April 2009

Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2009.

Once again, we provide you with a compilation of abstracts, articles, and announcements. This issue includes abstracts describing best-evidence analysis research from Robert Slavin, an article by Harvard Physics Professor Eric Mazur, and an article from former IASCE board member Ghazi Ghaith. A quote from the Mazur article leaves no doubt that he views pedagogical models that are characterized by discussion and peer interaction as placing more responsibility onto students.

Keeping the idea of student responsibility in mind, I read all the abstracts a second time and realized that, although the wording varied, it was a theme common to much of the work being presented. Personal responsibility and the shared responsibility, suggested by interdependence theory, were also mentioned by Celeste Brody in her discussion of cooperative and collaborative learning. As international conversations focus increasingly on economic and environmental themes, it may be useful to consider how developing the skills, habits, and values of both interdependence and personal responsibility—through cooperative learning—can contribute to building a more sustainable and just future.

Board members Laurie Stevahn and Yael Sharan are working with IAIE, the International Association for Intercultural Education, to insure a varied and vibrant conference in June 2009 in Athens, Greece. IASCE is sponsoring one of the conference strands that will focus on cooperative learning and its essential interface with equity and multicultural education. IASCE board members will also be presenting workshops. We hope that some of our readers will be able to join Yael and Laurie at what we expect to be a large, energetic, and exciting conference. We wish our friends in both Latvia and Toronto well with their upcoming conferences. Attendees can meet IASCE board members at both of these conferences—Yael Sharan in Riga, Latvia and Kathryn Markovchick in Toronto, Canada.

We hope you find this issue of our newsletter helpful. Our conferences, newsletters, and website are supported by your membership dues. As always, we encourage you to share the IASCE newsletter and to network with colleagues. If you send me your networking stories and strategies, or news about future conferences, (lbaloche@wcupa.edu), we will share them in a future issue of the newsletter or through our website. Thank you for your support.

Cooperatively yours,

Lynda Baloche
Co-president IASCE

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IASCE Annual Report 2008

Board membership

Following a Call for Nominations, which was posted on the IASCE website in January 2008, sent to individual members, and distributed at the Turin conference, three new IASCE board members have been elected. The new board members are Lalita Agashe, Rich Cangro, and Laurie Stevahn.

Board member Larry Sherman retired from the board after the Nagoya, Japan conference.

Much of the board's work continues to be conducted using asynchronous electronic communication. The use of asynchronous electronic communication conserves financial resources and allows board members in all time zones to participate fully in deliberations and decisions.

Communications

IASCE continues to publish three issues of the member newsletter each year. We continue to add enhancements to the website: www.iasce.net. Notable enhancements for 2008 include links to a wealth of paper presentations from both the Turin, Italy and Nagoya, Japan conferences.

Governance

Lynda Baloche and Celeste Brody continue as IASCE Co-presidents. Maureen Breeze continues as the Secretary, and Kathryn Markovchick as the Treasurer.

Conferences

The Board devoted significant energies in 2008 to conferences in Torino, Italy (co-sponsored with IAIE) and Nagoya, Japan. Board members Yael Sharan and Kazuhiko Sekita assumed many responsibilities for conference planning, plus primary responsibilities for communication to the IASCE board, regarding Torino and Nagoya respectively. The Torino pre-conference workshops and conference attracted approximately 400 participants from 32 countries. The Nagoya conference attracted over 200 attendees from 13 countries.

During the second half of 2008, the Board devoted energies to the upcoming 2009 conference in Athens, Greece. In consultation with IAIE—The International Association for Intercultural Education, IASCE decided not to co-sponsor this event. Instead, working closely with IAIE, IASCE is chairing one of the six conference strands and will contribute to pre-conference workshops. Board member Laurie Stevahn has assumed responsibility for strand coordination and board member Yael Sharan has assumed responsibility for workshop issues.

During 2008, we received very preliminary inquiries about the possibility of co-sponsored conferences in Hong Kong and Germany. We began more in-depth discussions with Robyn Gillies, our board member from Australia, about hosting a conference in Brisbane, Australia in 2010.

