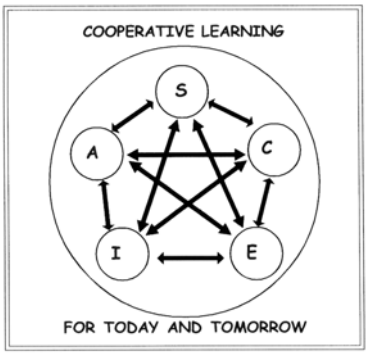

INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

Newsletter – Volume 29 – Number 1 – April 2010

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April 2010

Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2010.

In this issue, board members George Jacobs and Rachel Lotan, plus member Rashmi Kumar, have contributed a variety of journal abstracts; George and our new editor, board member Lalita Agashe, have shared resources from the web. In this issue, we also have the opportunity to learn about new books related to cooperative learning—one each published in Japanese, Spanish, and Croatian. The Croatian story is both striking and painful, and it reminds us of the urgent circumstances of our times. Those of us who traveled to Nagoya will find the description of the cooperative learning journey of Sumiyoshi Junior High School particularly interesting; we thank our board member Kazuhiko Sekita for this contribution.

In this issue we learn more about IASCE Co-president Celeste Brody through our interview feature. Our thanks to board member Kathryn Markovchick and our friend and member Pamela Flood (some of you may remember Pam from our Turin and Nagoya conferences) for this interview. Those of us who know Celeste will recognize her characteristic openness and enthusiasm. Although I first met Celeste in Utrecht in 1991, the first time I attended a conference session developed by Celeste was in Ohio, at the 1996 IASCE Conference. She spoke about assessment and began by saying that she was "standing on the shoulders" of those whose work had preceded her own. She went on to explicitly acknowledge and link the specifics of her thinking to the work of several researchers and practitioners and to a variety of theoretical frameworks. In this interview, Celeste again acknowledges the work of others and provides both an historical and contemporary context for her thinking. Celeste has a firm commitment to the importance of local context, teacher research and adaptation, and, at the same time, she never loses sight of the incredible body of research and experience that support further research in,

The IASCE Newsletter is published 3 times a year: winter-spring (January-April); spring-summer (May-September) and fall-winter (October-December) by the IASCE Board of Directors. To find out how to subscribe to the CL List, please see below. To learn how to become a member of IASCE please see page 18.

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_Listsubscribe@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!

and implementation of, cooperative learning. I would like to encourage all our readers to do likewise.

Please read broad and read deep. Be a good observer; ask good questions. Be respectful of local context while, at the same time, considering how to apply the lessons learned by others to that context. You might want to explore old IASCE newsletters and our website for both contemporary and classic resources. You might consider starting a study group, a research or planning group, or a system for peer observations and reflection. You might attend a conference. Please tell us what frameworks and researchers have been, and continue to be, important to you. Email your acknowledgments to me, Lynda Baloche lbaloche@wcupa.edu and, in a future issue of the newsletter, we will report what people have shared.

Please let Lalita Agashe lalitaagashe@gmail.com know what newsletter features are most important to you and do remember to send her citations and abstracts from recent articles. If you like our new format, please take a moment to thank Joyce Lang joycelang53@gmail.com.

As always, we thank you, our members, for your commitment and support.

IAIE Conference on "Intercultural Education as a Project for Social Transformation"

Malta, 16-18 September, 2010

The term "intercultural education" frequently appears in academic papers on education and contemporary society. Educational policies and regulations and the media have also started using this term. Its rapid spread and use, however, have had one negative effect: confusion; it seems to be treated as a magic term, invoking modernity.
Other measures and concepts such as: compensatory education, special programs, education for indigenous peoples, education for immigrants, and events to celebrate cultural differences, just to name a few, are also discussed.

Details available on the IAIE site: www.iaie.org

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, Lalita Agashe, at lalitaagashe@gmail.com. Put "IASCE Newsletter" on the Subject line of the email, please. Thank you for your submissions.

Call for Nominations for the 2010 IASCE Awards

Are you are a professional working within the field of cooperative learning or related field? Then you may know of a worthy recipient and wish to nominate them for one of these awards. There are two categories: the IASCE Achievement Awards and the IASCE Elizabeth Cohen Award for Outstanding Thesis/Dissertation.

1. The IASCE Achievement Awards

The IASCE Achievement Awards are intended to recognize individuals or groups who have made outstanding contributions to the field of cooperative learning. Consideration will be given to a variety of contributions within three categories: (a) research, (b) the production of original materials, and (c) service to organizations and structures that enhance cooperation in education and extend high-quality practices in cooperative learning. Individuals may be nominated for one or more categories.

2. The IASCE Elizabeth Cohen Award for Outstanding Thesis/ Dissertation

This award recognizes researchers in the early stages of their career, who demonstrate strong potential for contributions to the field of cooperative learning and education through the completion of a recent thesis or dissertation for the master's or doctorate degree.

Further details and nomination forms can be found on the IASCE website (iasce.net). The closing date is 30 April 2010 and award recipients will be notified by mid June 2010. Our next international conference, to be held in Brisbane, Australia in November 2010, is when we will publically announce the award recipients. Award recipients will be invited to the conference to receive the award in the form of a certificate and while at the conference they will be provided with an opportunity to present their work at an appropriate venue. Names of award recipients and their projects will also be posted on the IASCE website and announced in the Newsletter.

The 2008 Elizabeth Cohen Award was presented to Julia Tsu-chia Hsu from Taiwan, for her thesis for the doctorate in education at the University of Durham UK, *A Cooperative Task-Based Learning Appropriate to Motivating Low-Achieving Readers of English in a Taiwanese University*. The purpose of the work was to improve the conditions under which university students are expected to learn and how to improve Julia's own practice in the teaching of a second language (English). Further details can be found on the IASCE website.

