INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

Newsletter – Volume 29 – Number 3 – November 2010

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Dear Colleagues,

IASCE is pleased to bring you the third member newsletter of 2010. In this issue of our newsletter, we are delighted to welcome two new board members. Don Plumb joins us from Canada where he has a long history of involvement with GLACIE, the Great Lakes Association for Cooperation in Education. Kumiko Fushino joins us from Japan where she is a member of the JASCE board, the Japan Association for the Study of Cooperation in Education. As Kumiko joins the board, Kazuhiko Sekita will be leaving us to become the President of JASCE. Our board is changing in other ways as well. Our Co-president Celeste Brody is stepping down and Maureen Breeze has agreed to assume this position. You can read an interview with Maureen in this issue of our newsletter. Special thanks to Yael Sharan for developing this interesting portrait of Maureen. Yael, by the way, has volunteered to be the new IASCE Secretary.

By the time some of you read this letter, others will be on their way to Brisbane Australia for the IASCE international conference which will be held from November 25th through 27th at the University of Queensland. We are excited about the proposals and plans for the conference. We are looking forward to honoring the recipients of the IASCE Achievement Awards and the Outstanding Dissertation Award and to seeing old friends and meeting new people. For those of you who cannot attend, we will do our best to disseminate the research and projects that are presented in Brisbane. Keep an eye to future newsletters and to our website for dissemination information. Unfortunately, I don't think we can share all the smiles, laughs, and fun that "being there" brings to each of us—but maybe we will be able to share a few pictures.

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@ vegetariansociety.org, and he'll do the necessary.

Talk to you soon!

As I previewed this issue of the newsletter, I was pleased to read abstracts from articles developed from presentations at the Torino conference. Special thanks to George Jacobs for serving as one of the editors on this special edition of the IAIE journal. It is good to know that some of the ideas shared in Torino are now available to a wider audience. The IAIE journal abstracts, the brief "taste" of Brisbane proposals provided to us by Robyn and Michael, and the journal abstracts contributed by George and Lalita Agashe once again remind us that cooperative learning is truly an "around the world" implementation characterized by vigor, application of research to new situations, and an ongoing exploration of nuance. Two new articles by David and Roger Johnson, well-known names and pioneering researchers in our field, remind us that there is always more to investigate and more to learn.

We hope you find the IASCE newsletter valuable. Please share it with colleagues. As always, thank you for your support.

Cooperatively yours,

Lynda Baloche

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 is published three times a year. Please email submissions or questions 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.

IASCE CONFERENCE 2010 – A Work in Progress
By Robyn Gillies and Michael Boyle

Counting down to the Brisbane conference, we are pleased to share with you that we have received a healthy number of proposals. It is heartening to see that these have come from many countries, including Brazil and Mexico. As the conference has a particular focus on the Asia-Pacific region this time round, we are grateful to receive many proposals from Singapore, Taiwan, India, Malaysia and Japan. We are also pleased there will be some local content. Celeste Brody, co-president of IASCE and a veteran author, researcher and teacher educator for CL, will be a keynote speaker.

As you might expect, the majority of proposals focus on the application of cooperative learning to the classroom and to teaching university students. It is gratifying to see researchers refining approaches to cooperative learning in their particular contexts. For example, Dr Mun Fie Tsoi, from Singapore, has offered a paper "Engaging Cooperative and Reflective Learning in a Blended Learning Environment via a Hybrid Learning Model." As she explains, "The hybrid learning model guides the design for cooperative and reflective learning using Web 2.0. Learning outcomes in terms of cooperative learning and reflective thinking processes have been enriched and positive." Another pleasing trend is the submission of a number of papers that examine the process of generalizing the use of cooperative learning across a school. Many of us may have experienced the delight of observing a class of students become highly skilled through the enthusiasm of individual teachers for cooperative learning only to experience disappointment subsequently in observing the same students "deskilled" in another class, where cooperative values and structures are not upheld. We believe the proposals of Dr Wendy Joliffe from the UK "Implementing Cooperative Learning in a Multidimensional Community of Practice," and Sharifah Thalha Binte and Syed Haron from Singapore "The Use of Cooperative Learning as a School-wide Pedagogy in a Singapore Primary School," and others are indeed timely.

