



INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

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Dear Colleagues:

This issue of the IASCE Newsletter is our final issue for 2005. In the first article, we learn about the educational system in Cyprus and the Cyprus Association for Cooperative Learning. This article, part of our Forum series on CL around the world, is written by the Association's president, Neophytos Charalambous. It was my honor to participate in the November 2005 conference of the Cyprus Association and a great pleasure to experience the warmth and commitment of this organization. It was truly exciting to hear the Minister of Education talk enthusiastically about cooperative learning in his welcoming address and it was wonderful to see such a large group gathered on a Saturday morning. Thank you Neophytos for writing this article, and a big thank you to IASCE Board Member Yael Sharan for her continued work on the Forum series.

We are pleased that Barbara Millis has contributed two articles to this issue of our Newsletter. Following in, and expanding on, the cooperative games work of Terry Orlick, Sally Olsen, Matt Weinstein, and others, Barbara reminds us about the importance of cooperative games for learning and motivation. What is especially interesting about Barbara's work is that her reference point is higher education and, from Barbara's point of view, even in higher education, learning can be energetic, motivating, and fun.

Those of you who joined us in Manchester and Singapore may remember Corda Ladd Kinzie and Board Member Kathryn Marchovchick. When I think of learning being fun, I always think of their work. We are fortunate that they have provided us with a short summary of the many theories and perspectives that they bring together in *Celebratory Learning*.

Once again, our Newsletter brings together an interesting collection of abstracts, reviews, lists, web-based resources and short articles. From the Journals contains so many interesting abstracts that it is hard for me to choose just one or two on which to comment. What I find most fascinating is the breadth of the publications, content, and populations represented. The power and dynamics of cooperation is an important topic in populations ranging from six-year-old children with disabilities, to university students studying calculus and highly successful creative teams in technology and the arts.

As we reflect on 2005 and think about the year ahead, we want to thank you for your support of the International Association for the Study of Cooperation in Education. Please share our work with your colleagues and check the IASCE website for updates, information about conferences, and links to valuable resources and contacts around the world. It is your support that makes this work possible.

Cooperatively yours,

Lynda

Lynda Baloche
Co-president IASCE

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IASCE Forum - Cooperative Learning in Cyprus

Here is the latest installment of the IASCE Forum, coordinated by Executive Board member Yael Sharan.

Many IASCE members met representatives of the Cyprus Association for Cooperative Learning (CyACL), at the IASCE international conferences in Manchester and Singapore. CyACL's president Neophytos Charalambous tells the story of this relatively new addition to the CL family.

A Short Historical Note about Cyprus

Cyprus is the third largest island in the Mediterranean. Since the Mycenaean settled on the island over 3000 years ago and established the Hellenic civilization, Phoenicians, Romans, Crusaders, Franks, Venetians, Turks and British have left their mark on the island. The Republic of Cyprus was established as an independent state in 1960. Greek Cyprus has recently joined the European Union. The total population of Cyprus is 760,000: 670,000 in Greek Cyprus in the south and 100,000 in Turkish Cyprus in the north. Nicosia is the capital with 250,000 inhabitants.

Education in Cyprus

Schooling in Cyprus has a history of more than 150 years, when a number of primary schools were founded by the Orthodox Church. During British rule (1878-1960), there was a feeling of safety and freedom that gave education a push, and primary schools were founded almost in every village. But it was after 1960 that education began to flourish.

The educational system in Cyprus has three levels: primary (6 years); secondary, which offers two three-year cycles (*Gymnasio* and *Lykeio*) to pupils between the ages of 12 and 18; and tertiary.

The curriculum includes core and interdisciplinary subjects, and a variety of extracurricular activities.

Technical and professional education offers two 3-yr programs of studies for students who have successfully completed the *Gymnasio*. Both programs provide a balanced general education, technological training and laboratory practice, to prepare students for industry or for tertiary education.

Teacher Training

The Cyprus Pedagogical Institute is the state institution responsible for teacher training. It is now undergoing reform and will soon be upgraded to the Institute for Development of Education in Cyprus. Its main activities are in-service training of teachers of all grades, pre-service training of secondary school teachers, educational research and evaluation, educational documentation, educational technology, and curriculum development.

The Cyprus Association for Cooperative Learning

As part of the changes in education, the Cyprus Association for Cooperative Learning (CyACL), a non-profit, non-governmental organization, was founded in September 2001 by twenty-one educators. It has become the most popular educational association in Cyprus, and already numbers 650 members. The vision of the Association is to promote cooperation at all levels of school life through CL and the cooperative school. The aims and objectives of the Association are:

- Improvement of the quality of Cyprus Education and of the whole ecology of school.
- Promotion of the implementation of CL in schools in Cyprus, Greece and other countries.
- Cooperation, mutual support and interaction of its members.
- Production, dissemination and exchange of educational material.
- Creation of a Centre of Co-operative Learning.
- Training school teachers in the theory and practice of CL.
- Promotion of educational research on CL.
- Publication of a newsletter and/or educational journal.

We seek to establish connections with educational institutions and foundations in Greece and other countries by participating in international conferences, organizing international conferences and by joining international foundations or associations with similar aims.

