were exposed in the past to some interactive teaching and learning methods, this project is the first large-scale attempt to help teachers benefit from the principles and practices of CL.

Armenian teachers are motivated to learn more and to practice new methods. However, individual and competitive approaches to learning and the authoritarian role of the teacher have deep roots in teachers' mentality. Moreover, they fear that CL will limit the individual growth of pupils. They also have some doubts about assessment issues and are afraid of noise in the classroom during the cooperative learning process.

First step: Training of trainers

The first of three workshops for trainers was held in November, 2004. There were three main themes: CL methods and principles, trainers' capacity to disseminate CL methods, and their ability to produce training materials. Between workshops, the trainees are given tasks to explore and work on the CL theories and practices.

The first workshop dealt mainly with changes in society and education, concepts of learning, and

principles of CL. All training was carried out using CL methods, with special emphasis on reflection on what was done and why. The second workshop was conducted as a Group Investigation, which clearly revealed the confusion that existed about CL and traditional methods. Many activities designed by participants as part of the workshop were very teacher-centered. The final trainers' workshop in September 2005 will concentrate on sharing trainers' experiences and designing their plans for teacher in-service.

The 25 trainers who will complete this program will certainly face many challenges when they start to work with schools on CL next school year. Some of the most obvious obstacles include headmasters' attitudes, parents' beliefs and fears, other teachers' attitudes, lack of time and support, overloaded curriculum, and inspectors' lack of awareness of these methods.

During the first workshop, a Support Team for developing CL was formed. They are responsible for the development of a Teachers Manual on Co-operative Learning Methods. This team is also in charge of piloting the manual and the Trainer's Guide during 3-day pilot training sessions. Trained trainers already have conducted pilot training workshops in different regions of Armenia. About 150 teachers in 6 groups took part in the first 3-day workshops.

Many teachers are already applying some basic elements of CL in their own teaching. They have a long way to go to overcome the traditional Armenian school system and attitudes, but they are highly motivated to continue the study of CL. We hope to have positive reports on the future stages of this pioneering project.

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CL Conference in Japan - February 2006

Jane Joritz-Nakagawa of Aichi University of Education sends the following news.

The Japan Association for the Study of Cooperation in Education (JASCE) will hold its conference in Tokyo in February, 2006. Proposals for presentations in Japanese, and for bilingual Japanese-English presentations, are sought. Details in Japanese and English available at the JASCE website:

<http://jasce.jp/>

Deadline for submissions: November 30, 2005. Please visit the website for complete submission guidelines. (Click on "English" for English language guidelines for bilingual Japanese-English presentations.)

Annotated Bibliography Updated

Here's some news from David Arendale, who has long been a leader in the use of peer support programs at university.

Dear Colleagues and Friends,

I wanted to let you know that I have updated my annotated bibliography on peer cooperative learning programs. There are now more than 730 annotated citations for the six programs included in the bibliography, an increase of about 100 entries over last year. This database can be accessed either by printing an Acrobat PDF version of the document (*238 pages, separated by each of the six programs, sorted alphabetically*) or it can be searched on-line. That method would allow you to search for a particular learning model, in a particular academic content area, and even in a specific country. There are more than 80 search words employed in the database. The directions for using the search engine and the key terms used to code the entries are available online. I will have to admit that the search engine is a little clumsy, so patience is required.

To access the bibliography (*whether the print copy or the database*), please follow the following web link <http://www.tc.umn.edu/~arend011/bibdir.htm>

This bibliography does not attempt to be inclusive of this broad field of literature concerning peer collaborative learning. Instead, it is focused intentionally on a subset of the educational practice that shares a common focus with increasing student persistence towards graduation. The six student peer cooperative learning programs included in this bibliography meet the following characteristics: (a) the program must have been implemented at the postsecondary or tertiary level, (b) the program has a clear set of systematic procedures for its implementation at an institution, (c) program evaluation studies have been conducted and are available for review, (d) the program intentionally embeds learning strategy practice along with review of the academic content material, (e) the program outcomes include both increased content knowledge with higher persistence rates, and (f) the program has been replicated at another institution with similar positive student outcomes.

From a review of the professional literature six programs emerged: Accelerated Learning Groups (ALGs), Emerging Scholars Program (ESP), Peer-Led Team Learning (PLTL), Structured Learning Assistance (SLA), Supplemental Instruction (SI), and Video-based Supplemental Instruction (VSI). Some of the programs share common history and seek to improve upon previous practices. Other programs were developed independently. When possible, original text from the author's document overview or summary paragraphs were used in this annotated bibliography.