Next IASCE Conference November 25-27, 2010 In Brisbane, Australia

IASCE is happy to announce that we will be holding our next conference at The University of Queensland, Brisbane, Australia, from 25-27 November, 2010.

The theme of the conference is: Cooperative Learning: Pedagogy, Policy, and Practice. A call for paper presentations and workshops and registration is available on the conference website: www.uq.edu.au/education.

The conference email is: iasceconference@uq.edu.au.

Check this newsletter and the IASCE website – www.iasce.net – for updates.

MEET THE IASCE BOARD

CELESTE BRODY

by Pamela Flood & Kathryn F. Markovchick

In this third in the series of interviews with IASCE Board members, Kathryn Markovchick and Pamela Flood help us learn more about co-president Celeste Brody's interest and involvement with cooperative learning.

Celeste Brody, Ph.D., has spent her career as a university teacher and college administrator educating teachers at all levels for cooperative classrooms and organizations. She is a recent Fulbright Scholar to Thailand where she worked on faculty development for student-centered learning in higher education. Her published works include the award-winning *Teaching Cooperative Learning*, with Elizabeth Cohen and Mara Sapon-Shevin (2004, SUNY Press), and *Professional Development for Cooperative Learning*, with Neil Davidson (1998, SUNY). Dr. Brody became involved with IASCE in the early '80s and has contributed her leadership skills to the development of the organization.

What initially attracted you to the field of cooperative learning?

I began teaching English in a junior high school in the mid-'60s. I obtained this position with no preparation to teach and only the belief of my department chair that I had enough passion to figure it out! I was one step ahead of my students all of the time, so I devised simple paired activities for students in order to listen to how they were thinking about what they were doing. I needed the immediate feedback of watching and listening so that I could plot my next steps. I realized very quickly that I could go farther with students through collaborative activities, and that I had an entrée to better all-class work. Early on, I understood the power of basic paired activities as classroom assessment processes for adjusting instruction. This left me on a path to find "cooperative learning."

How did you first hear of the IASCE?

When I started teaching, there were only two books that were helpful: Richard and Patricia Schmuck's *Group Processes in the Classroom* (now in its 8th edition) and Gorman's *Teachers/Learners: The Interactive Process* (now out of print). But neither translated the theory of social psychology and small group dynamics into a meaningful framework for a classroom teacher. It was in the early 1980s, after almost a decade as a teacher educator searching for more practical approaches to teacher-initiated student collaboration, that I learned about a new international association for the study of cooperation in education. In fact, I was fortunate to learn about it from Dick and Patricia Schmuck. (Dick was the first president of the IASCE.) From that point, it was a love affair, if you will, with the work of those who formed the IASCE and other researchers in the field, for example, David and Roger Johnson of the University Minnesota, Elizabeth Cohen of Stanford University, and Noreen Webb of UCLA. By the mid-1980s I was able to bring the "big names" in the field of CL to my college (Lewis & Clark College, Portland, Oregon) to explore with other school leaders the range of the research and the practical applications of their approaches to cooperative learning. The program I was creating in cooperative learning at the College formed the basis of my own research and writing.

What questions and problems in the implementation of cooperative learning informed your own writing and teaching of teachers?

For many years I worked closely with experienced teachers who were implementing cooperative learning, or attempting to implement. I am particularly interested in teacher learning because there is much variation in how teachers implement any model or strategy. There is also a great deal of variation in whether or not teachers are even drawn to cooperative learning. If they first encounter a CL approach that does not "match" their own beliefs about learning, the teacher's role, what they think "knowledge" is, or how a teacher should manage the classroom, there is a good chance that they will reject cooperative learning categorically. There is no one way to do cooperative learning. It is not a one-size-fits-all. But much of the early teacher training in cooperative learning approached it that way. I recently talked with a retired high school principal who said, "Cooperative learning! Has it become less rigid than it used to be?" This told me that this principal had encountered a model that was being implemented in her school district as, "This is the only way to do CL or else!"

One thing that the early researchers and writers couldn't answer for me was this: what was the track record of cooperative learning and teacher implementation? What did they know about what happened to this pedagogical innovation once the researchers left? (This led to Ms. Brody's 1998 edited book, *Professional Development for Cooperative Learning: Issues and Approaches,* with Neil Davidson.) Well into the 1990s, educators did not have much information about what happened to cooperative learning, and even learning, once the researchers left the classroom. We still don't. There continues to be a "myth" about cooperative learning, that a teacher can just follow pre-designed steps and the outcomes for cooperation or learning will be predictable. Group work is one of the most unpredictable human forms there is! And yet, there are now principles to guide teachers, there are recommendations for best practice, and there is the teacher who chooses to work with other teachers

What holds promise for future study and research in the field of cooperative learning?

There continues to be careful and assiduous research on the specific conditions and teacher behaviors and strategies that can make a difference in student learning, particularly problem solving and critical thinking. Robyn Gillies' work in Australia (see the December 2009 IASCE newsletter for an interview on her work), and Christine Lee's in Singapore, exemplify the teacher educators who are building programs on their research, experience, and writing, while preparing the next generation to do the same. There are specific ways teachers can coach students better so that students are better resources and peer teachers in, say, mathematics and science. Noreen Webb has led this kind of research in math education.

We now have a solid field of experimental research that shows how cooperation benefits student learning, particularly problem solving, pro-social behavior, and conflict resolution. Teacher research, and action research, at the local or regional levels is necessary to empower educators to continue adapting, self-correcting, and informing local policy. This research is what will drive change and ultimately affect the learning conditions in schools. A teacher is only able to adopt and use cooperative learning if she or he is in an organization that supports her and shares those values.