We are realizing these aims by doing the following:

- Cooperating and collaborating with any foundation or individual with similar aims as well as with the Ministry of Education and Culture and other services.
- Organizing cultural and educational activities and events to strengthen ties between members and friends and develop a cooperative spirit.
- Publishing and disseminating material to brief members, teachers and the public about the events, aims and objectives of the Association.
- Maintaining a web page and publishing articles, projects and other work in the mass media.
- Creating and maintaining the Cooperating Learning Centre for meetings, communication and interaction of members.
- Initiating research on issues concerning CL.

Membership in the Association is open to teachers from all the levels of public or private schools of Cyprus or abroad, professors, inspectors, educational psychologists and anyone who shares the vision of a modern, qualitative and cooperative school.

The Activities of the Association

By October 2003 we were ready to organize our first pan-Cyprian educational conference. The theme was "The Cooperative School: From theory to practice". It was a great success. About 400 educators had the opportunity to hear David Johnson's presentation on "Building Acceptance of Differences in the Diverse Classroom through Cooperative Learning." At the same conference, Professor Dimitris Germanos talked about "The Educational Redesigning of the school environment for the promotion of CL," Elias Matsangouras lectured on "Interdisciplinary Learning and the Flexible Zone," and Yael Sharan spoke on "Essential Features of Teacher Education for Cooperative Learning." All the presentations and lectures were published in a beautiful edition that many individual teachers and schools use as a reference.

At the Second General Assembly of CyACL, held on February 13th 2005, I reviewed the activities of the first three years. During this time, numerous workshops and seminars have been held throughout Cyprus, some on specific themes such as: "Learning through experiencing Cooperative Learning;" and "Creativity and cooperation" (presented by Dr Nicos Lygeros); "Creating the proper environment for Cooperative Learning" (presented by Professor Dimitris Germanos and Dr Dina Tamoutseli); "Three different types of CL for your classroom or your school;" (presented by Professor David Johnson); and "Utilizing the indoor environment for the development of cooperative skills in the classroom" organized by Professor Dimitris Germanos. In addition there were gatherings on topics such as "The theory of Multiple Intelligence and its educational implementation," led by Professor George Flouris of the University of Athens and "The European dimension in education: Europe in the school and the school in Europe," presented by Professor George Flouris and Dr George Pasias.

Membership in International Associations

Soon after its establishment CyACL became a regular member of IASCE. CyACL was represented at IASCE's international conferences in Manchester in June 2002 and in Singapore in June 2004.

Journal "Synergatiki Paedeia" (Cooperative Education)

One of the main objectives of CyACL is the dissemination of the philosophy, theory and practice of CL and the Cooperative School through a journal. We have already published nine issues of the "Synergatiki Paedeia," which has become the voice of teachers, professors, psychologists and all those who elaborate on the theory, research and practice of CL.

The Second Educational Conference

On November 5-6, 2005 CyACL organized the Second Pan Cyprian Educational Conference in Nicosia. The theme was "Co-operative models, structures of Cooperative Learning and creative thinking." Lynda Baloche, IASCE co-president, one of four distinguished speakers, spoke about "Planning on creativity and cooperation." Spencer Kagan addressed the topic, "With over 200 cooperative structures, where do I begin?" Professor John Paraskevopoulos talked about "Creative thinking in the school," and Professor Sephes Bouzakis elaborated on "Centralization, decentralization and autonomy of the school community: European theory and practice". I addressed the 350 participants about the vision and the activities of the Association. It is

gratifying to note that the Minister of Education is always present at CyACL conferences, has adopted its principles and has become a fan of CL.

Two workshops followed, one with Dr Kagan on "Aligning instruction with how the brain best learns through co-operative structures," and another with Professor John Paraskevopoulos on "Strategies for the development of creative thinking."

We look forward to many more years of development and collaboration.

The Educational Value of Cooperative Games

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Although most people think of games as purely recreational activities, in reality, games are effective learning tools for a number of reasons. They mesh with many theories of educational development, including adult learning theory with its emphasis on self-directed, goal-oriented learning. Games also appeal to a variety of senses, particularly the visual, auditory, and kinesthetic, making them attractive to different types of learners. New developments in cognitive psychology and other fields (Bransford, Brown, & Cocking, 2000) emphasize the role of emotions in learning: games create a positive association and also allow for the repetition and deeper processing that strengthens neural pathways. As El-Shamy (2001) reminds us, "game playing' does not necessarily mean silly or trivial It is possible to play a game that is both enjoyable and instructive" (p. 25). Thus, it is mistakenly narrow to view games merely as approaches to team-building. They should also be seen as powerful learning tools. Thiagarajan (1999), a well-known game expert, argues that games are valuable because, "Learners cannot master skills without repeated practice and feedback" (p. vii).