New Initiatives

The Board launched a new initiative to recognize exceptional work in cooperative learning. The awards program was announced in Torino and was posted on the IASCE website. IASCE honored the first recipient, Julia Tsu-chia Hsu, at the Nagoya, Japan conference. Julia received the IASCE Elizabeth G. Cohen Award for Outstanding Dissertation on Cooperative Learning. Her dissertation, completed in 2008 through the School of Education, University of Durham, England, is titled, "A Cooperative Task-Based Learning Approach to Motivating Low Achieving Readers of English in a Taiwanese University."

Financial Issues

IASCE remains a membership organization with low membership fees and low income from membership dues. Our 2008 conference in Torino produced a profit. Those profits, plus profits from our 2004 Singapore conference, have allowed us to develop initiatives such as the awards program. Members wishing a more detailed financial report should contact our Treasurer, Kathryn Markovchick.

IASCE Hosts Presentations at the IAIE Conference 2009 in Athens, June 22-26

Join us at the International Association for Intercultural Education (IAIE) Conference 2009 in Athens, Greece, to explore the theme of *Intercultural Education: Paideia, Polity, Demoi.* Issues relevant to pedagogy, community, and democracy hold special significance for cooperative learning because collaborative skills and cooperative interaction are at the heart of effectiveness. A wide variety of preconference workshops will be offered June 22-23, several facilitated by IASCE Board Members on topics pertaining to cooperative learning, conflict resolution, and intercultural classrooms, including workshops on theater, drama and music education in these contexts. Provocative papers also will be presented June 24-26 in the following six strands: (1) theoretical perspectives on intercultural and multicultural education; (2) practical applications of intercultural learning in multicultural contexts; (3) globalization, human rights, and social justice issues; (4) cooperative learning for educational equity; (5) issues pertaining to gender, ethnicity, religion, and other diverse orientations; and (6)

intercultural education presentations in Spanish and Greek. The IASCE is sponsoring Strand 4, which will feature cooperative learning applications in countries around the world, including Africa, Australia, Croatia, Greece, India, Italy, Japan, New Zealand, Russia, United Arab Emirates, United Kingdom, and the United States. We invite you to participate as we continue to learn from and with each other! For more information visit the IAIE website at www.iaie.org or contact Laurie Stevahn, IASCE Board Member, at stevahnl@seattleu.edu.

Meet the IASCE Board – Rich Cangro

There are 14 IASCE Board members who live in 8 countries on 4 continents. Their involvement in CL is vast, varied and rich. For varying lengths of time, all of them have been researching, writing, conferring, teaching, and disseminating CL in many different ways. No doubt, their varied experiences and geography color their interest and purpose in working with CL. This new series of interviews with individual board members is an opportunity to discover what is unique about each one's history in CL and, at the same time, what we all have in common. We hope the series will create an accumulative picture of the issues, opportunities, accomplishments, and challenges in CL that engage all our readers worldwide.

Opening the series is an interview with Richard Cangro from the U.S.A. Rich is the first music educator on the board; perhaps his interests will lead to more active involvement of the arts in CL.

1. *How did you first hear about cooperative learning or related ideas?*

    I was a school band and orchestra ensemble director for several years before I began my doctoral studies. School ensemble directors are typically the leader of a group and are often viewed by the students as the "fountain of knowledge." As ensembles rehearse and perform as a group, it is often assumed that the activity is similar to a team paradigm, though this not necessarily the case. Traditionally in school music programs, the director leads an ensemble through a teacher-centered approach. Lecture and direct instruction are the primary avenues of instructional delivery. It became intriguing to me that music education was so far removed from contemporary learning strategies that encourage student-centered and student-driven learning. After taking a workshop with Spencer Kagan, I was convinced that cooperative learning was an effective way to provide a foundation for developing musicianship through opportunities to actively and musically interact in class. Unfortunately for me, there was not much research or writing on the application of cooperative learning strategies in music. Developing ways to

adapt and apply these strategies in music education became my passion. So, I found a niche for my dissertation and have been studying it ever since.