I am particularly keen on the dramatic interest that educators in Asia and Southeast Asia have for active learning and cooperative learning. These educators feel that they are playing catch-up in preparing their students for the 21st century. There is a hunger there, and a desire to make changes, that is humbling and energizing to me. I believe that efforts to support CL research under local conditions are the key to their success.

What advice do you have for those beginning to implement cooperative learning?

Everyone has to start somewhere, and each teacher needs to respect his or her own way of doing things. But every teacher needs to "start small" with cooperative learning. I caution teachers to not try and run before they can walk. Cooperative learning is so enticing because it promises so much and appeals to our deep hopes for student learning. But it is much more complex than meets the eye. Teachers should spend time listening, and watching their students in pairs. They should give students many opportunities to become adept at simple processes so that they, too, are empowered to take the next steps and not resist. And, they should form teaching pairs and teams to explore, study, and assess how it is going. Teams are capable of doing so much when they have direction! We need effective teams at all levels of life, and teaching is no exception.

Conference on CL in Physical Education in Spain (in Spanish)

VII International Conference on Cooperative Physical Activities and Methods

Valladolid (Spain) 30th of June to 3rd of July, 2010

There are seven strands on different issues related to the use of CL in varied aspects of physical education

Last Date for Sending Papers - April 30th, 2010

Conference website: http://www.terra.es/personal4/lapeonza/

Contact for more information: viicongresoafc@gmail.com

THE INTERNATIONAL BOOK SHELF

Contributors: *Kazuhiko Sekita, Sanja Spanja*, and *Carlos Velázquez Callado*

At IASCE conferences we continually meet researchers and practitioners from different parts of the world who have developed CL in ways unique to their countries. With this feature we begin a new series presenting resources on cooperative learning in various languages, to increase readers' awareness of why cooperative learning appeals to educators all over the world and how they go about developing it. We hope readers will agree that CL educators can benefit from the particular experience of every country.

The first reviews in the series are of three very different books on CL, in three different languages. IASCE Board member Kazuhiko Sekita writes about the collective report of a school-wide CL implementation in Japanese, Sanja Spanja reviews the results of a Croatian project, and Carlos Velázquez Callado outlines a book in Spanish on CL and physical education.

Sumiyoshi Junior High School. (2009). *Cooperative learning together with students: Changing lessons and promoting learning*. Tokyo: Meijitosho Publishing.
Reviewed by Kazuhiko Sekita

Sumiyoshi Junior High School (SJH) is attached to the Kobe University and traces its origins back to 1878. SJH's use of group-based instruction began in 1966 when they initiated learning how to conduct discussions in Buzz Groups to improve students' listening and speaking skills. Since then, for over forty years, SJH teachers have continued to use group-based instruction to address various educational needs, such as fostering self-directed learning and student empowerment.

It was with this rich history of teaching via group activities, as well as a cooperation-oriented staff culture, that SJH encountered the Johnsons' model of cooperative learning (CL) in 2003. The Johnson brothers' CL model had been widely recognized by Japanese researchers since the 1980s, but it only became popular among educators after their book "Circles of Learning" was translated into Japanese in 1998. One of the book's translators, Professor Atsushi Ito, teaches at Kobe University to which SJH is attached. In 2003, some SJH teachers attended an informal seminar conducted by Prof. Ito about the Johnsons' CL model. From that day onward, teachers have been eagerly studying this model of CL and added it to their knowledge of Buzz Groups and other CL practices, and have adapted what they learn to their teaching.

In 2006, as teachers became more skilled in the varied use of CL at SJH, the training program was given the new title of "Cooperative Learning Training". Teachers conduct CL skill training each May for all students, for twenty to thirty minutes per lesson for five consecutive days, for a total of about 120 minutes. When teachers write lesson plans, they indicate how their plans foster the five CL elements in the Johnsons' model: positive interdependence, individual accountability, face-to-face promotive interaction, teaching of interpersonal skills and processing of group functioning.

In Japan, many schools develop their own projects and publish project reports in the form of a collection of showcase lessons for several subject areas or grade levels. What makes the SJH book unique is the careful analysis of practice in light of the theoretical framework provided by the Johnsons and their colleagues. Thus, we understand the way and the why of the teaching described in the book.

The book has two parts. The first briefly explains the significance of CL, its history, the theoretical framework used in the SJH's CL implementation, as well as how CL was molded to fit the SJH context. In the second part, ten chapters report on the school's use of CL in all nine subject areas taught in junior high school: Japanese, Social Studies, Mathematics, Science, Music, Fine Arts, Physical Education, Vocational Education, and Foreign Language (English). Each chapter contains two sections: an orientation to the specific subject and a lesson unit summary. The orientation section explains the significance of CL in the particular subject area and how the five elements were fostered in lessons in that subject area. The unit summary contains practical advice and tips for implementing CL and a brief summary of a lesson unit.

This book provides Japanese educators with ideas, encouragement, and models for planning their own lessons with CL. Among the instructional tips offered in the book, the following may be unique and may motivate readers to seek a copy of the book.

1) **Talking Logo**
During group discussions, one group member acts as the recorder whose role is to write down key words/ideas. This record can be used in case the discussion is stuck or goes off track. This recording task is called Talking Logo, and it facilitates face-to-face promotive interaction.

2) **Rhythm Memory**
Rhythm Memory is a fun activity in which group members first learn the meaning of key concepts/terms and then recite them, following a familiar upbeat rhythm. The terms may be recited in random order. Members must listen carefully to avoid repetition. Rhythm Memory lays the groundwork for positive interdependence and individual accountability.

