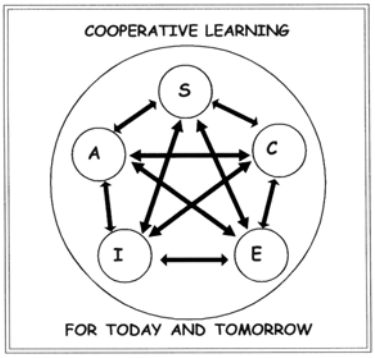

INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION

Newsletter – Volume 30 – Number 1 – February 2011

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Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2011.

First, we have news from Brisbane, Australia. Board member Yael Sharan has provided us with an engaging mosaic of verbal and pictorial impressions from our November, 2010 conference. The themes of stimulating conversations and presentations, curiosity, beautiful surroundings, and joyous cooperation ring out in both the quotes and the photos. We are immensely grateful to the University of Queensland, our board member Robyn Gillies, and the local planning team for making this opportunity possible. It has been with heavy hearts that we have listened to reports of the devastating floods endured by Brisbane and the surrounding areas since then, and we wish the region well as people work together to recover.

The Brisbane team is currently working to compile the presentations from the November event and we will post these on our website when they become available. In the meantime, I think the abstracts in this issue will keep most of us busy and interested. As is often the case, I find the breadth of the topics and applications of cooperative learning at least as interesting as the specifics of the studies themselves. From studies as specific as the effects of Numbered Heads Together on students with disabilities, to the utilization of cooperative learning practices in non-Western cultures and to support sustainable development, researchers are examining the benefits of cooperation and the challenges of implementation. This collection of abstracts seems to have strong weight in the areas of science and information technology while, at the same time, we hear from Eric Schaps at the Developmental Studies Center, a group that has been committed, for over twenty years, to helping schools become caring, inclusive

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!

Communities. As always, I depend on the IASCE newsletter to alert me to specific new work plus to provide me with an overview of content and geographical trends.

For those of you who have been long-time readers, this issue offers an opportunity to get to know our former newsletter editor, George Jacobs. Thank you George, for reminding us about the larger applications and potential impacts of cooperation; thank you Lalita, our current newsletter editor, for developing this interview.

We hope you find the IASCE newsletter helpful. We are in the process of digesting our experiences in Brisbane and the feedback we received from participants. Such events lead to new friendships, new opportunities, and new initiatives. We will keep you posted. Please send your feedback our way. You can send your comments to me lbaloche@wcupa.edu and I will forward to the board, or you can join our cooperative learning list for longer discussions.

As always, thank you for your support.

Cooperatively yours,

Lynda Baloche
Co-President IASCE

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.

MEET THE IASCE BOARD
George Jacobs
Interviewed by Lalita Agashe

When did you first come into contact with CL?

In the mid-1980s, I was teaching ESL (English as a Second Language) at a university. I had always been a big fan of groups; so, one day I went to the university library to look through the academic journals in order to learn more about group functioning. It was there that I came up the literature on CL, in the form of articles by David and Roger Johnson of the Cooperative Learning Center at the University of Minnesota. It was "love at first sight," as the CL literature addressed many of the questions I had about group functioning and inspired me to think of more questions.

In terms of CL, for you, what was one of the highlights of 2010?

Since about 2000, I have consulted with more than 40 Singapore MOE (Ministry of Education) and Special Education schools, helping the teachers use CL. In 2010, I worked with a different kind of Singapore school, a madrasah, i.e., a Muslim religious school. At the November, 2010 IASCE conference in Australia, a vice-principal and six teachers from that school presented with me on our experience. I wasn't sure what to expect on my first visit to the school in late 2009. Fortunately, as we started working together in 2010, the teachers and their students, with the VP's support, responded enthusiastically to CL. Now the six teachers are mentoring colleagues in the use of CL.

What is the most common mistake that we teachers make when we implement CL?

CL helps students learn; it helps them do tasks that they could not do alone. However, despite the facilitative power of CL, we teachers still need to be careful that the tasks the CL groups undertake are not too difficult. Letting groups do tasks that are too far beyond students' current level can lead to students feeling negatively about themselves, their peers, and the power of cooperative groups. Furthermore, if groups fail at the tasks they undertake, we teachers may be tempted to rely too heavily on teacher fronted instruction. Thus, I try to ask myself about the difficulty level of tasks, and I am quick to "easify" tasks or to provide task support.

What are some areas of CL that you are working on these days?

Here are a few. First, cooperative classroom games is something that I've been thinking about and sharing with others. Games can add a lot to fun and engagement to instruction, and almost any game can be tweaked to emphasize cooperation.

Second, I'm very impressed by the work of Robyn Gillies and others on enhancing the interaction among students. When looking at maximizing peer interaction, I emphasize not just the quantity of how much peer interaction takes place, but also the quality of that interaction. Two ways of improving student-student interaction are teaching cooperative skills and encouraging students to think aloud.