2.   *What appealed to you about cooperative strategies?*

I was really attracted to the development of independence in music making. My mission in graduate education became to learn strategies that develop skills and concepts that enable students to understand and produce music independently. My greatest reward is to be driving home from school and see my students on their front lawn playing their instruments together. I love hearing their stories about how they got together after school or on the weekend and played concerts for their parents or cousins or even their stuffed animals! They developed musical independence because they experienced opportunities to be independent of teachers and interdependent.

3.   *How did you first hear of IASCE?*

While doing research for my doctoral dissertation I came across IASCE and some of its leaders and dug further to find out about their research and writings. After going to the IASCE website and reading the newsletters, I was hooked! Reading about all the different applications of cooperation in education throughout the world is very exciting. I wanted to be part of this group and its cause to study cooperation in education, especially in music education.

Richard Cangro, Ph.D.
Assistant Professor of Music Education
Western Illinois University
Macomb, Illinois, USA

Romanian Educators Form the *Association for Promoting Cooperation in Education*

Earlier this year, we were very happy to learn via the CL List that educators in Romania have formed an association to share experiences in the implementation of Cooperative Learning and other forms of group activities. Association members hail from all levels of education: kindergarten to university. The Association has a website in Romanian: www.cooperare.ro For communication in English, contact the Association's former president, Carmen Berce [carmen_berce@yahoo.com]. To join the CL List, see the article after the GLACIE conference announcement.

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!

Cooperative Learning and Collaborative Learning:
Is There a Difference?

A frequently asked question is whether there is a difference between collaborative learning and cooperative learning. Different people give different answers. Here's the answer that IASCE Co-President Celeste Brody gives.

Teachers often wonder whether there are differences between cooperative learning and collaborative learning, terms used to describe students working together in groups. Yes, there are differences but these are more in the philosophical traditions of these practices than in the actual implementation of effective group work.

Cooperative learning has its roots in the USA in the Group Dynamics movement of the 1940s through 1960s. Kurt Lewin is credited with developing practical applications of the theory of interdependence and how people work together for common goals. Through the work of social psychologists, such as David and Roger Johnson, Richard Schmuck and Shlomo Sharan (for example), a body of research and application for the use of group work in primary and secondary school settings developed from the 1960s to 1980s. The research demonstrated CL's efficacy for promoting student self-esteem, positive attitudes towards school and peers, as well as better student problem solving.

Psychologists, such as Spencer Kagan and Robert Slavin, also developed specific strategies that used strong, teacher-directed techniques for managing classrooms and multiple groups of students. The sociologist, Elizabeth Cohen, added considerable value with her concern for equity and the classroom as a social system.

In general, **cooperative learning** ranges from teacher-directed strategies where the learning objective is student mastery of pre-set content, to those approaches that are driven by constructivist theories of learning with broad outlines of concepts that are to be considered together. The former, teacher-directed, strategies are best represented by Kagan's Structures and Slavin's STAD models. Constructivist, student-centered approaches to learning are found in the complex approaches of group investigation and project-based learning. Here, the teacher is a facilitator of the learning and co-constructor of knowledge. The approaches of the *Developmental Studies Center* (see http://www.devstu.org) as well as the *Tribes* model (Gibbs, 2006), represent this end of the spectrum. In many ways, these approaches are closer to the idea of collaborative learning. But these distinctions are often a matter of degree, and are not clearly differentiated in practice.

Collaborative learning has its roots in linguistics and philosophy with the work of Sir James Britton, who supported the creation of a community of learners where dialogue and personal responsibility drive learning. It is a term that is more favorable in higher education. Typically, collaborative learning eschews structure as manipulation by the teacher. Thus, it is vaguer but emphasizes the co-construction of knowledge, the dialogue and the intrinsic nature of learning. Bruffee (1999) provides a thorough discussion of this idea as it relates to higher education. Barkley, Cross and Major (2005), on the other hand, demonstrate that "good" collaborative learning addresses the same concerns as does cooperative learning: forming groups, creating appropriate tasks, engaging all learners, and evaluating group products and student participation.