3) **Advice Time**
At the end of a lesson, students generate and then ask questions to check their group mates' understanding and interpretation of the lesson material. In addition to evaluating their group mates' answers, students also provide comments and advice, on both group mates' learning as well as their attitude toward group activities. In this way, Advice Time facilitates individual accountability and group processing.

For CL researchers outside Japan, I would like to emphasize two points. This book can be beneficial, first, for understanding how a CL model is adapted for a different cultural setting. SJH has demonstrated CL instruction based on Johnsons' model for several years and included in the book are lessons that teachers have tested in their daily practices with reference to the Johnson's five CL elements. Secondly, CL researchers will be interested to learn about SJH's own forty year history of enhancing student learning through a wide range of group-based instruction. The teachers have developed instructional tools and tips based on their own teaching experiences. SJH has maintained three principles: independence, cooperation, and service, and chose CL as one of their vehicles so as to confidently embody the principles SJH.

In this book, the authors at SJH sincerely agree with Johnsons' view that CL is not easy to master just because teachers believe that CL can benefit teachers. Rather, it is only with sustained effort at implementing the spirit of CL that success, as seen in the lesson plans reproduced in the book, can finally emerge. This book shows us that SJH teachers have understood and shared the ideas of CL through their own daily struggles. They produced this book to happily and confidently share the fruits of their struggles with their fellow educators in Japan and beyond.

Stronger Together 2 (2002) Josip Jankovic, Andjelka Peko, (Eds.) NGO PRONI (2nd edition). Croatia: MTG Topograf, Velika Gorica Press.
Reviewed by Sanja Spanja
University of Osijek, Croatia

The handbook Stronger Together 2 is about using cooperative learning principles as a basis for establishing a multicultural approach towards healthy, peaceful and tolerant coexistence. It arose from experiences of students, parents, pedagogues, psychologists and teachers who worked together on project activities associated with peaceful integration in the post-war period in the Republic of Croatia, particularly in East Slavonia.

The handbook consists of 12 chapters:
1. A program to help child victims of war and their families
2. Stress, trauma, crisis, mourning, and recovery
3. Drama education with children and youth
4. Several methods of pedagogical support
5. Towards successful communication
6. Affirmation – ability of self-assertion
7. Prejudices

8. Nonviolent conflict solution
9. Cooperation and positive interdependence
10. Human rights education
11. Mediation
12. Writing brief school project proposals on CL

As a multidisciplinary handbook, the volume has been very well accepted in educational practice, and has been the basis for organizing numerous workshops for teachers, students and their parents. As the name implies, the handbook is a product of the initial project Stronger Together, which targeted problems and solutions for the aftermaths of the war in Croatia: the problems of aggression and refugees, functioning and behavioural disorders, creation of social distance between belligerent nations, inadequately directed processes of socialization. Editors emphasize the importance of publishing this handbook, written in the form of workshops, so they can be used by professionals as a useful and reference or a self-help guide. To this end, workshops are structured as follows: aims and objectives, materials, planned activities and procedures, reflection, discussion, argumentation, and evaluation.

In the preface to the handbook, "Multiculturalism – A Basis for the Peaceful and Tolerent Coexistence or Stronger Together," the project supervisor Dubravka Poljak – Makaruha relates how the idea for the project and later for the handbook was conceived in 1998, immediately after the war in the Republic of Croatia, based on experiences of, and discussions with, members of the majority nation as well as national minorities in the Republic of Croatia, especially in the Croatian Danube Region.

He writes: "… the aim of the project has been to provide psychosocial help and an educational sample of positive acceptance of pluralism and multiculturalism for teachers, students and their parents in the Croatian Danube Region, even though this type of help would be useful in other parts of the country. Project Stronger Together takes into consideration a psychological approach to individuals, closer community, group and society in order to define problems, deal with them and analyze them rationally, and achieve a positive relationship towards itself and the surroundings."

Further chapters of the handbook offer a theoretical background and a thorough, complex and structured program that consists of comprehensive approaches, created individually, and also workshops, which have been proved to be successful.

In the first chapter ("A Program to Help Child Victims of War and their Families") Josip Jankovic considers conceptual, historical and theoretical standpoints of different models of communication, as well as values and social systems and the differences between the present and the period up to 20th century. He also reviews the results of a study on aftermaths of war and their influence on refugee children in Croatia. Prof. Jankovic presents a model of "small creative socialization groups."

In the second chapter (Stress, Trauma, Crisis, Mourning and Recovery) Matilda Markocic presents the basic dimensions of stress, trauma and crisis, and suggests some ways of recovery. The author also emphasizes that stress and trauma are healed not only by time, but also by lots of understanding and support of familiar people and the social environment.

The workshops that follow are aimed at fostering individuals' psychological strengths through cooperation, cooperative learning and group processes. Some beneficial outcomes of participating in this project were the personal and social competences gained by participants, their positive relationship with themselves, with others and with the world around them.

The complexity of this project, and the necessity of a comprehensive approach to providing help to child victims of war and their families, led the authors towards complex efforts that combined cooperative learning, social and interactive modes of work based on cooperation, communication, affirmation and collaboration, together with the classic teaching methods were applied. The authors have concluded that these efforts were needed to help practitioners work with teachers, students and their parents in overcoming post-war traumas and prejudices, learning communication skills, nonviolent conflict solution, education for peace and nonviolence, fostering cooperation among people, children and human rights.