Another area of interest is the use of cooperative learning in helping to provide for refugee students. Two proposals that we have received that examine this complex, critical area are from Hayder S. Mohseen and Omar-Fauzec Mohd (University Putra, Malaysia) "The Effects of Cooperative Learning Strategies on Physical and Social Skills Among Displaced Middle School Students in Baghdad, Iraq," and Bethany Mahadeo (Milpera State High School, Brisbane)
"H.E.A.L. Supporting Adolescent Refugees to Become Available for Learning."

We welcome the application of cooperative learning philosophies and pedagogies to various contexts beyond the walls of the classroom. We are also grateful to have received wonderful proposals for many rich, exciting workshops developed by those with a long-standing commitment to cooperative learning and its underpinning philosophy. Several veteran CL educators will provide us with the opportunity to benefit from their wealth of experience.

We know that our local teachers and students who choose to attend will benefit enormously from their attendance. What a great opportunity for all of us.

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

The theme of the conference is: *Cooperative Learning: Pedagogy, Policy, and Practice*.

Registration is available on the conference website: www.uq.edu.au/education.

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

MEET THE IASCE BOARD
Maureen Breeze
Interviewed by Yael Sharan

In this fourth in the series of interviews with IASCE Board members, we learn more about the IASCE Co-president Elect Maureen Breeze, her unique personal interest and involvement with cooperative learning, and her connection to the Co-operative Movement in the UK.

How did you first encounter CL?

I came to cooperative learning quite serendipitously, in perhaps an unconventional way. Having been a teacher of science in secondary schools for seven years where I knew my approach to group work for much of the time was at odds with that of my colleagues, I changed careers and started working in social policy and member development for a large national cooperative organisation, part of the UK Co-operative Movement. True to its roots and principles, the co-op was involved in work with schools and colleges and I had been recruited probably because of my background. Called Co-operative Education, principally the work took the form of facilitating cooperation, *through* working cooperatively and applying cooperative values to ways of working; *for* cooperation – that is developing the skills and attitudes in young people that made them more able to cooperate with others, and *about* cooperation - the underpinning values and principles, its history, its applications and the worldwide Co-operative Movement and all its facets.

Not long into my new role, I was asked to lead a ten-week module on cooperative learning for the MEd programme in the education department of the local polytechnic. Familiar with much practice and content but lacking any real theoretical underpinning, scholarly reading, or research, I found myself not leading the module but signing up to undertake the M.Ed. programme itself! Having decided that my main focus would be cooperative learning, there then followed four years of part-time study during which time I discovered IASCE and realised that there was a worldwide community interested in pursuing this particular approach. From the perspective of the Co-operative Movement in the UK, cooperative approaches to learning are embedded in a set of articulated cooperative values and it is these that drive the practice. What I gained through IASCE and the networks was an understanding of the pedagogy of cooperative learning. My lights had been turned on! I was now able to actively promote the practice of CL from a wider perspective.

I have held a variety of professional roles since, working within the prison service and managing an education-business links consortium. My current post is a cross-county role and involves providing assistance to schools in the implementation of a government agenda to bring about collaboration between clusters of schools and support agencies, in order to engender more positive outcomes for young people, particularly those who are vulnerable. In each one of these roles, I have managed to find some way of incorporating cooperative approaches to learning or cooperative ways of working.

What key issues in cooperative learning connect with your other interests?

Outside of work, I am passionate about finding cooperative solutions to local sustainability. I was instrumental in setting up a community cooperative in the village where I live. It now has 250 members and 60 regular volunteers who run the village shop, news agent and small coffee shop. We are now considering community owned sustainable energy production and run monthly talks/events on issues relating to environmental and social concerns. I am mainly working with adults in this context and enjoy influencing how tasks are structured, decisions are made and processes put into place, which follow key CL principles. Slowly and systematically working in this way, the sense of shared ownership, commitment and positive interdependence has been evident. We have recently heard that we have been successful in our bid to be regional 'Village of the Year', which was judged chiefly by our 'sense of community and vibrancy' and we have been cited in national publications as a model of good practice. This experience has taken me to several villages to give advice and presentations at events and conferences about how to make a community cooperative enterprise work.