Third, I recently bought the second edition of Richard Schmuck's book, *Practical Action Research for Change*, because I've been working with teachers on Action Research (AR) on CL and other topics. Too often, teachers find AR to be tiring, not inspiring. I hope to help myself and other teachers to enjoy AR and to make it part of ongoing reflection.

Last, but not least, one CL principle I like to highlight is "Cooperation as a Value," i.e., that positive interdependence involves much more than a "One for all, all for one" attitude among the 2-5 members of a small classroom group. Instead, that same feeling of positive interdependence should be expanded throughout the classroom, the school, the community, the country, and the world, until students (and everyone else) have expanded their circle of concern to include non-human animals. Indeed, I use CL in the work I do to promote vegetarianism.

Impressions from the IASCE Conference at Brisbane
University of Queensland, Brisbane, Australia
November 25-27, 2010

By Yael Sharan

How to condense in a relatively short space the meaningful experience this conference provided? I began to think about this on the daily walk around the lake from my dormitory to the conference building, (and during the never ending attempt to find the shortest route), and, seeing that everyone was very engaged throughout, thought the best way would be to ask participants to write what impressed them most. Thanks to all those who replied. Following are excerpts in their own words; I will try to represent them as faithfully as possible, as much as space allows.

"… One of the great features was that people came to stay, to participate in the experience that was offered. *It was rather like being in a highly supportive classroom.* No-one was allowed to fail; this made for a qualitatively different experience to the notion of participation. People signed-up for the experience and this showed in their receptiveness to others."

Michael Boyle's words sum up the outstanding feature of this conference. Michael and Peg French were members of the conference committee, chaired by IASCE Board member Robyn Gillies, associate professor in the School of Education at UQ and recipient of the IASCE Award for Outstanding Contributions to Research. They were ably aided by the “Purple People,” a team of purple -shirted UQ staff and students who, as IASCE Board member George Jacobs noted, graciously helped everyone find what they needed and where they needed to be.

To enable the "friendly and supportive atmosphere during the whole conference" appreciated by Celine Buchs (University of Geneva) and others, Kathryn Markovchick (IASCE treasurer), Maureen Breeze (IASCE co-president) and Pam Flood organized several interactive "glue activities," which Celine and others felt "matched the core of the conference." These and the general atmosphere "made me (Celine) comfortable sharing teaching, research, and personal experiences with other participants." Lalita Agashe (IASCE Board member and newsletter editor) was thankful for the “interactions with the award winners and young interested researchers and practitioners, the refreshing games and surroundings, a nice mix of formal and informal happenings.”

Conference Opening

Everyone who walked into the main auditorium for the opening was "greeted" by the huge flags on both walls of all 23 countries represented at the conference. The welcoming remarks by Yvana Jones of the Queensland Department of Education and Aunty Mary Graham, a Kombumerri person and researcher, highlighted the role cooperation plays in the unique context of our host country.

Celeste Brody, IASCE Board member and former co-president, gave the first keynote address. Celeste reviewed CL's progress, together with mixed developments, including some issues with staff development and staff turnover resulting in CL being marginalized and in a return to transmissive teaching methods. Wendy Jolliffe, (University of Hull, England) especially appreciated two points in Celeste's talk: 1. CL can become derailed due to lack of support for CL by head teachers and due to the negative impact of high stakes testing. 2. Celeste identified opportunities for the future of professional development in schools and suggested: 'What if teachers understood why and how they do what they do and study their own teaching as in Japanese lesson study?'

In the second keynote address, Prof. Richard Schmuck, first president of IASCE, and recipient of the IASCE Lifetime Achievement Award, discussed the pre-history of the Association, and how Kurt Lewin, Morton Deutsch and Ronald Lippitt shaped "our shared way of thinking about the study of cooperation in education." Dick and his wife and collaborator Pat Schmuck were lively participants in all conference activities, and engaged old and new friends.

IASCE Awards

As Kazuhiko Sekita, (of Soka University, Tokyo, president of JASCE and former IASCE board member) wrote: The IASCE awards strengthened the "cooperative learning community in the world through celebrating its history and feeling close to big names and active leaders among IASCE members." (Details of the awards and their recipients are on the IASCE website and in the November 2010 issue of this newsletter.)

The Conference Program

"Quality wise the presentations were of a high standard," commented Philip Joseph of the University of Goroka, in Papua New Guinea. Celine Buchs concurred and found "the balance between workshops and presentations a unique and very interesting feature of this conference." For Trish Baker (Wellington Institute of Technology, New Zealand) a welcome feature of the program was that "most presenters made an effort to include some cooperative activity - hard in a twenty minute presentation- which made the presentation easier to absorb and remember. There was a wide variety of topics - some reporting on research projects and some on CL in unexpected contexts (e.g. Tuomas Erkkila's Roundtable discussion on cooperative leadership in a Finnish choir). There were some very practical self development sessions (e.g. Lalita Agashe's meditation session). One couldn't get bored! "

Helle Fisker from Denmark felt that it "…was of great inspiration to me to see the variety of ways in which cooperative learning is being practiced. The fact that we have different kinds of ways to practice CL and that CL is much more than a structure that has to be followed was the most valuable experience for me."