In general, cooperative learning provides excellent tools for understanding the dynamics of working in groups and how to "troubleshoot" situations, while collaborative learning represents the *direction of learning* as a move towards the construction of new knowledge. In collaborative learning approaches the teacher is considered a co-learner with students and knowledge is to be co-constructed and created together. But for any teacher beginning group work, there is the matter of how to skillfully manage 30 or more students working together so that all students are productively engaged. Most teachers

need to start small, using pairs, building upon a climate for cooperation that emphasizes positive norms and agreements for working together, regardless of whether we call it cooperative or collaborative learning.

For more detailed discussion see:

Barkley, E., Cross, P., & Major, C. (2005). *Collaborative learning techniques.* San Francisco: Jossey Bass.

Brody, C. M. (1995). Collaborative or cooperative learning: Complementary practices for instructional reform. *The Journal of Staff and Organizational Development, 12*(3), 133-143.

Brody, C. M., & Davidson, N. (Eds.). (1998). *Professional development for cooperative learning: Issues and approaches.* Albany, NY: SUNY Press.

Bruffee, K. A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge.* Baltimore, MD: Johns Hopkins University Press.

Gibbs, J. (2006), *Reaching all by creating tribes learning communities.* Windsor, CA: Centersource Publications.

Panitz, T. (no date). C*ollaborative versus cooperative learning- a comparison of the two concepts which will help us understand the underlying nature of interactive learning.* Retrieved March 7, 2009 from http://home.capecod.net/~tpanitz/tedsarticles/coopdefinition.htm

Wheelan, S. A. (2005). *Handbook of group research and practice.* Thousand Oaks, CA: Sage Publications.

From the Journals

Grindstaff, K., & Richmond, G. (2008). Learners' perceptions of the role of peers in a research experience: Implications for the apprenticeship process, scientific inquiry, and collaborative work. *Journal of Research in Science Teaching*, *45*(2), 251-271.

This study investigates the interaction between four pairs of high school students in a 7-week national research apprenticeship program. Each student was interviewed about perceptions of experiences working with a peer in the same setting, and the resulting stories were analyzed. Through discourse analysis of the interviews and interrelated

analyses of data from journals and responses on pre- and post-program questionnaires, three types of support were identified that students experienced to varying degrees: social-emotional, social-technical, and social-cognitive. It is concluded that social-cognitive support is best engendered if there is sufficient similarity of problems and processes, and ample room for different results and debate about interpretation. Additionally, the culture and reward system students work within (i.e., classrooms) must encourage discussion of ideas and value an outsider's perspective, in recognition of the roles creativity, uncertainty, and ambiguity play in science.

Gottschall, H., & Garcia-Bayonas, M. (2008). Student attitudes towards group work among undergraduates in Business Administration, Education and Mathematics. *Education Research Quarterly, 32*(1), 3-28.

Group work is a widely used teaching technique in higher education. Faculty find themselves utilising this method in their classes more and more, yet few studies examine what students actually think about group work. The current study surveyed Mathematics, Education, and Business Administration majors at a midsized southeastern university in order to measure students' attitude towards group work. Participants completed a 5-point Likert type attitude scale and selected positive and negative aspects of group work. The scale scores were submitted to a One-Way ANOVA and results indicated a difference in attitude across majors. Analysis of the positive and negative aspects of group work revealed generally similar results across majors, but with some exceptions. Education majors had a more positive attitude toward group work than Business and Mathematics majors and Business majors selected more negative aspects than the Education and Mathematics majors. As may be anticipated, across majors "free riding" was sited as an obstacle to group work as was the difficulty in coordinating schedules. Additionally, over one-third of students indicated that they would rather work alone.

Dong, T. [tingdong@uiuc.edu], Anderson, R. C., Kim, I. H., & Li, Y. (2008). Collaborative Reasoning in China and Korea. *Reading Research Quarterly, 43*(4), 400-424.