Frequently when peer learning programs are adopted for use outside the institution or country of origin, it is often contextualized for the educational system and needs of each individual setting. Nearly one fourth of the entries in this database are from authors and researchers outside of the United States. Sometimes particular program are renamed. For example, while the Supplemental Instruction Program is the common term used in the United States, in other countries it is sometimes called PASS (*Peer Assisted Study Sessions*) or PALS (*Peer Assisted Learning Sessions*). The Emerging Scholars Program sometimes operates under different names as well including the name of its creator, Uri Treisman.

If the reader of this document is aware of a publication related to one of the peer cooperative learning programs that has not been included or have corrections to the annotations, please contact the compiler/editor by telephone (612-625-2928) or send an e-mail to David@Arendale.org and I would be delighted to add it to the document. No doubt I have missed documents, especially of colleagues and researchers from outside the United States. I regret the omissions.

Take care,
David
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How to Subscribe to the *CL List*

Want to dialogue with others about your use of CL? Not receiving enough email (hahaha)? Then, you might wish to join the CL List, an internet discussion group about cooperative learning. Well-known CL experts as well as "just folks" belong.

Currently, the CL List isn't a busy group, but when discussions do take place, they are often enlightening. Furthermore, you can receive updates on CL-related events.

To subscribe, send an email to CL_List-subscribe@yahoogroups.com. You should very quickly receive an email reply with simple instructions. If that fails, just send an email to george@vegetarian-society.org, and he'll do the necessary. Talk to you soon!



From the Bookshelf

Ho, B. T., Netto-Shek, J., & Chang, S. C. A. (Eds.), (2004). *Managing project work in schools: Issues and innovative practices*. Singapore: Pearson Education South Asia.

Reviewed by Lynda Baloche, West Chester University

Managing Project Work in Schools is an edited volume that focuses on the use of project work in Singapore. Impetus for this volume came from, presumably, recent government policy. Much of what the authors share is applicable in different locations and cultures; the few chapters that seem Singapore-specific provide an interesting glimpse into various issues and procedures in a National education system.

The foreword to the book was been written by Art Costa, a strong and steady advocate developing ways of teaching and learning that encourage "real" thinking. Costa suggests that the adoption of project-based learning may require teachers to examine some of their own mental models about teaching and learning. Costa then lists several necessary "mind shifts." These include moving from: a) a view of intelligence as fixed and innate towards viewing intelligence as a continuously expandable repertoire of skills that grow through effort; b) a transmission model to a constructed model for meaning making; c) the compartmentalization of subjects to trans-disciplinary learning; d) viewing education as a quest for right answers towards viewing education as knowing how to behave when answers are not apparent; e) a focus and dependence on external evaluation towards skills in, and valuing of, self assessment; and f) seeing the role of teacher as motivator towards seeing the role of teacher as liberator of passion for learning. These are significant and critical shifts, and Costa does well to remind us to reflect on the personal and structural beliefs that might keep us from, and help us in, developing the full benefits of project work.

The volume is divided into five parts. Part I contains ten chapters that provide a good foundation for project work. These chapters are both practical and thought provoking. Most do an excellent job of referencing theory. From the vantage point of a reader versed in cooperative learning models, I saw substantive connections to cooperative learning and was pleased to read an entire chapter devoted to ideas for teaching discussion skills to students within the authentic context of a project group. Several

chapters in this section examine the roles teachers might assume during project learning—coaching, monitoring, assessing and collaborating in cross-disciplinary teams. Multiple chapters examine issues related to student reflection and planning; I found the chapter “Keeping Reflective Journals” to be particularly rich. If I had one concern about Part I, it would be the chapter “Principles of Team Formation.” I felt this chapter provided less insight into the complexity of the topic than was needed, and I was surprised to see heterogeneity mentioned only as it might relate to class rankings.

Parts II and III are both short. Part II focuses on research studies. One chapter is devoted to an examination of students' reflections on project work; the other is devoted to the perceptions of pre-service teachers. Part III contains three chapters. The first two chapters describe the use of project work in homogeneous-ability groups—one “lower ability” and the other “gifted.” A third chapter examines an approach to project work in a junior college (which in the Singapore context is for university-bound students mostly from ages 17-18).