Kazuhiko Sekita was impressed by the fact that "the request for presenters to make their presentation interactive and cooperative… showed how sincerely we care about participants' learning and how deeply we consider the value of cooperation in education." He goes on to say that "for almost all Japanese presenters it was very stressful and challenging to make their presentation in English. They said, however, that conference audiences were very friendly and patient. As a result, they could raise their energy to express their thoughts in English. And now they are recommending to their friends and other Japanese educators to try a presentation at IASCE conference."

Celeste Brody pointed out that three case studies on whole school implementation of CL in one session was a clear sign that "there is more here that can be explored." A session facilitated by Michael Boyle was particularly enjoyed by George Jacobs. The session was a spontaneous dialogue among local teachers about their experiences using cooperative learning. Kumiko Fushino, our newest board member, of Temple University in Japan, found

Spencer Kagan's workshop on the Instructional Revolution powerful, and helpful for beginners of CL. (Kagan received the IASCE Award for Outstanding Contributions Through the Creation of Cooperative Instructional Materials.)

Kumiko also enjoyed the session about gains for women students in a learning research methodology course through a cooperative approach, facilitated by Lalita Agashe and Leena Deshpande. Also of interest to Kumiko was the session on promoting problem -solving and reasoning in cooperative groups during inquiry-based science presented by Robyn Gillies & Kim Nichols and another on the effectiveness of dramatic play on children with communication difficulties in Japanese elementary schools.

Maureen Breeze's workshop on values and beliefs was a very welcome opportunity for me to revisit what motivates us to devote our lives to CL.

The above is but a taste of the variety and richness of what the conference offered. All conference papers will soon be on the conference web site and the Conference Committee intends to prepare a CD of edited and peer reviewed papers.

In Sum

As Celeste Brody enthused, this conference created some new, substantial contacts with people from countries we haven't been in touch with up to now, and with "new" people from "old" countries. It is safe to say, as did Susi Susilaningsih (Sebelas Maret University, Surakarta Indonesia), that this conference made the many participating educators aware that cooperative learning is able to provide knowledge, skills and values to students.

Isabella Pescarmona, the recipient of the IASCE Elizabeth Cohen Award for Outstanding Dissertation, commented that "although it was possible to recognize similar problems and constraints, solutions could be different according to the various contexts of implementation. Different policy of education, teaching traditions, and cultural values could shape CL in different ways and require educators to develop different strategies. Yael Sharan's workshop asked 'How much prescription and how much construction in teacher training for CL?' … the answer has to consider the cultural context where the new practice is implemented. CL is not a finished product, but it is an open question, and the conference was an occasion to promote intercultural dialogue and to reflect."

This was Helle Fisker's first IASCE conference. She summed up her experience by saying: "It was great to discover that independently of what country you come from we all face the same challenges in terms of students academic improvement, social skills, and ways to involve students, and practice learning that is less teacher focused. I met so many wonderful people, and a non-profit organisation with authentic and admirable values. It was my first participation at an IASCE conference, but certainly not my last!"

FROM THE JOURNALS

Contributors: George Jacobs, Lalita Agashe, Yael Sharan, and Celeste Brody

Andres, H. P. [hpandres@ncat.edu], & Shipps, B. P. (2010). Team learning in technology-mediated distributed teams. *Journal of Information Systems Education, 21*(2), 213-221.

This study examines technological, educational/learning, and social affordances associated with the facilitation of project-based learning and problem solving in technology-mediated distributed teams. An empirical interpretive research approach using direct observation is used to interpret, evaluate and rate observable manifested behaviors and qualitative content (i.e. discussions) associated with project-based team learning. The theory of affordances and social impact theory are integrated to develop a conceptual model that asserts that collaboration mode (collocated vs. non-collocated and videoconferencing supported) will dictate the quality of information exchange, progressive elaboration of ideas, and the social processes that influence team learning. Team learning is then suggested to yield better productivity and higher perceived interaction quality. Results showed that collaboration mode can impact team information exchange and interpretation and ultimately task outcomes. Further, collaboration mode can also create a social structure that influences the capacity for a team to maintain a mutual supportive and positive climate needed for successful project-based task outcomes. The results offer some extended insights into the technology-mediated collaborative learning process among students in a higher education context as well as in organizational settings. Theoretical, methodological and practical implications of the study are discussed.

Buchs, C., Pulfrey, C., Gabarrot, F. & Butera, F. (2010). Competitive conflict regulation and informational dependence in peer learning. *European Journal of Social Psychology*, 40, 418–435. (www.interscience.wiley.com). doi: 10.1002/ejsp.631.