I was pleased to be involved in the setting up of the first social enterprise inside a prison in the UK which is based on a cooperative model and involves prisoners in key roles. Outcomes for the men working cooperatively in a structured way to manage and build their business are clearly visible in their changed attitudes, positive self esteem and refined social skills – all invaluable rehabilitation attributes. I continue to act as advisor to the enterprise when needed.

Given your range of perspectives of cooperation, how would you characterise CL?

I was hung up over a definition of CL for many years. I felt that I should be able to describe it in one sentence. But as my experience grew and I worked and observed others in different contexts and some of my assumptions were challenged, the more blurred my neat definition became. I came to realise that a tight definition excluded good practice that was undeniably cooperative in nature and by my measures, was effective. I have now reached a point where I prefer to think of CL as being defined by a set of features and not all features need to be present to hold the title. I am not concerned if educators include these features in their practice but call it something else or don't call it anything! What I am clear about however, is that the practice is grounded in cooperative values. Values are culturally referenced and we could all draw up our own list. I have been influenced through my association with the Co-operative Movement to work from those values that were articulated in 1994 in a statement on the cooperative identity by the International Co-operative Alliance.

Given the known benefits of co-operative learning and the adoption of co-operative approaches that you describe, why do think CL is not more widely practised in the UK?

With seemingly many educators in the UK having been introduced to and inspired by CL over the years, I am perpetually challenged to work out why its adoption is not more widespread. There have been particular initiatives in the education system here over the past 20 years or so: a) the standardised national curriculum, b) prescriptive initial teacher training, c) the rigorous testing of young people at various stages in their school careers and the resulting publication of school league tables for attainment, and d) the regular inspection of schools by a non-ministerial Government department. Each can be viewed as bringing as many challenges as benefits. During this time, several creative visions and initiatives for educational improvement have opened doors for the adoption of cooperative learning practices; however there is no evidence to show it has been widely taken up. There could be many reasons for this; however I see the result of these policies as constraints for schools and teachers. The content laden curriculum and the drive to ensure exam success has created educators who are not prepared to take risks with new ideas or approaches and instead tend to stick with "traditional" methods. I have concerns about the potential impact on CL practice when I see other national moves to standardise curricula – Australia, for example, and the reported 46 States in the U.S.
From a different angle, I also consider that practitioners' underpinning values and beliefs motivate their adoption of CL. My M.Ed. research and dissertation focused on this issue and I have long taken an interest in this aspect as it is an area that I would like to investigate further.

So what keeps you busy with CL at the moment?

The Co-operative Movement has provided steady support for the promotion and dissemination of CL in the UK for many years, through, for example, the establishment of an expected 150 Co-operative Schools and the sponsorship of annual cooperative learning conferences with which I am actively involved. These and the networks surrounding them are predominantly practitioner based. In an attempt to unify any coexisting dimensions of CL in the UK, I have recently worked with the *Journal for Co-operative Studies* and a group of very experienced CL facilitator colleagues from CLADA (Co-operative Learning and Development Associates), to organise a seminar. This drew academics, practitioners and CL advocates together to explore interpretations of what is understood to be a co-operative learning approach in UK educational, community and youth settings.
The seminar was the first step in a long term project, leading to a special edition of the *Journal of Co-operative Studies* in 2011 that I will be guest editing and will focus on cooperative approaches in education. It is my intention to set up a community of practice to do this so that the creation of the journal will be through a cooperative process. I am also preparing for the IASCE conference in Brisbane which I am very much looking forward to.

I don't anticipate being bored in the near future at least!

By George Jacobs

In 2008 IASCE collaborated with the International Association for Intercultural Education (IAIE) on a conference in Torino, Italy. In 2010 IAIE's journal *Intercultural Education* has produced a special issue (Volume 21, Issue 3) containing select papers from that conference. The special issue was guest edited by Francesca Gobbo, Isabella Pescarmona, and IASCE board member George Jacobs.

Here is a list of the articles based on conference papers.