Students at two sites in China and one site in Korea engaged in Collaborative Reasoning, an approach to discussion that requires self-management, free participation, and critical thinking. The discontinuity between the usual adult-dominated discourse of Chinese and Korean homes and classrooms and the expected discourse of Collaborative Reasoning might have been anticipated to present a serious challenge to the students. Analysis of the discussions revealed, however, that students made a fast and smooth adaptation to the new discussion format, were highly engaged, and for the most part were able to manage the discussions themselves. The Chinese and Korean students showed a pattern of social propagation of "argument stratagems" parallel to that of American students. From comparison of reflective essays written by the Collaborative Reasoning students and by the control students, participation in the

discussions clearly transferred to independent writing, again replicating results with American students.

Brozo, W. G. [wbrozo@gmu.edu], & Flynt, E. S. (2008). Motivating students to read in the content classroom: Six evidence-based principles. *Reading Teacher, 62*(2), 172-174.

* abstract written especially for the IASCE Newsletter.

One of the six principles described in this three-page article is Structuring Collaboration for Motivation, which includes teacher-student collaboration, so that students see teachers as allies. It also includes student-student collaboration, which is linked to intrinsic motivation, sense of belonging, motivation to read, and achievement in reading.

Slavin, R. E., & Lake, C. (2008). Effective programs in elementary mathematics: A best-evidence synthesis. *Review of Educational Research, 78*(3), 427-515.

This article reviews research on the achievement outcomes of three types of approaches to improving elementary mathematics: mathematics curricula, computer-assisted instruction (CAI), and instructional process programs. Study inclusion requirements included use of a randomized or matched control group, study duration of at least 12 weeks, and achievement measures not inherent to the experimental treatment. Eighty-seven studies met these criteria, of which 36 used random assignment to treatments. There was limited evidence supporting differential effects of various mathematics textbooks. Effects of CAI were moderate. The strongest positive effects were found for instructional process approaches such as forms of cooperative learning, classroom management and motivation programs, and supplemental tutoring programs. The review concludes that programs designed to change daily teaching practices appear to have more promise than those that deal primarily with curriculum or technology alone.

Oortwijn, M. B., Boekaerts, M., & Vedder, P. (2008). The effect of stimulating immigrant and national pupils' helping behaviour during cooperative learning in classrooms on their maths-related talk. *Educational Studies, 34*(4), 333-342.

This study examined whether stimulation of immigrant and national pupils' use of high-quality helping behaviour (experimental condition) during cooperative learning (CL) in classrooms boosts their maths-related talk more than in an educational situation in which such stimulation is largely absent (control condition). A total of 59 elementary-age pupils enrolled in a CL maths curriculum of 11 lessons. They were video taped during two lessons while working together on maths assignments to assess their maths-related talk. We found that the quality of maths-related talk was higher in the experimental

condition. Furthermore, immigrant pupils' used less maths-related talk than the national pupils. Implications are discussed.

Chang, M. [mchang@vt.edu] (2008). Teacher instructional practices and language minority students: A longitudinal model. *The Journal of Educational Research, 102*(2), 83-95.

The author examined the long-term effects of teacher instructional grouping practices on the early mathematical achievement of language minority students from various ethnic groups. The study used 3 longitudinal models. In the 1st model, English language learners (ELLs) displayed lower math performance than did English-only students in the Hispanic and Asian groups. The 2nd model confirmed the significance of social class across all groups. The 3rd model focused on 4 grouping practices: (a) teacher-directed whole-class activity, (b) teacher-directed small-group activity, (c) teacher-directed individual activity, and (d) student-selected activity. Significant findings include that (a) Hispanic ELL students displayed low math performance in teacher-directed whole-class activities, (b) Asian ELL students showed low math performance in teacher-directed small-group activities, and (c) Hispanic dual-language students benefited from teacher-directed individual activities.

Chang, C. C. [samchang@ntnu.edu.tw] (2008). A case study on the relationships between participation in online discussion and achievement of project work. *Journal of Educational Multimedia and Hypermedia, 17*(4), 477-509.