The present set of studies investigates the role of competitive conflict regulation and informational dependence in peer learning. Previous studies have shown that peer work on identical information produces not only confrontation of viewpoints but also competitive conflict regulation, the latter of which is detrimental for learning. Conversely, working on complementary information produces positive interactions but also informational dependence, and good quality information transmission is needed to foster learning. The present research shows that discussion aids (note-taking and access to the study materials during discussion), a variable related to the quality of informational input, moderated the relationship between information interdependence and learning. This moderation was mediated by competitive conflict regulation: Students who worked on identical information with discussion aids reported more competitive conflict regulation than those without discussion aids, which in turn reduced learning, a pattern that did not appear for students working on complementary information. Moreover, when students worked on complementary information, the good quality of information transmission elicited by discussion aids led to high levels of learning for all students. Contributions to research on resource interdependence, socio-cognitive conflict, and peer learning are discussed.

Figl, K. [kathrin.figl@wu.ac.at](2010). A systematic review of developing team competencies in Information Systems education. *Journal of Information Systems Education, 21*(1), 323-338.

The ability to work effectively in teams has been a key competence for information systems engineers for a long time. Gradually, more attention is being paid to developing this generic

competence as part of academic curricula, resulting in two questions: how to best promote team competencies and how to implement team projects successfully. These questions are closely interwoven and need to be looked at together. To address these questions, this paper identifies relevant studies and approaches, best practices, and key findings in the field of information systems education and related fields such as computer science and business, and examines them together to develop a systematic framework. The framework is intended to categorize existing research on teams and team competencies in information systems education and to guide information systems educators in supporting teamwork and promoting team competencies in students at the course and curricular level in the context of teaching in tertiary education.

Fonkert, K. L. (2010). Student interactions in technology-rich classrooms. *Mathematics Teacher, 104*(4), 303-307.

Students are more likely to develop a deep conceptual understanding of mathematics when they interact with and discuss their thoughts with others. The National Council of Teachers of Mathematics (NCTM) has recommended that students be active learners--communicating with one another, conjecturing, exploring, and justifying claims by using tools or manipulatives. NCTM specifically emphasizes the use of technology as a tool: "Electronic technologies--calculators and computers--are essential tools for teaching, learning, and doing mathematics". Incorporating technology and cooperative learning in the classroom can deepen students' learning of mathematics. Here, Fonkert discusses student interaction and discourse in an environment that includes Java-based, curriculum-embedded mathematics software.

Fushino, K. (2010). Causal relationships between communication confidence, beliefs about group work, and willingness to communicate in foreign language group work. *TESOL Quarterly, 44*(4), 700-724.

This article reports on the causal relationships between three factors in second language (L2) group work settings: communication confidence (i.e., confidence in one’s ability to communicate), beliefs about group work, and willingness to communicate (WTC). A questionnaire was administered to 729 first-year university students in Japan. A model that reflected the hypothesis that WTC in L2 group work would be influenced by Beliefs in L2 Group Work strengthened by Communication Confidence was constructed and tested. Data were randomly split in two, with one-half used for model specification and the other half for confirmation. The structural equation modeling confirmed this hypothesis, which implies that L2 WTC and WTC in L2 group work differed. This model marks the first step toward identifying the causal relationships among factors that affect WTC in L2 group work.

Griesbaum, J., & Gortz, M. (2010). Using feedback to enhance collaborative learning: An exploratory study concerning the added value of self- and peer-assessment by first-year students in a blended learning lecture. *International Journal on E-Learning, 9*(4), 481-503.

This article discusses feedback methods for the enhancement of collaborative learning. It presents results of an exploratory study in which self- and peer-assessments were applied in order to provide students with feedback regarding their perceived individual learning involvement

in the collaboration process of face-to-face and face-file-face group work assignments. Results indicate that learners judge the value of self- and peer-assessment as a feedback tool in an ambivalent manner. On the one hand students consider it to foster orientation regarding their own learning behavior and therefore a means to facilitate meta-cognition; on the other hand they often mistrust its validity and reliability. Despite this ambivalent valuation of the didactic value of peer- and self-assessment it is argued that an important benefit of using this evaluation method lies in the fact that it provides insights into group processes, which are oftentimes invisible (face-to-face group work) or difficult to discover (face-file-face group work). From the perspective of learning coaches or instructors self- and peer-assessment could and should therefore be seen as an instrument a) to detect characteristics of collaboration processes, e. g. social loafing and b) to use this kind of information to build up learner profiles, which can be introduced for instance to support group formation processes in prospective work assignments. Thus, self- and peer-assessment should not only be regarded as an instrument to foster self-evaluation and reflection but also as a tool for the enablement of instructional support on group level. The results of this exploratory study lead to considerations on how to facilitate giving and analyzing peer- and self-assessment with the help of tools such as virtual learning environments.