At the end of the handbook there are additional tools for identifying children who have been exposed to intensive risk factors and their consequences, as well as references for literature about research on the theoretical and practical background of this field. Apart from the aforementioned, one of the most interesting parts is the appendix with worksheets and other texts used in workshops.

The handbook Stronger Together is systematic, articulate and practical, written in a simple and comprehensible style. It is intended to enable practitioners to use a comprehensive approach when working with victims of war, children, their parents and teachers. It can also serve as a guide to cooperative learning for the purpose of prevention and encouragement of a healthy lifestyle. The main value of this handbook is the rare and successful connection between theoretical and practical approaches to coping with the effects of war.

Velázquez-Callado, C. (coord.) (2010). Aprendizaje cooperativo en Educación Física. Barcelona: INDE. ISBN: 978-84-9729-174-3
Reviewed by Carlos Velázquez Callado

The book has two different parts: 1. a conceptual framework, where principles of CL are described with references to physical education; 2. practical experiences described by different authors in different contexts (in primary and secondary schools). As the experience of each author is different, this practical book is not a recipe book and captures the unique experience of each author. Based on the authors' experiences readers are invited to adapt them to their own context.

The table of contents hints at the broad scope of the book.

Conceptual Framework

Chapter 1 - *An Approach to Cooperative Learning In Physical Education*, by Carlos Velázquez Callado.

Learning structures, Cooperative learning, What do we want from cooperative learning?, Implementing cooperative learning in Physical Education: first steps, Stepping forward: structures of cooperative learning in Physical Education, Research on cooperative learning in Physical Education, a paradox: if cooperative learning is better, why is it not being used, References and Research and Practical Experiences.

Chapter 2 - *A Hybrid Model of Instruction in Physical Education: Integrating Cooperative Learning and Tactical Games*, by Ben Dyson

Introduction, Cooperative learning, Cooperative learning in Physical Education, Theoretical connections between cooperative learning and tactical games, Integrating cooperative learning and tactical games, The pedagogical change building a team, The teacher as a facilitator, To have faith in the models, The benefits of the integration, The pedagogical challenge and References.

Chapter 3 - ***Creating a Game through Cooperation: Integrating Cooperation and Creativity for Teaching Sports with Self-Made Materials,*** by Antonio Méndez Giménez
The learning units on games' invention: Precedents and educational goals, Procedures and methodology in games' invention, The framework of our proposal. A unit called: "Let's create a game cooperatively" and References

Chapter 4 - *A Practical Experience and Empirical Results of Cooperative Learning in Gymnastics*, by Ingrid Bähr
Why cooperative learning is used in physical education in German schools, Cooperative learning through learning a handstand, An empirical research on the process of cooperative learning in physical education, Summary and discussion and References.

Chapter 5
Learning Basic Motor Skills through Cooperative Learning Structures, by Javier Fernández-Río
Introduction, Basic motor skills, Activities' progression, Cooperative learning structures: learning groups, learning through cues, and critical thinking, Assessment, Final thoughts and References.

Chapter 6
Cooperative Learning Applied to Teaching Track & Field at the Secondary Level, by Ashley Casey
Introduction: three scenes, Goal, Learning unit, At the beginning- Session 1, Sessions 2 – 10 – "Nine tests in nine weeks", Sessions 11 – 14 – "The Olympiads", Portrait of a learning unit and References.

Chapter 7
Learning Together to Jump Rope: An Experience of Cooperative Learning in Physical Education, by Carlos Velázquez Callado.
The context, Cooperative learning, Implementing cooperative learning in practice: learning together to jump rope, Assessment, Students' perceptions of learning, Conclusions and References.

Chapter 8
Assessment in Physical Education and Cooperative Physical Activities: Are we being Coherent? Possibilities of Shared and Formative Assessment, by Víctor Manuel López Pastor, José Juan Barba Martín, Roberto Andrés Vacas San Miguel Y Luis Alberto Gonzalo Arranz
Introduction, The relationship between cooperative and assessment, Critical analysis of the traditional model of assessment-scoring in Physical Education. Educational reasons for not using it, Our proposal for assessment in physical education: Formative and shared assessment and results, Assessment experiences and instruments for cooperative learning activities and projects, Conclusion and References.

Korean CL Conference

By Kyu-dae Lee (joyer97@hanmail.net)

The Korean Cooperative Learning Association (KCLA) celebrated its 10th anniversary with a conference on 26 February near Seoul. Approximately eighty teachers from primary, middle, and secondary schools attended. The conference theme was "The Past, Present, and Future of KCLA."

Sessions held at the conference explored such topics as, "The development of Multiple Intelligences through Math," "An interaction analysis of various group seating arrangements," and "The effects of a program to engage kids' hearts and minds." IASCE Board member George Jacobs spoke via Skype. George began by congratulating KCLA on their 10 years of service to education. His interactive talk had two parts. The main part focused on theoretical roots of cooperative learning, while the second part provided a brief history of IASCE. George also warmly welcomed conference participants to attend the IASCE conference to be held in Brisbane in November.

KCLA president, Kim Hyeon Seoup, summed up the conference by stating, "Over the past ten years KCLA has been doing its best to make the educational environment in Korea more cooperative. In the next ten years and beyond, KCLA will continue and expand these efforts." The next KCLA conference is tentatively scheduled for mid-August this year.

Contributors: George Jacobs, Rachel Lotan, and Rashmi Kumar

Abrandt, D. & Hammar, E. (2009). Learning for professional life: Student teachers' and graduated teachers' views of learning, responsibility and collaboration. *Teaching and Teacher Education, 25(8),* 991-999.