Cooperative Learning: A Diversified Pedagogy for Diverse Classrooms
　　Author: Yael Sharan, IASCE Board Member

　　As a generic and diversified pedagogy, cooperative learning (CL) reaches out to the field of intercultural education with an offer to establish a reciprocal relationship. After a short description of the diversity of CL and a brief exploration of the influence that culture has on learning, this paper depicts how the partnership between CL and intercultural education can help to create a culturally sensitive CL classroom, where learning is made relevant for all. Culturally responsive teaching implies using CL methods and strategies to discover the students' worlds and incorporate them into the world of the classroom.

Hope of Cooperative Learning: Intentional Talk in Albanian Secondary School Classrooms
　　Author: Pasi Sahlberg, IASCE Board Member

　　The notion of a knowledge society has led policy-makers and reformers to look for classroom practices that would lead to more productive learning in schools. Modern educational technologies are often thought to transform the traditional presentation-recitation mode of instruction into more participatory learning. This paper assumes that teaching for modern intercultural knowledge societies should rely on multilateral communication, students' ideas and social interaction. Based on observation data from 303 upper secondary school classrooms in randomly selected schools which were analyzed using Flanders Interaction Analysis Categories, this study found that these basic conditions for productive teaching, such as cooperative learning were missing in most classrooms. These data suggest that typical secondary school lessons are dominated by teacher talk and that time for student-initiated talk is about 1% of total lesson time. This study also confirmed that classrooms provide a poor psychological and social environment to stimulate student initiation, participation or risk-taking. Therefore, unless the pattern of verbal interactions in classrooms is changed, cooperative learning will have difficulty taking root as part of secondary school culture.

Complex Instruction: Managing Professional Development and School Culture
　　Author: Isabella Pescarmona, Recipient of the 2010 IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation

　　Complex Instruction (CI) is a comprehensive programme relating to curriculum development and instructional methodology, using multiple ability tasks and status interventions as key concepts. In 2006, at the end of a teacher training course, a group of primary school teachers decided to develop and experiment with original CI teaching units in their classrooms in Bologna and the surrounding province. The author developed a qualitative research project using ethnographic methodology to investigate and understand how this instructional innovation was proceeding and how it was being implemented by the Bologna teacher group. The paper critically reflects on the introduction of an alternative approach in an Italian context by examining how teachers did or did not reach new educational goals and how they coped with their schools' structural conditions (such as schedules, curriculum demands) as well as cultural factors (such as professional values). The paper discusses how the CI strategy was debated and interpreted by the teachers involved, and the barriers and opportunities for implementation.

Cooperative Learning for Educational Reform in Armenia
   Authors: Aleksan Hovhannisyan and Pasi Sahlberg, IASCE Board Member

   Armenia is in the midst of major educational reforms in which teacher professional development is a key component. Much of the energy devoted to developing education in Armenia is targeted towards enhancing student-centred teaching, especially cooperative learning. This has become a significant challenge for many schools and teachers as they cope with understanding, learning and adapting these approaches in their current work. This paper explores teachers' views and understanding of cooperative learning and then discusses how national education policies should address further implementation of cooperative learning in Armenian schools. Data were collected through a large-scale nationwide survey and focus-group interviews. Observations in training workshops on cooperative learning also constitute part of the data used in this study. The main finding is that most teachers believe that they have adequate knowledge and understanding of cooperative learning after attending the training workshops, but that only a few are able to integrate it as an active part of their pedagogical repertoire. This paper contributes to a currently weak research base on implementing cooperative learning in fragile educational contexts.

Cooperative Learning as Method and Model in Second-language Teacher Education
   Author*:* Carla Chamberlin-Quinlisk

   This paper describes the integration of cooperative learning (CL) activities into a graduate teacher education course, Collaborative Teaching in English as a Second Language (ESL). Because teachers and researchers have both identified discipline status and relationship issues as challenges to collaboration, this course focused on relational dynamics such as respect, trust, reciprocity, and approachability as central to the successful implementation of collaborative practice. CL activities were integrated into the program to encourage ESL teachers to explore their own values and expectations for learning as well as their own communication styles which might facilitate or hinder collegiality. The research question asks how CL contributes to teachers' understanding of themselves as communicators, collaborators, and agents of change. From a qualitative analysis of observer notes, journal entries, classroom discussions, group activities, and autobiographies, this paper highlights how dimensions of CL can be used not only as methodology in second-language teacher education but also as a model for developing collaborative relationships between ESL and content-area teachers.