Guvenc, H. (2011). The effects of cooperative learning and learning journals on teacher candidates' self-regulated learning. Retrieved on 8.1.20111 from http://www.docstoc.com/docs/68574695/

The purpose of this study is to investigate the effects of cooperative learning and learning journals on teacher candidate students' self-regulated learning. Data of the research were collected by the Turkish version of the Motivated Strategies for Learning Questionnaire. 84 university students (52 girls and 32 boys) participated in this research. A quasi pre-test/post-test experimental design with control group was utilized. Both groups were taught by cooperative learning. The experimental group wrote their reflection in learning journals. The research has discerned that there is a difference between experimental and control groups and experimental groups' students have been effected more positively on self-efficacy for learning and performance, elaboration, organization, critical thinking and metacognitive control strategy dimensions of self-regulated learning.

Haydon, T., Maheady, L., & Hunter, W. (2010). Effects of Numbered Heads Together on the daily quiz scores and on-task behavior of students with disabilities. *Journal of Behavioral Education, 19*(3), 222-238.

Previous research has demonstrated that Numbered Heads Together, a cooperative learning strategy, is more effective than traditional teacher-led instruction in academic areas such as social studies and science. The current study compared the effects of two types of Numbered Heads Together strategies with a baseline condition during 7th grade language arts lessons. Results indicated that three students with various disabilities had higher percent intervals of on-task behavior and daily quiz scores during either Heads Together condition. Teacher satisfaction ratings suggested that Heads Together was easy to implement, and all three students preferred this strategy to baseline instruction. A discussion of study limitations, implications, and future research directions is included.

Hsiung, C. M. (2010). An experimental investigation into the efficiency of cooperative learning with consideration of multiple grouping criteria. *European Journal of Engineering Education, 35*(6), 679-692.

The present study conducts an experimental investigation to compare the efficiency of the cooperative learning method with that of the traditional learning method. A total of 42 engineering students are randomly assigned to the two learning conditions and are formed into mixed-ability groups comprising three team members. In addition to the regular daytime classes, homework sessions are arranged such that the out-of-hours learning method and learning time can be effectively controlled. The students' academic achievement is evaluated by means of unit tests in the daytime classes and homework tests in the out-of-hours sessions. As an alternative method for resolving the multiple grouping criteria problem, the analysis of covariance method is used to compensate for the initial difference in the prior knowledge of the students in the two learning conditions regarding the course contents. The results show that given an equivalent learning time, the students in the cooperative learning condition outperform those who study alone in both the unit tests and the homework tests. Therefore, it is concluded that cooperative learning has a higher efficiency than the individualistic learning method.

Kalman, C. S., Milner-Bolotin, M., & Antiirova, T. (2010). Comparison of the effectiveness of collaborative groups and peer instruction in a large introductory physics course for science majors. *Canadian Journal of Physics, 88*(2), 325-332.

We report on an experiment comparing examinations of concepts using slightly modified peer instruction (MPI) interventions with a conceptual conflict strategy based on collaborative groups (CG). Four interventions were utilized in two sections of an introductory physics course for science students. Both instructors and strategies were alternated in the two classes so that instructor dependence could be factored out and so that each class could serve as both an experimental and a control group. The gain on the Force Concept Inventory (FCI) used as a pre- and post-test is essentially the same in both classes. The instructors were experienced in use of MPI, but this was the first time that these instructors had used a collaborative group activity in their classes and only used it for the two interventions in each class described in this paper. CG appears to be more effective as a teaching method than PI. It also should be noted that the effectiveness of both teaching methods seems to be instructor independent as long as the instructors followed the same protocol.

Kitazano, A. A. (2010). A journal-club-based class that promotes active and cooperative learning of Biology. *Journal of College Science Teaching, 40*(1), 20-27.

A journal-club-based class has been developed to promote active and cooperative learning and expose seniors in biochemistry and cellular and molecular biology to recent research in the field. Besides giving oral presentations, students also write three papers: one discussing an article of their own choosing and two discussing articles presented by other groups. Several strategies to select the articles that students discuss have been tried. In the fall 2008 semester, the selection was based on the series of online seminars from the American Society for Cell Biology (iBioSeminars) and the Howard Hughes Medical Institute (Holiday lectures). Students watched a subset of these seminars and picked one as their topic of research. After a search for recent publications by the investigator who presented that seminar, the students

chose one article in coordination with the instructor. This report describes how the class is organized as well as the different strategies tried and their results.

Kumar, M. V. S. (2011). Are joint ventures positive sum games? The relative effects of cooperative and noncooperative behavior. *Strategic Management Journal, 32*(1), 32-54.

Are joint ventures (JVs) characterized mainly by cooperative behavior or noncooperative behavior? In this research, we address this question by examining the interrelationship between the values created for two partners when they announce a JV. We argue that, on average, if cooperative behavior and common benefits are more influential than noncooperative behavior and private benefits, there will be a positive association between the values created for the two partners. Conversely, if private benefits and noncooperative behavior are more influential, there will be a negative association as partners derive value at the expense of each other rather than by creating new opportunities through the JV. Using a sample of 344 JVs we find evidence of a positive association between the values created for the two partners after controlling for various factors. This suggests that the stock market perceives JVs to be positive sum games rather than zero sum games, and that value creation in JVs is mainly attributable to synergies rather than appropriation of resources. Our analysis also reveals other conditions under which cooperative behavior and noncooperative behavior become dominant, such as the strength of the resources of the two partners, product market competition, and JV experience.