Part IV contains four chapters; each focuses on a specific approach to project work. I feel compelled to say that these four chapters were just plain fun to read. They are varied and the foci range from problem-based learning and science experiments to storylines and the use of drama in project work. Each contains many specifics, and readers get a sense of the writers' passions and their own struggles and growth as they construct projects with students. Chapter 18, *Storyline*, mentions the need to construct projects and project groups with an eye to differing abilities. The authors reference Gardner and multiple intelligence theory. I would suggest that readers might want to extend their understanding of multiple abilities by reading the work of Elizabeth Cohen as well. Part V focuses on resource support for project work. I think this section would be of interest primarily to teachers in Singapore.

This volume is a good resource on project-based learning. The book is well-organized, and each chapter is carefully focused. Read from “cover-to-cover,” it provides a substantive view of project work. It can also be used as a resource to extend understanding of specific aspects of project work. For those of us who do not live in Southeast Asia, it also provides an interesting picture of focused implementation of a complex and challenging model for teaching and learning.

From the Journals



Brooks, C. M., & Ammons, J. L. (2003). Free riding in group projects and the effects of timing, frequency, and specificity of criteria in peer assessments. *Journal of Education for Business, 78*(5), 268-272.

Students in an interdisciplinary business course (n=330) worked in teams on 3 modules and completed 3 peer evaluations. An evaluation system that provided specific feedback at early and multiple points during group projects helped reduce the problem of free riding and improved student perceptions of group work.

Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly, 38*(4), 573-603.

This article reports on a qualitative multiple case study that explored the academic discourse socialization experiences of L2 learners in a Canadian university. Grounded in the notion of "community of practice" (Lave & Wenger, 1991, p. 89), the study examined how L2 learners negotiated their participation and membership in their new L2 classroom communities, particularly in open-ended class discussions. The participants included 6 female graduate students from Japan and 10 of their course instructors. Students self-reports, interviews, and classroom observations were collected over an entire academic year to provide an in-depth, longitudinal analysis of the students' perspectives about their class participation across the curriculum. Three case studies illustrate that students faced a major challenge in negotiating competence, identities, and power relations, which was necessary for them to participate and be recognized as legitimate and competent members of their classroom communities. The students also attempted to shape their own learning and participation by exercising their personal agency and actively negotiating their positionalities, which were locally constructed in a given classroom. Implications for classroom practices and future research are also discussed.

Mueller, A., & Fleming, T. (2001). Cooperative learning: Listening to how children work at school. *Journal of Educational Research, 94*(5), 259-265.

Cooperative and collaborative learning are recognized as valuable components of classroom learning. However, many questions remain regarding how teachers might structure and guide children's group-learning experiences. An ethnographic case study of 29 Grade 6 and Grade 7 students who worked in groups over 5 weeks was examined to determine what was learned. Data included audiotape recordings of 6 groups of children

working together across 11 work sessions, student interviews, children's self-evaluations and drawings, and research reports. Findings revealed that when working in groups, children require periods of unstructured time to organize themselves and to learn how to work together toward a mutual goal.

Rambo, E., & Matheson, N. (2003). The effect of "coordinator roles" on student group-work productivity. *Journal of Policy Studies*, 14, 11-26.

Short cuts and commandeering of group direction are some problems that can occur when students are granted autonomy in project-oriented group work (Leki, 2001). The authors identified these problems in an advanced presentation course, and implemented an approach that emphasizes more accountability for team work (Olsen and Kagan 1992, Dornyei 1997) as well as more support for collaboration and productive discussion (Cohen 1994, Bruffee 1999). Each student on a team selected from among six "Coordinator Roles" (for example, "Audio Visual Coordinator" and acted as a leader for that area. After one semester, qualitative information from student portfolio work as well as questionnaire responses were examined and appear to validate the use of coordinator roles as a way of making project-oriented group work more productive.

Ronesi, L. M. (2003). Enhancing postsecondary intergroup relations at the university through student-run ESL instruction. *Journal of Language, Identity & Education*, 2(3), 191-210.

This case-study research examines the prosocial potential of a cooperative-learning, content-based English as a second language program in which native-born and immigrant undergraduate pairs work to develop the immigrant students' academic English. Majority and immigrant student interpretations of their partnerships regarding status and stereotype confirmation/disconfirmation were investigated. Twelve informants comprised 6 pairs representing the program's 3 cooperative models. All 6 native-born informants were White women ages 18 to 26. Four male and 2 female participants, ages 20 to 36, were immigrants from Cambodia, Laos, Cape Verde, and Hong Kong. Data collection included interviews, document review, and observation during two semesters. The theoretical frameworks are cooperative learning, decategorization, and investment informed data analysis. This research found partners' personalized interaction instrumental in promoting status equalization and undermining category-based preconceptions. Interaction between the participants' activated identities and the contact's structural features influenced the development of stereotype-disconfirming and -confirming relationships.