The objective of the study is to discuss about the correlation between each group's performances of participation in online discussion and their achievements of project-based works. Performances of online discussion consist of content, frequency, and frequency of participation in discussion after each login into the web community system. Research result reveals, in five groups, there are four groups with a positive correlation between their online discussion frequencies and their project-based learning (PBL) works; however, there is a weaker correlation for one group of four. There is one group with a non-positive, even a negative, correlation between its online discussion frequency and its PBL works. All groups are with a positive correlation between their online discussion contents and their PBL works; however, there are weaker correlations for two groups. A fact is confirmed that backgrounds of members in three project-based groups would affect performances of their online discussion. Additionally, research result recommends the necessity of the establishment of the Jigsaw expert group discussion for learners involving project-based collaborative learning. However, there are some problems encountered during the process of Jigsaw method. Accordingly, the effectiveness of the expert group discussion is restrained.

Krol, K., Sleegers, P., Veenman, S., & Voeten, M. (2008). Creating cooperative classrooms: Effects of a two-year staff development program. *Educational Studies, 34*(4), 343-360.

In this study, the implementation effects of a staff development program on cooperative learning (CL) for Dutch elementary school teachers were studied. A pre-test-post-test non-equivalent control group design was used to investigate program effects on the instructional behaviours of teachers. Based on observations of teacher behaviour during cooperative lessons, a statistically significant treatment effect was found for the following instructional behaviours: structuring positive interdependence, individual accountability, social skills and evaluation of the group process. Training effects were also found for the combination of CL with the model of direct instruction and the activation of prior knowledge of social skills. Moreover, teachers in the experimental group scored statistically significantly higher than the teachers in the control group on the activation of prior academic knowledge.

Kocak, R. (2008). The effects of cooperative learning on psychological and social traits among undergraduate students. *Social Behavior and Personality, 36*(6), 771-782.

The effects of cooperative learning on selected psychological and social traits were investigated. The sample of the study included 1 14 freshmen and sophomores in a psychology of learning and a fundamental mathematics course, in a public university in Turkey. The University of California-Los Angeles Loneliness Scale (R-UCLA; Russell, Peplau, & Cutrona, 1980), the Toronto Alexithymia Scale (TAS; Taylor, 1984), the Liebowitz Social Anxiety Scale (LSAS; Liebowitz, 1991), the Self-Monitoring Scale (SMS; Snyder, 1972), and the Happiness Scale (HS; Fordyce, 1988) were used to assess the levels of loneliness, alexithymia, social anxiety, self-monitoring, and happiness. Results show that cooperative learning was effective in reducing the levels of loneliness and social anxiety and increasing the levels of happiness among the participants. However, it was found that cooperative learning was not effective in increasing students' self-monitoring skills or decreasing their alexithymia levels.

Ghaith, G., & Daib, H. (2008). Determinants of EFL achievement among Arab college-bound learners. *Education, Business and Society: Contemporary Middle Eastern Issues, 1*(4), 278-286.

The purpose of this paper is to determine the degree of interrelatedness and the role of a number of context-specific factors in the English language proficiency development of Arab college-bound learners. These factors include: language class risk-taking, sociability, discomfort, motivation, and attitude toward class.

The study employed a one-group pretest-posttest experimental design. In total, 67 (n=67) male English as a foreign language college-bound learners participated in the study. All participants took general English language proficiency pretests and posttests in order to determine the effect size of improvement in their language proficiency after an intensive treatment of 200 contact hours. The calculated effect sizes of improvement were correlated with learners' scores on the factors under study as measured by a

modified version of the Ely classroom climate measure. In addition, Pearson product-moment correlation coefficients were computed and a step-wise multiple regression analysis was run in order to determine the degree of interrelatedness among the variables under study and to determine their extent of their role in the effect size of the proficiency gains of the participants.

The findings indicated that language class sociability is positively related to students' motivation to learn and to a positive class attitude. Conversely, language class risk-taking was found to be negatively related to class discomfort which in turn was negatively related to student motivation to learn. The findings also indicated that none of the affective variables under study predicted the effect size of the proficiency gains realized by learners.

The findings of this study suggest that language acquisition is a complex process determined by interaction among a number of learner-related and contextual factors. Furthermore, the findings suggest that motivation for learning is related to learners' affective feelings and may impact their class participation. A limitation of the study is that it employed a one-group experimental design and, as such, there was no control or comparison group.