Liou-Mark, J., Drefuss, A. E., & Younge, L. (2010). Peer assisted learning workshops in precalculus: An approach to increasing student success. *Mathematics and Computer Education, 44*(3), 249-259.

The implementation of Peer Assisted Learning (PAL) Workshops for students taking Precalculus in a college of technology was examined in this study. These PAL workshops were designed from an instructional approach using a modified form of the Peer-Led Team Learning model. Student groups, led by peers who have previously done well in Precalculus, work outside of class on problems related to the current course material. Results from this study show this pedagogical paradigm of student engagement to be effective in promoting success in a gateway course such as Precalculus.

Liu, E. Z. F., Lin, C. H., & Chang, C. S. (2010). Student satisfaction and self-efficacy in a cooperative Robotics course. *Social Behavior and Personality, 38*(8), 1135-1146.

In this study, LEGO robotics and cooperative learning were integrated into the design of a course. In the course, preservice teachers had to complete their assignments by cooperating, solving problems, and conducting team discussions. After the course, questionnaires were used to understand the advantages and disadvantages of the design of the robotics course, student satisfaction with the course, and changes of the preservice teachers' confidence in learning LEGO robotics. The satisfaction questionnaire covered three dimensions: teaching environment, teaching content, and teaching method. Results showed that by the end of the semester, students' satisfaction with the cooperative robotics course had improved. Furthermore, the results showed positive effects on preservice teachers' perceived self-efficacy when learning LEGO robotics.

Lynch, D. J. (2010). Application of online discussion and cooperative learning strategies to online and blended college courses. *College Student Journal, 44*(3), 777-784.

Effective online instructional practices may be applied to online and blended college courses. Carefully orchestrated online discussions support learning well beyond the limited face-to-face course time. Students gain greater depth of academic understanding and leadership skills if cooperative learning groups use research-based process and structure.

Nguyen, P. M., Terlouw, C., Pilot, A., & Elliott, J. (2010). Cooperative learning that features a culturally appropriate pedagogy. *British Educational Research Journal, 35*(6), 857-875.

Many recent intercultural studies have shown that people cooperate with each other differently across cultures. We argue that cooperative learning (CL), an educational method originating in the USA and with fundamental psychological assumptions based on Western values, should be adjusted to be culturally appropriate for any non-Western cultures in which it is applied. In the light of this assertion, this paper reports a series of experiments conducted in Vietnamese upper-secondary schools. One group was provided with a series of lessons designed according to mainstream CL practice. Another group was provided with similar lessons but these were modified so as to be more culturally appropriate in terms of leadership, reward allocation and group composition. Findings show that (1) the role and the type of leadership, although not a key element of mainstream CL theories and practice, proved to be influential; (2) groupings based upon existing friendships, rather than upon cognitive ability, appeared to be important. A key finding was that the group receiving a culturally modified programme appeared to work harder during, and gain more satisfaction from, collaborative learning activities.

Sahlberg, P. & Oldroyd, D. Pedagogy for economic competitiveness and sustainable development. (2010). *European Journal of Education*, *45*(2), 280-299.

Accelerating threats to a sustainable relationship between economic growth and the capacity of the global social-ecological system to support it require the implications of competitiveness to be reassessed. Today these capacities that underlie economic competitiveness must also be brought to bear on policy and pedagogy to prepare the coming generation to face an unprecedented and dangerous global future. This paper argues that the bureaucratic 'industrial', standards-driven model of schooling currently fails to release the talents of students either for the competitiveness or collaboration that will be crucial in facing the demands of the decades ahead. It argues for policies, schools and pedagogies that promote creativity and a human capacity for innovation, not the relentless pursuit of externally imposed measurable standards. The types of learning experiences needed are explored and examples provided of principles and practices that teachers and schools need to develop further. Education for economic competitiveness on one hand and education for sustainable development on the other both require similar open minds, creative skills and teaching methods to prepare students for the transformations and innovations ahead. In answering the question 'what does competitiveness and sustainable development require from schools and teachers?' we conclude that most elements of appropriate pedagogies are available but they need to be extended. Managing their extension on a large scale to transform complex education systems is a major challenge for policy-makers and educators at all levels.

Schaps, E. (March/April 2009). Creating caring school communities. *Leadership*, 8–11.

Feasible ways of building community have been developed over the past twenty years and shown to produce results across a wide variety of school settings. Approaches that yield consistent results include: 1. Class meetings in which students, with their teacher's facilitation, have opportunities to set class goals and ground rules, plan activities, assess their progress, and solve problems. 2. Learning activities in which students collaborate on academic tasks and have regular opportunities to reflect on the ways they work together. 3. Cross-age "buddy" programs that regularly bring together whole classes of younger and older students to work one-on-one, each older buddy with his or her younger buddy, on academic, service and recreational activities. One major finding from our center's research is that building sense of community during the elementary school years yields benefits that persist through middle school.
For more information, visit www.devstu.org.