When cooperative elements are introduced, games can become even more effective. Students working in pairs or other sizes of small groups offers tremendous advantages over individuals competing against other individuals. For one thing, the anxiety level lessens when more than one head is involved, and the social context heightens team motivation. Furthermore, the discussion that occurs within the teams plan and play encourages higher order thinking such as analysis and evaluation. Feedback is enhanced by the immediate response of peers, leading to reflection and reinforcement. Instructors need to keep in mind the key principles behind cooperative learning including individual accountability (e.g., no undifferentiated group grades), positive interdependence (e.g., vested reasons to work together), and the need for group processing and feedback (Millis & Cottell, 1998). Additionally, teachers will want to place games where assignments and activities are carefully sequenced to encourage preparation, repetition, and reinforcement of learning (Millis, 2006). Students should be responsible for learning material on their own through homework assignments so that class time can be used beneficially for student-student interactions and active learning techniques that provide feedback on how well the material has been mastered.

A way to measure the efficacy of games as a learning tool is to place them in the context of Chickering and Gamson's (1987) highly respected, "Seven Principles for Good Practice in Undergraduate Education." These seven principles are explained below.

Good Practice Encourages Student-Faculty Contact

As academic games progress, the faculty member/facilitator constantly observes the students to assess their progress. When teachers function as game show hosts or hostesses, they encourage students to perceive them as likeable and approachable. Games often require student input, which increases the communication channels, particularly through e-mail exchanges or submissions. As Chickering and Gamson (1987) emphasize, "frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement."

Good Practice Encourages Cooperation among Students

Healthy competition between teams can promote interest and involvement. However, it is essential for students to see the value of working together. Thus, games should be designed to promote the peer coaching and sharing of information that leads to increased learning and camaraderie within the team. Chickering and Gamson (1987) point out that "sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding."

Good Practice Encourages Active Learning

Games definitely promote active learning where students care passionately about learning outcomes. Games often involve physical as well as mental activity. "High fives" and cheers are as much a part of the process as the game rules. Chickering and Gamson (1987) succinctly remind us that "learning is not a spectator sport."

Good Practice Gives Prompt Feedback

Numerous scholars, including Angelo and Cross (1993), emphasize the tremendous impact that feedback has on learning. Students must realize what they know and what they don't know to focus their learning. Cooperative games offer immediate feedback from peers during the discussion period. When an answer is given, feedback is further refined. Finally, teachers can understand how well students have mastered their content by monitoring their performance level during play and by reviewing their worksheets after the game has concluded.

Good Practice Emphasizes Time on Task

As Chickering and Gamson (1987) put it, "Time plus energy equals learning." During cooperative games, students are concentrating on the play, play that involves learning. Games typically progress rapidly and energetically to maximize learning within a short period of time because of the intense focus.

Good Practice Communicates High Expectations

Using cooperative games suggests to students that teachers not only care about their learning, but that they are also willing to let learning occur in an atmosphere of fun and cooperative competition with high expectations that students will prepare for the game and strive to succeed. Chickering and Gamson (1987) remind us that "high expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated." Because many games introduce an element of luck such as the roll of a die or the pick of a card, all students—regardless of their relative skill levels—have an opportunity to succeed, thus encouraging all students to strive for success.

Good Practice Respects Diverse Talents and Ways of Learning

Cooperative games offer an exhilarating, motivating alternative to traditional lectures or discussions. They bring out talents that may be less apparent in more conventional classroom

settings, thus perhaps providing more students opportunities to excel and to become well-respected team members.

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Cooperative Bingo

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I use Cooperative Bingo to get students actively involved with course content; to motivate them, to make them accountable for their own learning, and to add "zest" to exam preparation and content review. Here is how I organize the game.

Prior to playing, I ask students to send me electronically a set amount of questions divided into two types, factual ones and ones involving higher order thinking. The questions are submitted as the semester progresses so that all the content is potentially included in the review and so that there is time to return inaccurate or inappropriate questions for revision. I compile the questions by

category and arrange them in the order I want them introduced. I also add questions I feel should be included.

Once I have the questions to be used in Cooperative Bingo, I prepare slides for transparencies or for projection. I put one question, marked as factual or open-ended, on each slide with the name of the person who submitted it. At the bottom of the slide is the answer, including, if appropriate, the page reference. I purchase needed supplies: skittles or M&Ms for the Bingo markers, and candy bars—large and snack sizes—for the prizes. Bingo cards are easy to make with a Word document consisting of five squares across labeled B-I-N-G-O and five squares

down. The squares below the header are randomly filled with numbers from one to five.

To play the game, I pair students (weaker with stronger students for better coaching and teaching) and explain the procedure. Each pair gets markers and different colored work sheets (green for the factual; gold for the higher level questions) where they record their answers and if they were right or wrong. I pose the questions in sequence within each category, giving sufficient time based on their complexity. For example, I might pose this factual question submitted by John Student in a literature class: "What initial event prompts Hamlet's decision to seek revenge?"

The pairs confer, writing down their answers on the green factual question sheet. The student who submitted the question, John, calls time and then serves as the expert/arbitrator who decides what answers, including alternative answers, are acceptable. Although John intended the correct answer to be, "Hamlet's father's ghost tells him he was murdered," pairs may ask, for example, will you accept "Hamlet's father dies under mysterious circumstances"? Pairs with correct answers place a marker on the designated square (e.g., B2 or O4). The square is determined by having the pairs in turn draw a scrabble letter (B,I,N,G,O) and roll a die (they roll again if a six emerges). Letters can also be made by cutting out uniform cardboard squares laid face down or by writing the letters on poker chips with a

"sharpie" pen. Five-sided die are available in novelty stores, but they are hard to find.