Cooperative Learning – A Double-edged Sword: A Cooperative Learning Model for Use with Diverse Student Groups
   Authors: Trish Baker and Jill Clark

   Although very little research has been done on cooperative learning (CL) in New Zealand, international research is positive about the educational benefits of working in culturally diverse groups. This paper presents the findings of a research project examining New Zealand experiences with CL in multicultural groups. Data were collected via surveys and focus groups with domestic and international students and with New Zealand tertiary lecturers who use CL techniques in their programmes. The findings indicate a strong cultural conflict in the conceptualization of CL between international students with little prior experience of CL and New Zealand lecturers who are often not trained to help international students to bridge the gaps between their past educational experiences and typical education practices in New Zealand. This conflict reinforces the importance of understanding cultural differences and their impact on student patterns of classroom behaviour. The authors recommend that domestic and international students be prepared more effectively for CL and that lecturers be trained in designing curricula and assessment programmes that are pedagogically sound and culturally accommodating. The paper proposes a model to assist lecturers to achieve this aim.

Theoretical Framework for Cooperative Participatory Action Research (CPAR) in a Multicultural Campus: The Social Drama Model
   Authors: Rachel Hertz-Lazarowitz, Tamar Zelniker, and Faisal Azaiza

This paper describes a long-term research seminar, developed in 2001 by Hertz-Lazarowitz at the University of Haifa (UH). The goal of the seminar was to involve students in a meaningful, experiential and cooperative-interactive learning environment, based on topics relevant to their development as individuals coming from diverse collectives to the university campus, and to prepare them for life in an increasingly multicultural society. The seminar was based on the principles of the Participative Action Research and Group Investigation methods. The researchers aimed to create a model of learning, teaching, and action to bring awareness and enable change within the university's community, so that it could become a place of justice, equality, and recognition of the many cultural groups on campus. Since 2001, the Cooperative Participatory Action Research (CPAR) seminar has been offered to students through UH's Department of Education. This paper describes the theoretical framework and the stages and structures interwoven in the CPAR during its first eight years. The authors call on universities around the world to be committed to CPAR seminars within multicultural and conflict-ridden campuses so that social justice will become an essential part of students' experiences and action.

A Dynamic Conception of Humanity, Intercultural Relation and Cooperative learning
   Authors: Khosrow Bagheri Noaparast and Zohreh Khosravi

The main focus of this paper relates to the conceptualizations of human identity and intercultural relations needed for cooperative learning (CL) to occur. At one extreme, some have argued that the relation between different cultures should be conceptualized in terms of incommensurability. At the other extreme, a standardization and unification along with the trend of globalization is supported at the peril of leaving pluralism aside. This paper argues that neither of the two extreme views can provide a satisfactory theoretical basis for CL at the intercultural level. Such a theoretical basis can be sought in providing a compromise between Donald Davidson's principle of charity and Gadamer's view of understanding in terms of fusion of horizons. Consequently, understanding is neither merely an inner nor an outer endeavour; rather it involves both. Cooperative learning in this framework implies that the material for learning is neither in the hands of the learner nor in those of the so-called 'teacher'. In fact, this material develops an intercultural relation by means of both poles of the relation. CL involves reciprocal support as well as reciprocal critique.

From the Journals
Contributors: George Jacobs and Lalita Agashe

Bertucci, A., Conte, S., Johnson, D. W., & Johnson, R. T. (2010). The impact of size of cooperative groups on achievement, social support, and self-esteem. *The Journal of General Psychology, 137*(3), 256 -272.

The effect of cooperative learning in pairs and groups of 4 and in individualistic learning were compared on achievement, social support, and self-esteem. Sixty-two Italian 7th-grade students with no previous experience with cooperative learning were assigned to conditions on a stratified random basis controlling for ability, gender, and self-esteem. Students participated in 1 instructional unit for 90 min for 6 instructional days during a period of about 6 weeks. The results indicate that cooperative learning in pairs and 4s promoted higher achievement and greater academic support from peers than did individualistic learning. Students working in pairs developed a higher level of social self-esteem than did students learning in the other conditions.