Liang, X. (2004). Cooperative learning as a sociocultural practice. *Canadian Modern Language Review*, 60(5), 637-668.

This study investigates Chinese immigrant high school students' perceptions of cooperative learning and their interactions during cooperative learning activities in English as a second language (ESL) classes. The findings present a complex picture of cooperative learning in the ESL classroom. The interview results demonstrate that the Chinese students had multiple and contradictory views of cooperative learning. They simultaneously liked and disliked working in groups. The observation data show that these students also produced multiple and conflicting discourses of cooperation, non-cooperation, and mis-cooperation as they worked on cooperative learning tasks. The themes of these contradictory discourses suggest that the Chinese students' everyday lived experiences of cooperative learning in ESL classes were shaped by dilemmatic qualities. The dilemmas these students encountered during cooperative learning tasks seem to derive from conflicting values and practices of the cultural, socio-economic, and educational worlds that these students experienced before and experience now.

Veenman, S. [s.veenman@pwo.ru.nl], Denessen, E., van den Akker, A., & van der Rijt, J. (2005). *American Educational Research Journal*, 42(1), 115-151.

In this study, the effects of a teacher-training program on the elaborations and affective-motivational resources (i.e., intentions and attitudes toward help seeking, help giving, and achievement goals) of students working on a cooperative task were examined. Participants were teachers from seven primary schools and 24 dyads of sixth-grade students. In general, the program showed moderately positive effects on use of elaborations among the treatment dyads. Dyads with experience in cooperative learning achieved more than dyads without such experience. Mastery- and performance-oriented goals were negatively related to use of high-level elaborations and to student achievement, while use of high-level elaborations was positively related to student achievement.

Lim, K. Y. T. [ytklim@nie.edu.sg] (2004). Enhancing fieldwork in social studies through remotely conducted structured academic controversies. *Teaching and Learning*, 25(2), 189-196.

The Structured Academic Controversy was developed in the United States by Johnson and Johnson as a way of developing in students an appreciation of multiple perspectives on an issue. Much of the time, the exercise is conducted in a face-to-face group setting in a classroom. This paper explores Structural Academic Controversy in an out-of-class situation in which it is used in enhancing fieldwork in social studies. The paper describes a pilot study involving a class of secondary school students in Singapore, in which they were required to use the strategy of Structured Academic Controversy to analyse socio-economic issues pertaining to several field sites. Pairs of students conducted their collaborative investigations in real-time while still in the field, using modern technologies of text- and picture-messaging.

Nathan, E., & Lee, C. K-E. [cleee@nie.edu.sg] (2004). Using structured academic controversies in the Social Studies classroom. *Teaching and Learning, 25*(2), 171-188.

This article explores the use of Structured Academic Controversies (SAC) in the teaching of secondary Social Studies. Social Studies as a subject abounds with many controversial issues ranging from local ones, such as Singapore's separation from Malaysia, to conflicts in Sri Lanka and Northern Ireland and the United Nations as a world organisation. An example of a Social Studies lesson which has been trialled in a neighbourhood school is provided. Implications for the use of SAC in Social Studies classrooms are discussed.

Abrami, P. C. [abrami@education.concordia.ca], Poulsen, C., & Chambers, B. (2004). Teacher motivation to implement an educational innovation: Factors differentiating users and non-users of cooperative learning. *Educational Psychology, 24*(2), 201-216.

This study applied expectancy theory to integrate the numerous and disparate explanations that researchers and educators have proposed to account for teacher resistance to implementing cooperative learning as an educational innovation. The cooperative learning implementation questionnaire (CLIQ) contained 48 items grouped under three broad motivational categories: perceived value of the innovation, expectancy of success, and perceived cost. These items accounted for 42.3% of the total variance in self-reported use of cooperative learning among 933 teachers. Expectancy of success issues were most important in differentiating users and non-users, suggesting that increased emphasis on professional development should be used to enhance teachers' beliefs that they can succeed in implementing an innovation in their own context. This may require both follow-up support and adaptation of the innovation.

Hendry, G.D., Heinrich, P., Lyon, P. M., Barratt, A. L. [alexh@health.usyd.edu.au], Simpson, J. M., Dean, S.J., Gonsalkorale, S., Hyde, M., & Mgaieth, S. (2005). Helping students understand their learning styles: effects on study self-efficacy, preference for group work and group climate. *Educational Psychology, 25*(4), 395-407.