The focus of this study is on how final-semester students and newly-graduated teachers experience the formal objectives of teacher education, with a particular view of the concepts of learning, responsibility and collaboration. The ways they experienced these concepts varied from conceptions in which only one dimension was discerned in the student teachers group to conceptions in which several dimensions were discerned in the graduate teachers group.

Anastasiades, P. S., Filippousis, G., Karvunis, L., Siakas, S., Tomazinakis, A., Giza, P., & Mastoraki, H. (2010), Videoconferencing for collaborative learning at a distance in the school of 21st century: A case study in elementary schools in Greece*, Computers & Education*; *54*(2), 321-339.

The aim of this paper is to present the design, implementation and evaluation of a methodology which focuses on the pedagogical utilization of Interactive Videoconferencing (IVC) in the contemporary elementary school. As part of the project "ODYSSEAS", during the school year 2007-2008, 46 students and 4 teachers from two elementary schools in Athens and Crete collaborated at a distance via IVC and, with the aid of the animation technique, designed and implemented constructive activities on the topic: "Environment-Climatic Changes". According to the findings of this study, IVC plays a significant role in supporting collaborative synchronous learning activities at a distance by strengthening the social relations among students and teachers of the local and the remote classes at both schools. This survey brought to light that the combination of IVC and face-to-face learning activities consolidates the role of the modern school as a socialization agent. At the same time, it broadens students' opportunities for communication, collaboration and expression by strengthening their willingness to make new contacts all over the world.

Chen, Y.F., & Cheng, K.-W. (2009). Integrating computer-supported cooperative learning and creative problem solving into a single teaching strategy. *Social Behavior and Personality, 37*(9), 1283-1296.

The aim of this study was to explore the effect of applying an innovative teaching strategy to promote students' learning achievement. Students in three classes of a 4-year hotel management program participated. One class was assigned to experimental group 1, and learnt using the creative problem solving (CPS) strategy applied to a web-based cooperative learning (CSCL) method; experimental group 2 used the CSCL, and the control group (CG) was taught by traditional lecturing. The collected data were analyzed by quantitative methods. Differences in achievement among the three classes reached significant levels, and the achievement of group 1 was significantly better than that of the control group.

House, J. D. (2009). Elementary-school mathematics instruction and achievement of fourth-grade students in Japan: Findings from the TIMSS 2007 assessment. *Education, 130*(2), 301-307.

Research findings indicate that specific instructional strategies, such as the use of real-world examples and independent learning activities, are positively related to mathematics achievement. This study was designed to investigate relationships between classroom instructional strategies and mathematics achievement of elementary-school students in Japan. Students included in this analysis were 4,077 students from the TIMSS 2007 Population 1 (fourth-grade) sample from Japan. Variance estimation procedures for complex sampling designs were used in this study. These findings identify a number of classroom instructional strategies that were significantly associated with mathematics achievement for elementary-school students in Japan. Students who frequently worked problems on their own and explained their answers during mathematics lessons tended to earn higher mathematics achievement test scores. Further, students who memorized how to work mathematics problems also showed higher achievement levels. These results extend previous findings by examining a national sample of students in a cross-cultural setting where high levels of mathematics achievement have been identified.

Hsiung, C.H. (2010). Identification of dysfunctional cooperative learning teams based on students' academic achievement. *Journal of Engineering Education, 99*(1), 45-54.

Considerable evidence exists to suggest that students who study cooperatively reap significant benefits in terms of their learning performance. However, sooner or later, most cooperative learning teams have to deal with one or more members whose actions disturb the team. Unless these problems are quickly resolved, the cooperative learning team gradually becomes dysfunctional and the benefits of cooperative learning are diminished. A method is proposed for identifying dysfunctional cooperative learning teams by comparing the academic achievement of students in a cooperative learning condition with that of students in an individual learning condition. A series of experiments were performed in which 42 sophomore mechanical engineering students were randomly assigned to the two learning conditions and were formed into mixed-ability groups comprising three team members. The academic performance of the students in the two learning conditions was then systematically compared in terms of their respective test scores. Dysfunctional teams were identified using a new quality index defined as the mean test score of the team divided by the standard deviation of the team members' test scores. The probability of a Type I error was quantified using a control chart. The identification results were verified by analyzing the students' off-task behavior frequency and attitudes toward cooperative learning, respectively. The experimental results confirm that the proposed quality index is a potential indicator of dysfunctional cooperative learning teams.

Janssen, J., Erkens, G., Kirschner, P. A., & Kanselaar, G. (2010). Effects of representational guidance during computer-supported collaborative learning. *Instructional Science, 38*, 59-88.

This research study investigates the role of representational guidance by comparing the effects of two different representational tools. We used a design with two different groups defined by the type of argumentative diagram students co-constructed while working in a computer-supported collaborative learning (CSCL) environment. The Graphical Debate-tool offered different representational guidance than the Textual Debatetool. The results show that groups that worked with the Graphical Debate-tool constructed representations of higher quality and wrote essays that were better in terms of grounds quality. Furthermore, working with the Graphical Debate-tool was found to have a positive effect on students' learning as measured by a knowledge post-test. In contrast to our expectations there was little difference between the two conditions regarding the online collaboration process. It can be concluded that representational guidance has an impact on group and individual performance and should therefore be taken into account during instructional design.

Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education, 130*(2), 241-250.

An effective classroom, where teachers and students communicate optimally, is dependent on using constructivist strategies, tools and practices. There are two major types of constructivism in the classroom: (1) Cognitive or individual constructivism depending on Piaget's theory, and (2) Social constructivism depending on Vygotsky's theory. Similarities include inquiry teaching methods and students creating concepts built on existing knowledge that are relevant and meaningful. Differences include language development theory where thinking precedes language for cognitive constructivism and language precedes thinking for the theory of social constructivism. Understanding communicative tools and strategies helps teachers to develop individual learning methods such as discovery learning, and social interactive activities to develop peer collaboration.