Using humanistic/affective methods of teaching could decrease students' feelings of class discomfort and increase their motivation and class sociability.

Peterson, E. [elisha.peterson@usma.edu] (2009). Using a wiki to enhance cooperative learning in a real analysis course. *Primus: Problems, Resources, and Issues in Mathematics Undergraduate Studies, 19*(1), 18-28.

This article describes how the author used a wiki-based website in a real analysis course, and assesses its effectiveness. The wiki was used to post course materials, maintain a forum, enable students to write collaborative projects, and enable students to develop a glossary of important terms. The wiki proved to be very successful; it facilitated student collaboration, exposed students to LaTeX, and even helped them to study for examinations.

Han, I., & Park, I. [parki@korea.ac.kr] (2008). The effects of epistemic belief and discussion-facilitating strategy on interaction and satisfaction in online discussion. *Journal of Interactive Learning Research, 19*(4), 649-662.

This study was conducted to evaluate the effects of students' epistemic belief and the instructor's discussion-facilitating strategies on interaction and satisfaction in online discussion. It was predicted that the effects might vary depending on whether epistemic belief, one of the personal characteristics of learners, corresponds to epistemic assumption of online discussion, and whether it was matched to discussion-facilitating strategies. After we conducted an experiment with 43 college students, the results

showed that there were group differences in interaction and satisfaction, depending on epistemic belief. Regarding discussion-facilitating strategies, there were meaningful differences in interaction but not in the satisfaction level. In addition, researchers found interactional effects between epistemic belief and discussion-facilitating strategies in social and interactive types of messages.

Dellicarpini, M. [margo.dellicarpini@lehman.cuny.edu] (2009). Enhancing cooperative learning in TESOL teacher education. *ELT Journal, 63*(1), 42-50.

This paper discusses how a TESOL teacher educator took reflective action in an ESL methods class with the goal of increasing pre-service and in-service teachers' use of cooperative learning (CL) activities in their own ESL classrooms. CL has been at the forefront of educational research and is a frequent topic in methodology textbooks, teacher education programmes, and in-service coursework. The positive benefits of CL have been documented in a variety of studies. Despite these benefits and the prevalence of the topic in teacher educational contexts, CL is not as widespread as would be expected.

Teaching practices are influenced by teachers' prior experiences and beliefs. If pre-service teachers are not exposed to effective models of CL in their teacher education programmes it may be unrealistic to expect them to engage in CL in their own classrooms.

Mazur, E. [mazur@physics.harvard.edu] (2009, January 2). Farewell, lecture? *Science, 323*, 50-51.

A physics professor describes his evolution from lecturing to dynamically engaging students during class and improving how they learn. Here's a quote from the article (p. 51):

> Since this agonizing discovery [about the ills of lecturing], I have begun to turn this traditional information transfer model of education upside down. The responsibility for gathering information now rests squarely on the shoulders of the students. They must read material before coming to class, so that class time can be devoted to discussions, peer interactions, and time to assimilate and think. Instead of teaching by telling, I am teaching by questioning.

Foster, J. (2009). Understanding interaction in information seeking and use as a discourse: a dialogic approach. *Journal of Documentation, 65*(1), 83-105.

The purpose of this research is to identify the organization, functions, and forms of talk that occur as groups collectively review, interpret, and organise information sought and retrieved as part of a learning activity. Participants in the study were undergraduate

students conducting a series of group investigations into the topic of information management. A content analysis of the discourse generated during the presentation-planning stage of the group investigations was conducted. Findings relate to the discovery of a focus formulation step; speakers' use of structuring, informing, eliciting, and summarizing sequences; and speakers' use of exploratory, coordinating, disputational, and cumulative forms of talk. Variations in the use of the functions and forms of talk across the steps of the task and across the groups are discussed. Issues relating to the reliability and validity of the content analysis are discussed; along with the implications of the study for the support of dialogic interaction during collaborative information seeking and use. The originality of the paper rests in analyzing collaboration in information seeking and use as a discourse; and in hypothesizing as to the nature of educationally-valued interaction when speakers collaborate on the seeking and use of information in learning settings.