I use the factual questions to speed up play and use the higher order thinking questions for class discussion/teaching. The first pair (often there will be ties) to cover five contiguous squares in any direction declares "Bingo!" They then clear their board and continue playing until the period ends. In a 50-minute period, I try to have every pair become "winners." The winners pick their prizes, with those scoring first having the choice of the larger candy bars. As a follow-up, I give each student a copy of the questions and answers to use as a study guide or put them on the Web.

The results? Besides the active involvement with learning, the assessment value is phenomenal. Because the students submit the questions, I get an immediate sense of their knowledge, and they get feedback on the quality and fairness of their questions. As the question expert, they teach the material, making the class student-centered. I can review the work sheets with the recorded answers to get a sense of which questions students missed or did well on. Best of all, students are energetic and enthusiastic, "high-fiving" each other when they get a correct answer. They listen attentively to the answers and suddenly care about the material, even where the commas go in a bibliographic entry!

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Celebratory Learning for Learners around the World!

Corda Ladd Kinzie and Kathryn Markovchick

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"Your way of teaching and learning looks and feels like too much fun to be real learning."

Many people question the validity of the learning if learners are having fun while tackling new and maybe difficult subjects and concepts. So about 17 years ago, we two women from Maine, a state in northeastern United States, decided to formally explore and document their beliefs about teaching and learning. We named this way of designing learning opportunities Celebratory Learning, based on an idea in H. Stephen Glen and Jane Nelson's "Barriers and Builders to Relationships," found in Glen and Nelson (2000).

The following attributes are at the heart of Celebratory Learning: positive interdependence, individual accountability, simultaneous interaction, play, humor, connections to previous learning, theme-based learning, need-based learning, and a brain-compatible environment.

The Maine Support Network, where we are co-directors, presents learning opportunities in the state of Maine that add an element of anti-burn out for Special Educators. In order to support and celebrate teachers who teach children with disabilities, the learning environment becomes as important as the learning! The goal is to help teachers to always celebrate the learner and the learning and consciously let go of the shaming and blaming that can so often be a part of traditional learning in the pass/fail tracked system.

The elements that make up Celebratory Learning are a mix of what we have learned in the past two decades from the fields of science and education. Cooperative Learning is a must when designing Celebratory Learning opportunities. Practices such as engaging the learners, using humor, and always connecting the learning to a theme support memory retention. If concepts from Multiple Intelligences Theory, learning styles and the Myers Briggs Personality Type Indicator are incorporated in the lesson design, all types of learners have access to the content. During the Decade of the Brain (the 1990's), brain research confirmed this is the way of supporting teaching and learning and learners!

Celebratory Learning is a coming together of the learning environment, the learner and the learning!!! A Celebration for all teachers and learners! Below is a more in-depth description of each attribute.

Cooperative Learning

Celebratory Learning always contains the elements of cooperative learning as defined by David and Roger Johnson and Spencer Kagan. These elements include positive interdependence, individual accountability, interpersonal and small group skills, group processing, simultaneous interaction, equal participation, and the use of cooperative structures.

Play and Humor

Laughter is a light-hearted gift we can learn to model in our work. Humor is one of the skills that has been documented to add to our students' resiliency as well as our own. Positive humor and play promote a positive attitude in the learner and the learning environment as well as other benefits: increased feelings of hopefulness, more pleasurable learning, new insights, enhanced

self esteem, increased retention, greater rapport, more divergent thinking, less stress, and higher attention levels.

Connections to Previous Learning

If our brains are to make any new learning our own, new learning must be linked to previous knowledge. Celebratory Learning looks for ways to connect what we already know to what we are learning now.

Theme-Based Learning

Choosing themes which encompass a topic or concept for intended study makes learning fun and inviting. Themes can be organizers that interest the learner while putting learning in context and/or creating an enriched learning environment as well as linking a skill to the real world of living and working. Themes may be chosen as catalysts for learning, bridges to other learning, or organizing umbrellas. Themes open up wonderful opportunity for metaphor development and push the learner to a higher level of thinking and creativity.

Need-Based Learning

As learners we benefit most from learning opportunities that meet our needs both in content and process. Celebratory Learning promotes choice, life-long learning, individual problem solving, learner independence, meaningful situations, self-identified needs, and learning that is important for the entire community.

Brain-Compatible Environments

Schools and classrooms that are restructured according to our current knowledge of how the human brain learns enable participants to learn the knowledge, skills, and dispositions that are important to being a successful and contributing citizen. Components of brain-compatible learning environments include: absence of threat, meaningful content, choices, adequate time, enriched environments, collaboration, immediate feedback, and mastery.

Learning Community

Building a collaborative learning community is the foundation of Celebratory Learning experiences. A sense of belonging and caring for others moves members along a continuum that at one end has isolation, competition, winners and losers toward the other end with cooperation, equality, membership, ownership, empowerment, and responsibility.