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education, 45*(2), 300-313.

A growing number of governments, seeking to modernise their country's education system, adapt cooperative learning (CL) as a major component of their educational policy. Since the 1960s, when CL re-emerged to become a systematic pedagogy, CL practice has been constantly refined on the basis of ongoing research. Research results have consistently shown that CL improves students' academic achievement as well as social interaction when carried out responsibly. CL methods and procedures are designed to promote cooperation and mutual assistance among learners and often carry over to relationships outside the school. Translating the promise of CL to practice is more complicated than meets the eye, and does not always guarantee that its desired goals are achieved. This article sets out to explore some of the causes of the discrepancy between the promise and practice of CL, such as confusion about methods, lack of adequate preparation, and teachers' perceptions of teaching in general and of CL in particular.

Thurston, A., Topping, K. J., Tolmie, A., Christie, D., Karagiannidou, E., & Murray, P. (2010). Cooperative learning in science: Follow-up from primary to high school. *International Journal of Science Education, 32*(4), 501–522

This paper reports a two-year longitudinal study of the effects of cooperative learning on science attainment, attitudes towards science, and social connectedness during transition from primary to high school. A previous project on cooperative learning in primary schools observed gains in science understanding and in social aspects of school life. This project followed 204 children involved in the previous project and 440 comparison children who were not as they undertook transition from 24 primary schools to 16 high schools. Cognitive, affective, and social gains observed in the original project survived transition. The implications improving the effectiveness of school transition by using cooperative learning initiatives are explored.Possibilities for future research and the implications for practice and policy are discussed.

Vidal, J., Duran, D., & Vilar, M. (2010). Musical learning with cooperative learning methods. *Cultura Y Educacion, 22*(3), 363-378.

An experience of educational innovation developed in a Professional Conservatory of Music is presented. Traditional methodologies used in music teaching and learning are centred on the

teacher and the use of learning handbooks. The applied innovation involves the use of cooperative methodologies for music teaching and learning. Analyses of the present experience provide data that support that there has been an increase in classroom discussion favouring the construction of musical knowledge.

Winstead Fry, S., & Griffin, S. (2010). Fourth graders as models for teachers: Teaching and learning 6+1 Trait Writing as a collaborative experience. *Literacy Research and Instruction, 49*(1), 283-298.doi: 10.1080/19388070903117955

Performance on standardized writing assessments indicates that less than one-third of American K-12 students are proficient in writing. Despite this statistic, the current emphasis on reading in elementary schools means preservice elementary teachers may observe little writing instruction during field experiences. This article presents the results of a semester-long collaborative writing exchange designed in response to these problems. Qualitative methods were used to determine how 22 elementary students' writing improved as a result of helping a cohort of five student teachers learn to use the 6+1 Trait® Writing Model for Improving Student Writing. The findings have implications for classroom teachers, teacher educators, and teacher preparation programs.

Woolley, W. A., Chabris, Pentland, A. C.F., Hashmi, N. & Malone T. W. (2010.10.29). Evidence for a collective intelligence factor in the performance of human groups**.** *Science*. Retrieved from http://www.sciencemag.org/content/330/6004/686 on 8.1.2011. doi: 10.1126/science.1193147

Psychologists have repeatedly shown that a single statistical factor—often called “general intelligence”—emerges from the correlations among people’s performance on a wide variety of cognitive tasks. But no one has systematically examined whether a similar kind of “collective intelligence” exists for groups of people. In two studies with 699 people, working in groups of two to five, we find converging evidence of a general collective intelligence factor that explains a group’s performance on a wide variety of tasks. This “*c* factor” is not strongly correlated with the average or maximum individual intelligence of group members but is correlated with the average social sensitivity of group members, the equality in distribution of conversational turn-taking, and the proportion of females in the group.

Zoghi, M., Mustapha R., & Maasum T. N. R. M. (2010). Collaborative Strategic Reading with university EFL learners. *Journal of College Reading and Learning, 41(1), 67-94.*

The present study was an attempt to probe into the feasibility and effectiveness of a reading instructional approach called MCSR - Modified Collaborative Strategic Reading. Based on a pretest-posttest design, MCSR was implemented with 42 university-level EFL freshmen. They met once a week and received EFL reading instruction according to MCSR for 90 minutes over six weeks. A researcher-developed reading comprehension test was group-administered at pretest and posttest. Upon completion of the study, students' perceptions regarding MCSR were also evaluated by means of an Opinionnaire. Quantitative results indicated that participating students did not demonstrate significant gains in reading comprehension skills. However, qualitative evaluation revealed that students did have positive attitudes towards MCSR. Overall, the conclusion was that EFL students' strong preference for communicative and cooperative activities runs counter to the popular thinking that disapproves group work due to students' long-standing conventional learning tradition.