Bloom, D. (2009). Collaborative test taking: Benefits for learning and retention. *College Teaching, 57*(4), 216-220.

The results of a two-year study indicate that collaborative testing is a valuable pedagogical strategy that can both assess and enhance student learning. After finishing their first attempt at each exam, students were given a second attempt either working collaboratively in small groups or individually with open books and notes. Collaborative testing consistently produced significantly higher test scores. In addition, students' retention of course content is shown to be improved when collaborative testing is used. Concerns about grade inflation are alleviated through the use of proportionally weighted grading.

Decuyper, S., Dochy, F., & Van Den Bossche, P. (2010). Grasping the dynamic complexity of team learning: An integrative model for effective team learning in organisations. *Educational Research Review*, *5*(2), 111-133. doi: 10.1016/j.edurev.2010.02.002.

In this article we present an integrative model of team learning. Literature shows that effective team learning requires the establishment of a dialogical space amongst team members, in which communicative behaviours such as 'sharing', 'co-construction' and 'constructive conflict' are balanced. However, finding this balance is not enough. Important questions such as 'communicating about what?', 'communicating with whom?' and 'communicating for what?' remain crucial. Five other process variables 'team reflexivity', 'team activity', 'boundary crossing', 'storage' and 'retrieval' are identified. Besides the core process variables, our model organizes the most important inputs, catalyst emergent states and outputs of team learning.

Johnson, D.W., Johnson, R.T., & Roseth, C. (2010). Cooperative Learning in middle schools: Interrelationship of relationships and achievement. *Middle Grades Research Journal*, 5(1), 1-18.

When students enter middle school, they face 2 major challenges, one involving the biological, cognitive, and socioemotional changes they are going through, and another involving the transition from elementary to middle school. Peer learning has considerable influence on how well they manage these challenges. The research that exists on peer learning, however, indicates it can have positive or negative effects on students' achievement and well-being, depending on the nature of the program and how it is implemented. Perhaps the most important peer learning program is cooperative learning, because it is based on social interdependence theory and the hundreds of research studies. The research indicates that cooperation promotes greater efforts to achieve, more positive relationships, and greater psychological health than do competitive or individualistic efforts. In middle school students the quality of peer relationships accounts for 33 to 40% of the variance in achievement of middle school students. These outcomes are expected only when cooperative learning is structured to include positive interdependence, individual accountability,

promotive interaction, appropriate use of social skills, and group processing. Based on these results, 3 types of cooperative learning have been operationalized: formal cooperative learning, informal cooperative learning, and cooperative base groups. In implementing the 3 types of cooperative learning, teachers will want to encourage the development of personal relationships, which in turn will tend to increase their academic and social integration into middle school.

Lemus, J. D., Bishop, K., & Waters, H. (2010). *QuikSCience:* Effective linkage of competitive**,** cooperative**,** and service learning in science education. *American Secondary Education, 38*(3), 40-61.

The *QuikSCience* Challenge science education program combines a *cooperative* team project emphasizing community service with an academic competition for middle and high school students. The program aims to develop leadership abilities, motivate interest in ocean sciences, engage students in community service and environmental stewardship, and encourage students to take ownership of their education. In a formal evaluation of the program in 2006, students' and teachers' responses highlighted key program benefits of social learning, increased knowledge and interest in science, community service, and enhanced interest in ocean science careers. These impacts were also extended well beyond the participants of the program to peers, families and community members at large. *QuikSCience* also facilitated enhanced civic participation and cross-cultural transfer of science and health information in underserved Latino and Asian communities. The authors offer *QuikSCience* as a model for actively engaging students of diverse academic, socio-economic, and cultural perspectives in STEM and environmental learning and career paths.

Magnesio, S., & Davis, B. H. (2010). A novice teacher fosters social competence with cooperative learning. *Childhood Education, 86*(4), 216-223.

Many teachers experience challenges when they place students in a group and expect them to cooperate. … I hoped this study would help my students build positive social skills and become successful working together. In particular, I wanted them to listen to each other, to solve problems collaboratively, and to teach one another. I focused my inquiry project on the following questions: a) How does a structural approach to cooperative learning influence the social skills of 4th graders? b) How do cooperative learning structures influence awareness of others' feelings and encourage appropriate choices in social settings?, and c) What influence do student reflections have on social interactions? (abstract is built of article extracts).