Celebration

Celebrating the individual in the learning process actively promotes understanding, acceptance, and affirmation of the individual and their individual perspective. The Celebratory Learning environment offers the learners opportunity to contribute in meaningful ways while promoting mutual respect and trust. Recognizing progress and encouraging any step in that direction is what is aimed for rather than perfection.

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Archie Does Cooperative Learning

Archie is a well-known, American comic that has been around since 1941

(<http://www.archiecomics.com/23.html?23>;

http://en.wikipedia.org/wiki/Archie_Andrews_%28comics%29). Its main character, Archie Andrews, and his friends - including Veronica, Betty, and Jughead - are friendly and fun-loving, but not very academically-minded.

That's why it was such a pleasant surprise to discover at least one episode in which studies are important, and even better, that cooperation among students plays a positive role. Jeyashini Kanagarajah, a teacher at Tanglin Special School in Singapore, used the episode to motivate her students to cooperate. In that episode, Archie is on the baseball team. The coach threatens to remove one of the players from the team for lack of playing skills. Archie steps in to help his teammate, and in return, the teammate coaches Archie in his schoolwork. Jeyashini was not certain of the reference for this installment of *Archie*, but we believe it is #161.

Two Special Issues of Computers & Education

Recently, the journal *Computers & Education*

(http://www.elsevier.com/wps/find/journaldescription.cws_home/347/description#description)

has had two special issues related to cooperative learning. The November 2005 issues focuses on collaborative learning environments and the January 2006 issues highlights methodological issues in research CSCL (Computer Supported Collaborative Learning).



From the Bookshelf

1. Hamburg, D. A., & Hamburg, B. A. (2004). *Learning to live together: Preventing hatred and violence in child and adolescent development*. NY: Oxford University Press.

Reviewed by Miriam Landor [M.S.Landor@dundee.ac.uk]

Deadly conflict is an urgent global problem, which cries out for improved education in conflict resolution and for the construction of a peaceful world. This is the message of the book *Learning to Live Together*. As an educational psychology student, I particularly valued the marriage of a wide range of psychological theories to detailed descriptions of educational applications. These are differentiated according to developmental stages. The book is research-based and thorough, tracing the development of both inter-group conflict and prosocial behaviour through the childhood years to adulthood. It describes successful school and media programmes for conflict resolution and explains the difference between these and a higher-level 'peace education'.

The main psychological approach is the ethological - the evolutionary adaptiveness of attachment, group behaviour, regulation of fear, and so on. However, the Hamburgs also

range widely through the psychological landscape, choosing exemplars from naturalistic and controlled experimental studies, from social and developmental psychology, and from classic research such as Bandura's and the Sherifs'.

Educational methodologies include numerous strategies from cooperative learning, which has a whole chapter devoted to it. Cooperative learning has its roots in Allport's contact theory, which showed that prejudice can be reduced in groups of majority and minority members as long as they have equal status and are pursuing common goals. It has developed in response to divisions along racial and ethnic lines in an increasingly "globalized turbulent world" (p. 113). The formation of friendships prevents the holding of prejudice. Cooperative learning techniques, such as the creation of learning groups of four or five, give students a more active involvement in their learning. They also tap into peer tutoring, the benefits of which are well researched. Not only does peer tutoring offset traditional individual competitiveness which leads to winners and losers, it also instills appreciation of the benefits of mutual aid. Joint problem-solving leads to greater productivity. Small group teaching promotes prosocial behaviour amongst children, and also increases academic achievement.

The learning activities set for the groups are designed to encourage all the students to contribute substantially and with equal status to the team's output. In some cases points can be awarded based on the average performance of each person, thus making rewards dependent on the performance of everyone in the group. Group work and cooperative learning differ in that cooperative learning is mainly concerned with the academic success of each student, rather than the performance of the group as a whole.

Examples are given of a variety of cooperative learning strategies. According to the Hamburgs, the most successful of these are Student Teams - Achievement Divisions (STAD), Teams - Games - Tournaments (TGT) and Team-Assisted Individualization (TAI). STAD assigns group rewards for individual achievement, in groups of mixed gender and ethnicity, where study and test preparation are undertaken through mutual assistance but questions are then answered individually. TGT is similar but uses a system of academic game tournaments. TAI combines the two with the addition of individual instruction. In all cases, more cross-racial friendships developed than in control groups.

Studies suggest that after only a few weeks of cooperative learning students transcend cultural norms in forming meaningful cross-racial friendships, because they understand their differences through a different cultural model. Friendliness and trust are increased, with fewer stars or isolated students. Competitiveness decreases, and is less likely to be chosen than cooperative modes where the option exists. However, the point is made that the success of cooperative learning depends on serious teacher training and commitment to master the techniques.

Some common concerns about cooperative learning are refuted by the authors. They claim that competition is balanced with cooperation rather than eliminated, that high achievers learn as much as they do in traditional classrooms, that individual grading can be done alongside group grading in order to give fair results, and that individual accountability stimulates 'lazy' students to be more active.