CSCL Conference and Workshop

CSCL (Computer Supported Collaborative Learning) 2011 is the ninth international CSCL conference and will be held in Hong Kong on July 4-8, 2011. The conference is co-organised by the International Society of the Learning Sciences and Centre for Information Technology in Education of the University of Hong Kong. More information at http://www.isls.org/cscl2011/home.htm

Conference workshop may be of interest to those involved with Computer Supported Collaborative Learning (CSCL), which also goes by other names.

Workshop at CSCL 2011, July 4, Hong Kong,

How to integrate CSCL in classroom life: Orchestration

Miguel Nussbaum, Pontificia Universidad Catolica de Chile,

Pierre Dillenbourg, Swiss Federal Institute of Technology in Lausanne,

Frank Fischer, University of Munich,

Chee-Kit Looi, Nanyang Technological University, Singapore

Jeremy Roschelle, SRI International

Contact orchestration2011@gmail.com< mailto:orchestration2011@gmail.com>

Jeremy Roschelle, SRI International
Contact orchestration2011@gmail.com.

Next IAIE Conference

IAIE has announced an upcoming conference on "Intercultural Versus Critical Education? Contrast or Concordance?" to take place in Södertörn University, Stockholm, Sweden, in collaboration with Partners Czech, Czech Republic and Universidad Nacional de Mar del Plata, Argentina, April 14-16th, 2011.

The conference has three main themes: Inclusion-exclusion (race, ethnicity, class, language and gender); peace, conflict and intercultural communication; globalization and cosmopolitanism.

For more information contact Irupé Pozo Graviz, Conference Administrator, irupe.graviz@sh.se.

For information and registration: intercritconf@sh.se.

IASCE Board Members' Publications

Research papers and a book on CL have recently been published by four IASCE Board members.

Pasi Sahlberg's paper, "Pedagogy for Economic Competitiveness and Sustainable Development," and Yael Sharan's article, "Cooperative Learning for Academic and Social Gains: Valued Pedagogy, Problematic Practice" appeared in the *European Journal of Education*. Kumiko Fushino's paper "Causal Relationships between Communication Confidence, Beliefs about Group Work, and Willingness to Communicate in Foreign Language Group Work" appeared in the *TESOL Quarterly*. The abstracts of these papers are included in the *From the Journals* feature in this issue.

Lalita Agashe's book on CL was published in November 2010. It is most probably the first book on CL in Marathi, the official language of the Maharashtra State in India. Along with introductory information on CL, it illustrates the usefulness of CL in tackling some important local issues in education. It will hopefully be useful for practicing teachers across the 76,000 Marathi schools (http://www.indianexpress.com/news/state-favours-marathi-schools-seeking-no-aid/688569/accessed on 8.1.2010), and for student-teachers pursuing diploma and degree courses.

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

What does IASCE do?

- ★ Supports the development and dissemination of research on cooperative learning, particularly educator research and inquiry that fosters understanding of the effects of context on implementing cooperative learning.
- ★ Helps organizations develop structures that enhance cooperation in education, working through the inclusion of people of diverse backgrounds in our schools and society.
- ★ Works with local, national, and international organizations to extend high quality practices of cooperative learning.

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

How does IASCE do this?

Through our MEMBERSHIP DUES!

MEMBERSHIP BENEFITS INCLUDE:

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

- ★ Research and project reports from the international perspective.
- ★ New ideas from leaders in the field.
- ★ Reports on the latest research and journal publications.
- ★ Book and media reviews.
- ★ New resources for CL on the WWW.
- ★ Articles by international experts on topics such as cooperative learning and technology, cooperative learning with different ages and populations, teacher education and staff development.

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

Website

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

- ★ IASCE also offers a membership directory (upon request) for the purposes of networking.
- ★ A list of board members, who are veteran experts in the field, to contact for consultation and professional assistance.
- ★ Occasional discounts on publications and conferences.

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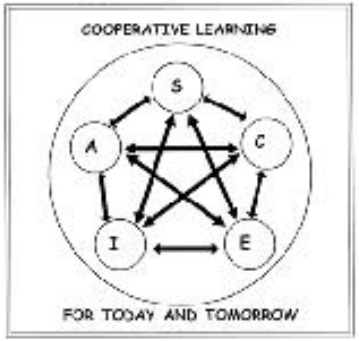

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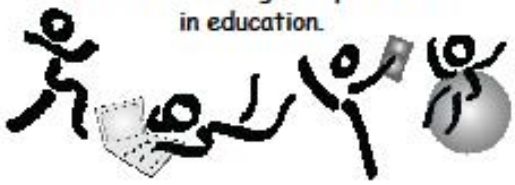

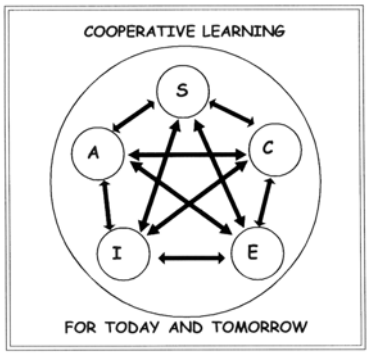

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