Niemczyk, M., & Savenye, W. (2010). Improving learning in computer-based instruction through questioning and grouping strategies. *Journal of Educational Multimedia and Hypermedia, 19*(1), 79-102.

This study investigated the comparative effects of adjunct questions, student self-generated questions, and note taking on learning from a multimedia database. High school students worked individually or in cooperative dyads on a computer-based multimedia unit using a study guide to answer either adjunct questions, generate self-questions, or take notes to accomplish a learning task. There were two criterion measures, a posttest and an attitude survey. Other data collected included informal observations, student interviews and review of the student study guides. The dependent variable was achievement as determined by posttest score. Analyses were conducted using both traditional Analysis of Variance (ANOVA) techniques as well as hierarchical linear modeling (HLM). Because of the dependency of scores of students working in pairs, it was determined that HLM techniques were more appropriate. Results of ANOVA analyses yielded significant differences, however, HLM analyses did not. The correlations of posttest scores of students working in pairs seemed to indicate possible levels of cooperation. Student interview responses and review of student study guides seemed to provide indications of how students utilized the questioning or note-taking strategies while working in this environment. Implications for the design of instruction are discussed.

Ortega, A. [aortegav@psi.ucm.es], Sanchez-Manzanares, M., Gil, F., & Rico, R. (2010). Team learning and effectiveness in virtual project teams: The role of beliefs about interpersonal context. *Spanish Journal of Psychology, 13*(1), 267-276.

There has been increasing interest in team learning processes in recent years. Researchers have investigated the impact of team learning on team effectiveness and analyzed the enabling conditions for the process, but team learning in virtual teams has been largely ignored. This study examined the relationship between team learning and effectiveness in virtual teams, as well as the role of team beliefs about interpersonal context. Data from 48 teams performing a virtual consulting project over 4 weeks indicate a mediating effect of team learning on the relationship between beliefs about the interpersonal context (psychological safety, task interdependence) and team effectiveness (satisfaction, viability). These findings suggest the importance of team learning for developing effective virtual teams.

Parker, J. (2010). An empirical examination of the roles of ability and gender in collaborative homework assignments. *The Journal of Economic Education, 41*(1), 15-30.

This paper investigates how ability and gender affect grades on homework projects performed by assigned pairs of students in an undergraduate macroeconomics course. The assignment grade is found to depend on the ability of both students, and the relative importance of the stronger and weaker student differs in predictable ways depending on the kind of assignment. Male-male pairs earn lower grades than male-female or female-female pairs, conditional on the measured ability of the students.

Pan, P. J. D., Pan, G. H., Lee, C., & Chang, S. S. H. (2010). University students' perceptions of a holistic care course through cooperative learning: implications for instructors and researchers. *Asia Pacific Education Review 11*:199–209. DOI 10.1007/s12564-010-9078-0

The benefits of cooperative learning have been advocated in a wide range of educational contexts in higher education. There is, however, rare information on the contributions of holistic education courses on college students. Using grounded theory methods, this preliminary study was to explore participants' perceptions of a holistic care course through cooperative learning. The results indicated that five primary categories including learning environment construction, multiple learning processes, cognitive change, solitary learning and transfer, and personal growth emerged as prominent and consistent themes. Moreover, positive and negative feelings about the learning experience, a greater understanding of holistic knowledge, and an enlargement of the experiences of connecting to others were also found. Finally, a pattern of university students' construction of holistic knowledge was developed, and several research questions were generated. Future implications for research and practice on the holistic curriculum and cooperative learning in higher education were also suggested.