Small tutorial groups in higher education are often composed without regard to students' gender or broad knowledge background, for example, yet research indicates that composing groups on the basis of gender and prior qualifications may have significant effects on assessment outcomes. Previous studies have also investigated the effects of composing groups on the basis of learning style preference and found no effects. The effect of combining group composition with training in learning styles is unclear, however. In this study we report on the effects of workshop training in learning styles on balanced group members' study self-efficacy, preference for group work, group climate, and assessment performance. Although we found no effects, students reported greater self-awareness of their own learning and acceptance of others' styles. We conclude that in

collaborative learning environments, training may need to go beyond facilitating growth in students' self-awareness to include a focus on how to apply this understanding to improving group function and helping others to learn.

Peterson, S. E. [peteronse@duq.edu], & Miller, J. A. (2004). Comparing the quality of students' experiences during cooperative learning and large-group instruction. *Journal of Educational Research*, 97(3), 123-133.

The authors compared the experiences of college students during cooperative learning and large-group instruction. Undergraduate educational psychology students were assigned to small groups to discuss how they could apply important psychological principles to teaching-learning projects. Students were interrupted during cooperative learning and large-group instruction so that the authors could measure perceptions of their experiences with the experience sampling method (M. Csikszentmihalyi, K. Rathunde, & S. Whalen, 1993). Overall quality of experience was greater during cooperative learning; benefits occurred specifically for thinking on task, student engagement, perceptions of task importance, and optimal levels of challenge and skill. Students were more self-conscious and reported more difficulty concentrating during cooperative learning. Quality of experience did not differ across instructional contexts for high- vs. low-achieving students; high-achieving students experienced greater overall quality of experience in both instructional contexts, particularly in the areas of engagement, perceived skill, and self-esteem.

Borman, G. D. [gborman@education.wisc.edu], Slavin, R. E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2005). Success for All: First-year results from the national randomized field trial. *Educational Evaluation and Policy Analysis*, 27(1), 1-22.

This article reports first-year achievement outcomes of a national randomized evaluation of Success for All, a comprehensive reading reform model. Forty-one schools were recruited for the study and were randomly assigned to implement Success for All or control methods. No statistically significant differences between experimental and control groups were found in regard to pretests or demographic characteristics. Hierarchical linear model analyses revealed a statistically significant school-level effect of assignment to Success for All of nearly one quarter of a standard deviation-or more than 2 months of additional learning-on individual Word Attack test scores, but there were no school-level differences on the three other posttest measures assessed. These results are similar to those of earlier matched experiments and correspond with the Success for All program theory.

Crouch, C. H., & Mazur, E. [mazur@physics.harvard.edu]. (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics*, 69(9), 970-977. (To obtain a soft copy, go to <http://mazur-ww.harvard.edu/notification.php?i=Z2VvcmdlQHZIZ2VOYXJpYW4tc29jaWV0eS5vcmc=>)

We report data from ten years of teaching with Peer Instruction (PI) in the calculus- and algebra-based introductory physics courses for nonmajors; our results indicate increased student mastery of both conceptual reasoning and quantitative problem solving upon implementing PI. We also discuss ways we have improved our implementation of PI since introducing it in 1991. Most notably, we have replaced in-class reading quizzes with pre-class written responses to the reading, introduced a research-based mechanics textbook for portions of the course, and incorporated cooperative learning into the discussion sections as well as the lectures. These improvements are intended to help students learn more from pre-class reading and to increase student engagement in the discussion sections, and are accompanied by further increases in student understanding.

From the Web



1. Eliot Aronson is one of the originators of one of CL's best-known techniques: Jigsaw. Several years ago, he launched a website on Jigsaw and other areas of his work: <http://www.jigsaw.org>. Recently, that site was updated. There's even a link to a JigsawHelper website.
2. CL goes with all areas of education, including Physical Education. For ideas on this, Sports4Kids offers an entire book that can be read on the web: <http://www.sports4kids.org/PDFs/SportsGamesCGT.PDF>. The book has a section on cooperative games mostly for elementary/primary. The book's title is *Sports and Games/Class Game Time Handbook*.
3. Two other newsletters on CL and related matters are also available online. The most recent issue of the Cooperative Learning Center's newsletter (<http://www.cooperation.org/#newsletters>) features articles on cooperation and building democracy, democratic decision making & controversy, and ending isolation and alienation. Kagan Publications and Professional Development offers an electronic magazine at <http://www.kaganonline.com/Newsletter/index.html>. The most recent issue contains articles on optimizing engagement, activating various intelligences, using technology to support cooperation, and linking CL and block scheduling.

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