In conclusion, through cooperative learning, "Children learn to work together; everyone contributes in some way; everyone is good at something; everyone learns to appreciate diversity; a meshing of different skills in a division of labor takes place; and a mutual aid ethic is encouraged. And most important, youngsters engaged in cooperative learning have gratifying firsthand experiences, learning that working together constructively allows all members of the group to be winners and that cooperation with other people increases rewards" (p. 119).

The authors are highly distinguished pioneering academics in development and psychiatry. Abundant academic references and quotations are annotated so that they can be followed up at will without disrupting the reading flow.

I was a little concerned that despite the book's global theme, there is a lingering impression of US bias which may jar on readers of other nationalities. The selection of conflict resolution programmes is mainly from the US, and the concerns and issues chosen seem to reflect current US thinking. "Active opposition by outside nations" in the event of genocide or civil war (p.45), elaboration of Palestinian but not Israeli "hate education campaigns" (p.59), and the conviction that the US leads the world in terms of civic nationalism and ethnic integration (p.36) may comfort a home audience, but may also feed anxiety that terrorists' causes can be fuelled by such unconscious complacency.

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2. Tjosvold, D. [tjosvold@ln.edu.hk], Yu, Z. Y., & Su, F. (2004). Cooperative learning: Potentials and challenges for Chinese management education. In C. Wankel & R. DeFillippi (Eds.). *The cutting edge of international management education* (pp. 223-242). Greenwich, CT: Information Age Publishing.

The following is excerpted from the chapter.

Based on research and our professional experiences teaching managers in Hong Kong and mainland China, we argue that cooperative learning can very much contribute to educational reform in China and, in particular, to management education. Researchers though have objected to applying Western ideas and practices in China and, specifically, questioned the culturally appropriateness and utility of high student involvement approaches like cooperative learning in Chinese classrooms.

This chapter reviews the research support for the value of cooperative learning in management education in China and discusses ways to overcome barriers and implement it successfully. The first section discusses how cooperative learning can contribute to the reform of management education in China. The second section outlines objections to cooperative learning as culturally inappropriate and our view that cooperative learning is compatible with Chinese values. The third part reviews cooperative learning and its research support and the fourth part reviews research in China. The next section uses recent studies to show how Chinese values can support spirited, productive cooperative teamwork. The final section notes procedures that we have found particularly useful for Hong Kong and mainland China classrooms.

Our position is that Chinese values themselves are not so highly restrictive and inimical to student participation in their own education. For example, although values reinforce

submissive acceptance of authority, other values support inquiry and debate. For example, Mencius, an influential Confucian scholar, argued that wise rulers should adopt ideas that may oppose their own. He himself was famous for his eagerness to debate and challenge rulers and people as he tried to teach them the right ways: "Indeed, I am not fond of disputing, but I am compelled to do it ...I am alarmed by these things, and address myself to the defense of the doctrines of the former sages ... I also wish to rectify men's hearts, and to put an end to those perverse doctrines, to oppose their one-sided actions and banish away their licentious expressions."

Befitting an ancient, ongoing culture, Chinese people have many values. Just in the twentieth century, the nationalist movement, the revolution of 1949, the Great Leap Forward, the cultural revolution, the Gang of Four movement, and the opening and reform since 1979 have engendered a whole host of values and traditions. In China, socialist and nationalistic values co-exist with free market and international ones. The third section argues that Chinese values can be applied in ways that support cooperative learning. The next section elaborates on the rationale and research support for cooperative learning.

As collectivists recognize the importance of their relationships, Chinese students are often reserved and introverted. Group members often do not know each other's names. However, cooperative learning is based on students knowing each other as individuals. What we have found effective is to give students activities and time for personal disclosure so that they know each other as individuals. For example, they might begin each meeting with discussing their favorite activities, career goals, and so on. These activities are useful for western students but structuring them in China appears to be particularly appropriate.

Chinese people also want to be respectful and avoid appearing to be particularly critical. Explicitly defending the usefulness of feedback and structuring times to give feedback and to process their group functioning can develop openness. Guidance as to how to provide feedback without showing disrespect needs to accompany the opportunities to give feedback. The emphasis should be on providing positive feedback to help students build upon their strengths.

From The Web



Rubrics for Assessing Interaction during Group Activities

Rubrics provide guidelines for self, peer, and teacher assessment, and are useful tools in all areas of education. Often, students are involved in developing and using rubrics. Here are two examples of rubrics for assessing how well students are working together.

1. From San Diego State University
<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>
2. From St. Edward's University
<http://www.stedwards.edu/cte/resources/grub.htm>



From the Journals

Thanks to Rashmi Kumar for her help in sourcing articles and preparing abstracts. Unless otherwise stated, the abstracts appeared with the articles. Where possible, email addresses are provided in the hope of encouraging collaboration.

Kratzer, J., Leenders, R. Th. A. J., & Van Engelen, J. M. L. (2004). Stimulating the potential: Creative performance and communication in innovation teams. *Creativity and Innovation Management*, 13(1), 63–71.