Slagter van Tryon, P. J., & Bishop, M. J. (2009). Theoretical foundations for enhancing social connectedness in online learning environments. *Distance Education, 30*(3), 291-315.

Group social structure provides a comfortable and predictable context for interaction in learning environments. Students in face-to-face learning environments process social information about others in order to assess traits, predict behaviors, and determine qualifications for assuming particular responsibilities within a group. In online learning environments, however, negotiating social information and maintaining social connectedness can pose challenges for participants. Nonverbal strategies one typically uses for enhancing communication and overcoming ambiguity--such as an approving smile or a questioning brow --must be approached differently while learning online where fewer sensory communication channels are typically available. We present the theoretical foundation for how social information processing and group structure theories may be combined to assist instructional designers in further examining the social system perceived by the online learner. We propose a framework for thinking more systematically about the development of group social structure in online learning environments.

Slavin, R. E., Lake, C., Chambers, B., Cheung, A., & Davis, S. (2009). Effective reading programs for the elementary grades: A best evidence synthesis. *Review of Educational Research, 79*(4), 1391-1466.

This article systematically reviews research on the achievement outcomes of four types of approaches to improving the reading success of children in the elementary grades: reading curricula, instructional technology, instructional process programs, and combinations of curricula and instructional process. Study inclusion criteria included use of randomized or matched control groups, a study duration of at least 12 weeks, valid achievement measures independent of the experimental treatments, and a final assessment at the end of Grade 1 or later. A total of 63 beginning reading (starting in Grades K or 1) and 79 upper elementary (Grades 2 through 5) reading studies met these criteria. The review concludes that instructional process programs designed to change daily teaching practices have substantially greater research support than programs that focus on curriculum or technology alone.

Stoltzfus, M. J., & Reffel, J. A. (2009). Cultivating an appreciation for diverse religious worldviews through cooperative learning in undergraduate classrooms. *Religious Education, 104*(5), 539-554.

Perspectives courses at Valdosta State University are charged with expanding undergraduate students' intellectual and attitudinal horizons by exposing them to both interdisciplinary and multicultural perspectives. The Religion and Culture Perspectives course focuses on how a diversity of religions respond to real-life dilemmas using the medium of cross-cultural case studies and religious autobiographical narratives.

This course can effectively foster imaginative engagement with and appreciation for diverse religious perspectives and practices through specific cooperative learning strategies. Research explored the effects of cooperative learning on appreciation of religious difference. Students showed changes in their attitudes as a result of course participation.

Vallance, M., Towndrow, P. A., & Wiz, C. (2010). Conditions for successful online document collaboration. *TechTrends, 54*(1), 20-23.

With the development of Web 2.0 technologies, online document collaboration tools are becoming increasingly available, often free of charge. Although the technology is considered interactive and collaborative, it does not necessarily mean learners themselves will interact and collaborate. This paper discusses the conditions required for successful and meaningful collaboration, particularly when using technology. Collaboration is typified by participants engaged in a mutually beneficial relationship to meet pre-defined goals. To exemplify effective collaboration, the utilization of an online document

Walker, E., Rummel, N., & Koedinger, K. R. (2009). CTRL: A research framework for providing adaptive collaborative learning support. *User Modeling and Used-Adapted Interaction, 19*(5), 387-431.

There is evidence suggesting that providing adaptive assistance to collaborative interactions might be a good way of improving the effectiveness of collaborative activities. In this paper, we introduce the Collaborative Tutoring Research Lab (CTRL), a research-oriented framework for adaptive collaborative learning support that enables researchers to combine different types of adaptive support, particularly by using domain-specific models as input to domain-general components in order to create more complex tutoring functionality. Additionally, the framework allows researchers to implement comparison conditions by making it easier to vary single factors of the adaptive intervention. We evaluated CTRL by designing adaptive and fixed support for a peer tutoring setting, and instantiating the framework using those two collaborative scenarios and an individual tutoring scenario. As part of the implementation, we integrated pre-existing components from the Cognitive Tutor Algebra (CTA) with custom-built components. The three conditions were then compared in a controlled classroom study, and the results helped us to contribute to learning sciences research in peer tutoring. CTRL can be generalized to other collaborative scenarios, but the ease of implementation relates to the complexity of the existing components used. CTRL as a framework has yielded a full implementation of an adaptive support system and a controlled evaluation in the classroom.

Wright, A. N., & Tolan, J. (2009). Prejudice reduction through shared adventure: A qualitative outcome assessment of a multicultural education class. *The Journal of Experiential Education, 32*(2), 137-154.

This study is a qualitative analysis of student learning outcomes from an experiential multicultural education class at a public university. The class brought together students from diverse backgrounds and used adventure education methods to achieve multicultural education goals. The class combined adventure-based experiences from ropes courses or wilderness trips with community exploration assignments, papers, and class discussions on diversity issues. Students (n = 134) wrote a final reflective essay on the learning experiences from the class. The essays were analyzed using content analysis to assess key learning events and learning outcome themes. Results show positive outcomes in personal identity, group experience, diversity awareness, and prejudice reduction. Students also indicated transfer of learning to nonclassroom contexts. The study reports statistically significant relationships between specific experiential learning events and diversity outcomes.

FROM THE WEB

Contributors: George Jacobs and Lalita Agashe

Web Resources:

1. The Cooperative Learning page on Vanderbilt University's Center for Teaching website:
http://www.vanderbilt.edu/cft/resources/teaching_resources/activities/cooperative.htm
Presents a range of articles from a range of sources, focused mainly on tertiary education.