Schuetze, U. (2008). Exchanging second language messages online: Developing an intercultural communicative competence. *Foreign Language Annals, 41*(4), 660-673.

This article reports on a study carried out twice on an online second language course that was set up between a Canadian University and a German University. In that course, students of German in Canada and students of English in Germany exchanged 2,412 messages in 2004 and 1,831 messages in 2005. A list of processing criteria for assessment was developed so the assessment process was transparent to instructors and students alike. The main research question was if these processing criteria led to the development of an intercultural communicative competence as defined by Byram (1997). Results showed that students who asked wh-questions, shared personal experiences, gave examples, and found material that was not provided in the course, engaged in the online dialogue with great success.

Writing for This Newsletter

There are so many things happening world-wide related to cooperative learning! Help others find out about them by writing articles or short news items for inclusion in this newsletter, and by submitting abstracts of published work for inclusion in the *From the Journals* section of the newsletter. Short pieces (1000 words or less) are preferred.

The newsletter appears three times a year. Please email submissions or questions about them to the editor of the IASCE Newsletter, George Jacobs, at george@vegetarian-society.org. Put "IASCE Newsletter" on the Subject line of the email, please. Thank you for your submissions.

IASCE Executive Board of Directors

The IASCE, established in 1979, is the only international, non-profit organization for educators who research and practice cooperative learning in order to promote student academic improvement and democratic social processes.

What does IASCE do?

* ★ Supports the development and dissemination of research on cooperative learning, particularly educator research and inquiry that fosters understanding of the effects of context on implementing cooperative learning.

* ★ Helps organizations develop structures that enhance cooperation in education, working through the inclusion of people of diverse backgrounds in our schools and society.

* ★ Works with local, national, and international organizations to extend high quality practices of cooperative learning.

* ★ Sponsors collaborative conferences and projects that extend the understanding of cooperative learning principles in different settings.

How does IASCE do this?

Through our MEMBERSHIP DUES!

MEMBERSHIP BENEFITS INCLUDE:

Our NEWSLETTER is published three times a year and provides information essential to anyone involved in cooperation in education through:

* ★ Research and project reports from the international perspective.

* ★ New ideas from leaders in the field.

* ★ Reports on the latest research and journal publications.

* ★ Book and media reviews.

* ★ New resources for CL on the WWW.

* ★ Articles by international experts on topics such as cooperative learning and technology, cooperative learning with different ages and populations, teacher education and staff development.

Our international and regional conferences bring together cooperative educators from around the world to share ideas, compare successes, discuss challenges, and review the latest research.

Website

The IASCE website, which is supported by membership dues, offers many links to sites related to cooperative learning and announces opportunities for face-to-face learning with internationally recognized leaders in cooperative learning.

* ★ IASCE also offers a membership directory (upon request) for the purposes of networking.

* ★ A list of board members, who are veteran experts in the field, to contact for consultation and professional assistance.

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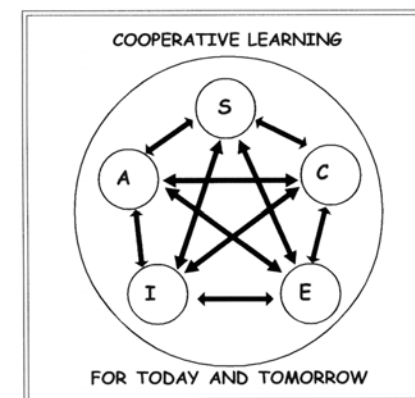| Check one: ❑Visa   ❑Mastercard |
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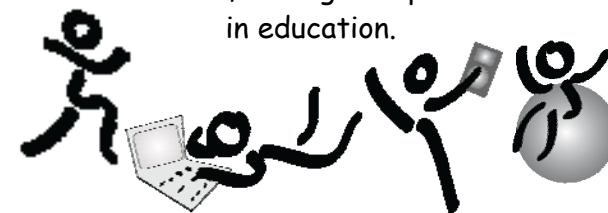
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