Creativity is essential to successful new product development efforts. Teams constitute the organizing principle in most modern innovation activities. Although creativity research has revealed many factors influencing individual creativity, little is known about how team-level creativity is determined. Since the creative innovation task requires teams to combine and integrate input from multiple team members, the team's communication pattern is an important determinant of team creativity. Based on a sample of 44 NPD teams in eleven companies, this study examines the effects of team-member communication on team creativity. It is found that both interaction frequency and subgroup-formation of communication have a negative relationship to team creativity. Theoretical and practical implications are discussed, and further research is indicated.

Fischer, B., & Boynton, A. (2005). Virtuoso teams. *Harvard Business Review*, 83(7), 116-123.

In this article, Bill Fischer and Andy Boynton put the inner workings of highly successful virtuoso teams on full display through three examples: the creative group behind *West Side Story*, the team of writers for Sid Caesar's 1950s-era television hit *Your Show of Shows*, and the high-powered technologists who averted an investor-relations crisis for Norsk Hydro, the Norwegian energy giant. Each of these teams accomplished enormous goals and changed their businesses, their customers, even their industries. And they did so by breaking all the conventional rules of collaboration—from the way they recruited the best members to the way they enforced their unusual processes, and from the high expectations they held to the exceptional results they produced. [the following was not in the original abstract] The authors conclude the article with a message: "Don't hesitate to assemble the very best and let their egos soar. Encourage intense dialogue—and then watch as the sparks fly. If you allow the most brilliant minds in your organization to collide and create, the results will be true excellence."

Lin, Z., & Barnett, C. [c.barnett@ballarat.edu.au](2005). Collaboration in learning at the university level? - An initial investigation. *Journal of Student Centered Learning*, 2(2), 121-129.

Collaboration in learning at the tertiary level has long been an issue calling for research. This paper reports on a project designed to investigate whether collaboration may enhance learning among students of education. The initial findings indicate that collaboration is favored by tertiary students and has enhanced their learning.

Wilson, M. [marywils@uoguelph.ca] (2005). Supplemental instruction in the Canadian context. *Journal of Student Centered Learning*, 2(2), 109-119.

The University of Guelph in Ontario, Canada has adopted the Supplemental Instruction model from the University of Missouri at Kansas City. In Guelph's Supported Learning Groups (SLGs) Program, undergraduate student Peer Helpers and professional staff from Student Affairs collaborate with course instructors to provide dedicated co-curricular academic support to students enrolled in traditionally difficult courses. The SLG Program offers weekly, collaborative, peer-to-peer group study sessions designed to help students meet course objectives successfully, develop transferable learning strategies and make a successful transition to university learning.

Schmidt, K. [kschmid@ilstu.edu], & Canabal, M. (2005). A faculty collaborative approach to engaged, student centered teaching and learning. *Journal of Student Centered Learning*, 2(2), 103-108.

This project represents the collaboration at a university between two departments that share the common goals of exposing their students to active learning and student engagement in a simulation of a real-life working experience. Concepts of interdisciplinary learning were included to expand collaboration between faculty and students, and among students.

Moore, J. [joy.moore@uc.edu] (2005). Improving retention in calculus through student-centered learning. *Journal of Student Centered Learning*, 2(2), 97-101.

This paper relates findings on a collaborative learning calculus program that has proven successful in improving student achievement and retention in the first-year calculus experience. The Cooperative Learning Calculus Program in the Department of Mathematical Sciences implements a student-centered, constructivist pedagogy to supplement student learning in the primary calculus series.

Siegel, C. [csiegel@gsu.edu]. (2005). Implementing a research-based model of cooperative learning. *Journal of Educational Research*, 96(6), 339-351.

The author used qualitative research methods to explore an 8th-grade mathematics teacher's personal definition of cooperative learning and the enactment of cooperative learning in his classroom according to that definition. Data collection involved interviews and classroom observations. The author used coding schemes and descriptive statistics for data reduction and analysis. Constructivist psychology provided the theoretical groundwork for conclusions based on consistency across interview and observational data. Results revealed that while the teacher implemented a research-based model of cooperative-learning instruction, he adapted the model for use in his classroom. Results also identified the teacher's prior experience and teaching context as factors that influenced his implementation of cooperative-learning instruction.

Goodman, B. A. [bgoodman@mitre.org], Linton, F. N., Gaimari, R. D., Hitzeman, J. M., Ross, H. J., & Zarella, G. (2005). Using dialogue features to predict trouble during collaborative learning. *User Modeling and User-Adapted Interaction*, 15(1), 85-134.

A web-based, collaborative distance-learning system that will allow groups of students to interact with each other remotely and with an intelligent electronic agent that will aid them in their learning has the potential for improving on-line learning. The agent would follow the discussion and

interact with the participants when it detects learning trouble of some sort, such as confusion about the problem they are working on or a participant who is dominating the discussion or not interacting with the other participants. In order to recognize problems in the dialogue, we investigated conversational elements that can be utilized as predictors for effective and ineffective interaction between human students. These elements can serve as the basis for student and group models. In this paper, we discuss group interaction during collaborative learning, our representation of participant dialogue, and the statistical models we are using to determine the role being played by a participant at any point in the dialogue and the effectiveness of the group. We also describe student and group models that can be built using conversational elements and discuss one set that we built to illustrate their potential value in collaborative learning.