2. Teamwork/Cooperative Learning Assessment Rubrics:
http://www.uwstout.edu/soe/profdev/rubrics.shtml
Provides three rubrics – ranging from primary to secondary – for assessing students' participation in their CL groups.

3. This webpage is devoted to the CL technique variously called Gallery Walk, Gallery Tour, and Carousel: http://serc.carleton.edu/introgeo/gallerywalk/index.html Briefly, in this technique, each group produces some kind of product, usually some on a piece of poster paper, which is displayed, usually on a wall. Often, while one group member stands beside the group's product, the others rotate around the room commenting and asking questions about what other groups have done.

The Gallery Walk webpage provides description, rationale, examples, assessment idea, implementation tips, and discussion of potential challenges, and references for those looking to learn more about using the technique.

Abstracts From the Web:

Coutinho, C. & Bottentuit Junior, J. (2008). Using social bookmarking to enhance Cooperation/Collaboration in a Teacher Education Program. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008 (pp. 2551-2556). Chesapeake, VA: AACE retrieved from *repositorium.sdum.uminho.pt/bitstream/1822/8466/1* on 15 January 2010

This study focuses on the usage of a web-based social bookmarking application in a post graduate teacher education program at the Minho University, Braga, Portugal. The purpose of this project was to develop a way for post graduate teachers to collectively contribute and share resources and information that are available on the Internet needed for the development of a research project. The social bookmarking application Del.ici.ous was used for one semester and the learning activity was evaluated thru interview techniques. 24 in-service teachers participated in the study. Teachers created group accounts Del.ici.ous and, during the semester, developed an electronic database for the final collaborative project in RME. The aim of the study was to verify if the unique combination of social interaction with a focus on collaboration and the sharing of information based on common interest made possible thru social bookmarking was important: a) for the development of a research project; b) to enhance cooperation /collaboration among peers that facilitated the accomplishment of an end product or goal.

Simpson M.(2009). Programme Focussed Distance Delivery of Teacher Education retrieved from http://www.ou.nl/Docs/Campagnes/ICDE2009/Papers/Final_Paper_091Simpson.pdf. on 15 January 2010

This paper draws on and discusses the insights gathered over thirteen years of experience designing, developing and leading distance delivered initial teacher education programmes (early childhood, elementary and secondary) in a university context. Particular focus is given to the methods used to provide and build interactivity between students and students, and students and lecturers. The use of computers and communications technologies is described and details are provided about how those technologies were used in online groups and to build interactivity into the programmes. Other technologies were used to enrich the learning experience for students and they are also described. Commentary is provided on the delivery of content, skills and values important in initial teacher education. There is also discussion of how technologies were evaluated and matched with pedagogy; how the learning experience was personalized for students; how a learning community was built and maintained over time; the ways teaching strategies were used to personalize the learning experiences for students; and, the delivery of field experience. The theoretical approaches that underpinned the programmes are briefly described. The paper concludes with consideration of lessons learnt and reflection on building and maintaining a programme focus when delivering initial teacher education at a distance.

Some FAQs on CL

Interested readers may like to find answers to some frequently asked questions about CL. Here are some sample items from the rich storehouse in previous IASCE Newsletters on our website.

How can we create a more equitable classroom? *Read Elizabeth Cohen's article in vol.17, 1, September 1997*

More on equity in heterogeneous classrooms *by Rachel Lotan in vol.17, 2, April, 1998*

Would you like to have a few case studies for discussion in staff development meetings? *Read Celeste Brody's review of Groupwork in Diverse Classrooms in vol.17, 3, July 1998.*

Wondering about CL in undergraduate mathematics education? *Read Ed Dubinsky's article in vol.18, 1, May 1999.*

What is a cooperative model of anger management? *Read Johanna Leseho's article in vol. 18, 2, November 1999.*

What are the major research issues in CL? *Read Shlomo Sharan's review in vol. 19, 1, March 2000.*

How is CL relevant to organizations? Read the book reviews and articles in vol. 20, 1, March 2001.

How is CL applied in higher education? *Read Jim Cooper's review of Barbara Millis' book in vol. 20, 2, July 2001, David Arendale's article in vol.22, 3, October 2003, and Celeste Brody's review essay about CL in higher education in vol.25, 3, November 2006.*

Of course, all issues list resources from the Web and from the journals.

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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.

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- ★ 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.
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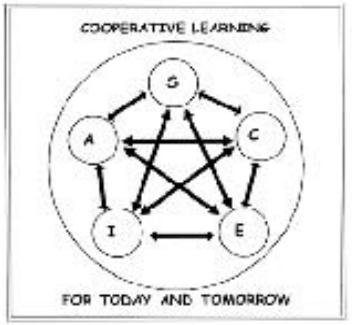

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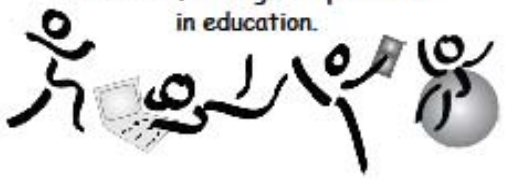

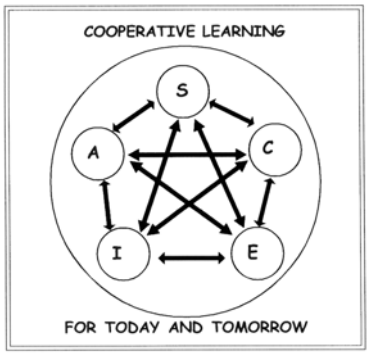

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