Roschelle, J., Rafanan, K., Bhanot, R., & Estrella, G. (2010). Scaffolding group explanation and feedback with handheld technology**:** Impact on students**'** mathematics learning. *Educational Technology, Research and Development, 58(4), 399-419.*

Based on strong research literatures, we conjectured that social processing of feedback by cooperating in a small group setting-with social incentives to ask questions, give explanations and discuss disagreements-would increase learning. We compared group and individual feedback, using two technologies: (1) Technology-mediated, Peer-Assisted Learning (TechPALS), which uses wireless handheld technology to structure feedback in small groups as they solve fractions problems and (2) a popular desktop product, which provides feedback to individual students as they solve fractions problems individually. Three elementary schools participated in a randomized controlled experiment conducted in the 2007-2008 school year. Students in the TechPALS condition learned more than did the control group students*,* with effect sizes ranging from $d = 0.14$ to $d = 0.44$. Analysis of observational data confirmed that students in the TechPALS condition participated socially in questioning, explaining, and discussing disagreements,

whereas students in the individual condition did not. We conclude that an integration of technology, cooperative activity designs and broader educational practices can lead to impact on students' mathematics learning.

Shimazoe, J., & Aldrich, H. (2010). Group work can be gratifying: Understanding and overcoming resistance to cooperative learning. *College Teaching, 58*(2), 52-57.

Despite decades of successful implementation at the K–12 level, cooperative learning (CL) has been slow to catch on at the college level. Resistance by instructors and students alike has slowed its diffusion. Some resistance stems from poor experiences with CL, but potential adopters often fail to realize that effective CL rests on a set of principles that are not intuitively obvious. Drawing on research on group processes and CL, we discuss what instructors need to do to implement CL successfully. We focus on a three-stage model of group formation and development, the components of successful group processes, how these components respond to typical students' complaints, instructors' roles in group operations and processes, and how these roles can best be carried out.

Smith-Stoner, M., & Molle, M. E. (2010). Collaborative action research: Implementation of cooperative learning. *Journal of Nursing Education, 49*(6), 312-318.

Nurse educators must continually improve their teaching skills through innovation. However, research about the process used by faculty members to transform their teaching methods is limited. This collaborative study uses classroom action research to describe, analyze, and address problems encountered in implementing cooperative learning in two undergraduate nursing courses. After four rounds of action and reflection, the following themes emerged: students did not understand the need for structured cooperative learning; classroom structure and seating arrangement influenced the effectiveness of activities; highly structured activities engaged the students; and short, targeted activities that involved novel content were most effective. These findings indicate that designing specific activities to prepare students for class is critical to cooperative learning.

White, R., & Sokratis, D. (2010). Investigating the impact of mediated learning experiences on cooperative peer communication during group initiatives. *Journal of Experiential Education.32* (3).226-238. DOI 10.5193/JEE.32.3.226

This study investigates how structured Mediated Learning Experiences may improve peer-cooperative communication within problem-solving task exercises. Two groups (n = 22) of Year 8 students (mean age 13 +/- 5 months) were randomly selected to participate in this study. The study began with two one-hour sessions of activity-based problem-solving tasks for the control and experimental groups. These sessions were coded for on and off task communication. The experimental group then participated in a Mediated Learning Experience (MLE) focusing on building trust, effective communication and pro-social behaviour. Following the MLE, a one-hour problem-solving exercise for the collection of data related to on- and off task communication was conducted for both the control and experimental groups. Results demonstrate that cooperative group on-task communication can be effectively influenced, both intra-group and inter-group, implying that the success associated with cooperative learning may be enhanced by first teaching students how to cooperate.

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.

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

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★ 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.

★ Occasional discounts on publications and conferences.

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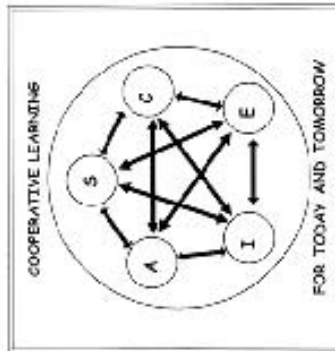
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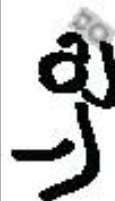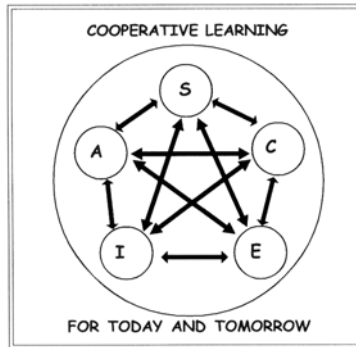City: _____

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