Obiakor, F. [fobiakor@uwm.edu], & Beachum, F. D. (2005). Developing self-empowerment in African American students using the Comprehensive Support Model. *The Journal of Negro Education*, 74(1), 18-29.

African American students face myriad problems that are pervasive, multifaceted, and sociohistorical. In the U.S. educational system, these students are frequently stigmatized, misidentified, mislabeled, misplaced, and misinstructed. In addition to these problems, they are blamed by this same system that fails to value their behavioral, learning, and cultural styles. This article identifies self-empowerment as a means of maximizing the educational potential of African American students using the Comprehensive Support Model (CSM). Also, pertinent cases are provided to support the implementation of the CSM.

(from elsewhere in the article) While African American students' motivation may be cultivated at home, one of the most effective avenues for engendering their motivation is a school's environment (Renchler, 1992). The school can increase students' motivation by implementing policies that promote (a) goal-setting and self-regulation, (b) student choices, (c) student achievements, (d) teamwork and cooperative learning, and (e) self-assessment models rather than social comparisons (see Renchler, 1992). In addition, teachers can enhance students' intrinsic motivation by allowing them to feel in control of their own learning (Dev, 1997).

Mikami, A. M. [amori@stanfordalumni.org], Boucher, M. A., & Humphreys, K. (2005). Prevention of peer rejection through a classroom-level intervention in middle school. *Journal of Primary Prevention*, 26(1), 5-23.

This project evaluated an intervention for preventing peer rejection in middle school that promoted social acceptance in the classroom environment. The systems-level and preventive focus of this intervention differed markedly from traditional interventions that target putative deficits within individual rejected children. In collaboration with 24 teachers and their classrooms, the intervention team led mixed groups of accepted and rejected children in cooperative games that required teamwork and mutual respect among all members in order to succeed. To reinforce these alliances between children, as well as to prevent future peer rejection, teachers were encouraged to use cooperative, teamwork-based group activities for academic instruction. The intervention was evaluated using a randomized control (waitlist) design. Results suggested that the intervention reduced the amount of self-reported peer rejection in

classrooms. Implications for the further development and evaluation of systems-level interventions to prevent peer rejection are discussed.

Berry, R. A. W., & Englert, C. S. [carolsue@pilot.msu.edu] (2005). Designing conversation: Book discussions in a primary inclusion classroom. *Learning Disability Quarterly*, 28(1), 35-58. This study examined the nature of student talk and the teacher's role during book discussions. The participants were 17 first- and second-graders with and without disabilities in an inner-city inclusion classroom. Applied conversation analysis techniques were employed to analyze two videotaped book discussions. Results indicated that student-selected topics and contingent talk were necessary for fluent conversational discourse. Additionally, the teacher's role was crucial in apprenticing students to deal with a novel participant structure and its attendant complex linguistic and cognitive requirements. Results also demonstrated the competence with which students with disabilities assumed influential and decisive roles in the discussions. Implications for students with disabilities are discussed in terms of opportunities for self-expression and involvement in constructing and negotiating the activity.

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Fawcett, L. M., & Garton, A. F. [a.ganon@ecu.edu.au]. (2005). The effect of peer collaboration on children's problem-solving ability. *British Journal of Educational Psychology*, 75 (Part 2), 157-169. A Vygotskian framework links cognitive change to collaborative interaction with a more competent partner whereas a Piagetian perspective supports the view that cognitive conflict arising from peer interaction leads to cognitive change. Here, Fawcett and Garton investigate the effect of collaborative learning on children's problem-solving ability and whether differences in knowledge status or the use of explanatory language were contributing factors.

Plata, M., & Trusty, J. [jgt3@psu.edu]. (2005, Spring). Effect of socioeconomic status on general and at-risk high school boys' willingness to accept same-sex peers with LD. *Adolescence Magazine*, 40, 47-66.

Thirty-eight educationally successful and 33 educationally at-risk high school boys from varying SES backgrounds participated in a study to determine their willingness to allow same-sex peers with LD to participate in activities in the school, out-of-school, and both contexts. Kruskal Wallis One-way Analysis of Variance of Ranks results indicated that, regardless of academic designation, boys from low SES backgrounds were more willing than their counterparts to accept peers with LD. Significant differences among SES groups were found in several activities performed in the out-of-school contexts, especially those with emotional or cognitive connotations. Discussion

addresses the importance of training classroom teachers and general education students in maintaining an inclusive environment.

Summers, J. J. [summersje@missouri.edu], Beretvas, S. N., Svinicki, M. D., & Gorin, J. S. (2005). Evaluating collaborative learning and community. *The Journal of Experimental Education*, 73(3), 165-188.

The goal of this study was to validate measures and assess the effects of collaborative group-learning methods in real classrooms on 3 specific dependent variables: feelings of campus connectedness, academic classroom community, and effective group processing (2 factors). Confirmatory factor analyses were conducted to evaluate a 4-factor model. Using hierarchical linear modeling techniques, results indicated that campus connectedness and collaborative learning (compared with no collaborative learning) predicted positive academic classroom community. For classes using more formal cooperative group work, campus connectedness and group processing-evaluation predicted positive academic classroom community. Suggestions for further applications of the measures are discussed.

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