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Dear Colleagues,

IASCE is pleased to bring you the second member newsletter of 2012.

I will begin with an update on plans for our July 2013 conference in Scarborough, England—*The Transformative Power of Co-operation in Education*. The Call for Proposals is on our website, [www.iasce.net](http://www.iasce.net) with a due date of December 1, 2012. We have developed six conference strands that both mirror current work and suggest emerging directions. We are encouraging proposals in a variety of interactive formats and are planning interactive plenary sessions as well. I'm delighted to announce that IASCE board member Pasi Sahlberg, author of the recent book *Finnish Lessons*, will be joining us as one plenary speaker and Robert Slavin, long-time researcher of cooperative learning and a former IASCE president, will join us as another. IASCE co-president Maureen Breeze will organize a third plenary that promises to give us a dynamic view of the multi-layered approach to co-operation in the United Kingdom.

As is becoming an IASCE conference tradition, we will announce recipients of the *IASCE Achievement Awards* and the *IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation*. Recipients of these awards typically attend the conference, and participants will have a variety of opportunities to talk with them and learn about their work. Award details and nominations forms are available at [www.iasce.net](http://www.iasce.net). The deadline for nominations is January 31, 2013.

In several ways, this issue of the IASCE newsletter provides us with a glimpse of the variety of projects and research we might anticipate learning about in Scarborough. First, the journal abstracts. As is typical, this issue includes descriptions of work from multiple continents and disciplines. Second, the comparative review of the UK *Journal of Co-operative Studies* and *Experiments in Education* from India. These efforts suggest (a) the depth, breadth, and tradition of work in the UK that will support and inspire us at Scarborough; and (b) the commitment of researchers and the power of international dialogue to inform national efforts. Third, Yael Sharan's description of the 2012 International Association for Intercultural Education (IAIE) conference in Mexico. She reminds us that the "language of cooperation" is found in cultures around the world and that cooperative learning is integral to discussions of multicultural and intercultural education.

**How to  
Subscribe to the  
CL List**

Want to dialogue with others about your use of CL? 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@yahogroups.com](mailto:CL_Listsubscribe@yahogroups.com). You should very quickly receive an email reply with simple instructions. If that fails, just send an email to [george@vegetariansociety.org](mailto:george@vegetariansociety.org), and he’ll do the necessary.

Talk to you soon!

We are pleased that IAIE will be collaborating with IASCE to organize and convene a conference strand in Scarborough.

IASCE will soon be holding elections for positions on the IASCE Board. Elected board members normally serve four-year terms. Board members are expected to contribute to the work of the Association by (a) defining a role, a project, or an area of responsibility in which to provide leadership; (b) actively participating in international and/or regional conferences that promote the work of the Association; and (c) participating regularly in the work of Association governance, much of which is conducted through on-line communication. We encourage interested members to self nominate. Send your nomination materials, by October 1, 2012, via attached files, to Yael Sharan, the current IASCE Secretary, at [yaelshar@015.net.il](mailto:yaelshar@015.net.il). Include (a) your name, (b) contact information, (c) relevant institutional affiliations—both current and prior, (d) experience working in areas of education relevant to IASCE, and (e) a brief description of how you might be an asset to the IASCE Board. Please limit your materials to a total of 1000 words.

We hope that you, our members and readers, find the IASCE newsletter stimulating and are able to utilize it to support work in your own classrooms, organizations, and communities. We hope to hear from you soon and, as always, thank you for your support.

Cooperatively yours,



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**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](mailto:lalitaagashe@gmail.com). Put “IASCE Newsletter” on the Subject line of the email, please.

Thank you for your submissions.

**2013 IASCE International Conference**  
***The Transformative Power of Co-operation in Education***

**4, 5 & 6 July**

**University of Hull, Scarborough Campus, England**

IASCE invites practitioners, academics, and representatives from community organizations to participate in its 2013 conference. It has been designed to encourage dialogue and reflection through intentional interaction in order to:

- \* deepen understanding of how co-operation can be appropriately developed and expanded in differing contexts to encourage learning and development, and
- \* encourage educational and organizational innovation and transformation based on co-operative values.

***The call for proposals is now open***

**Conference Strands**

- \* Transforming school, college and university classrooms through co-operative learning
- \* Co-operative pedagogies: Transforming teacher education
- \* Co-operative catalysts: Transforming schools and communities
- \* Co-operative dispositions: Transformative solutions for diversity and inclusion
- \* Co-operative innovations in the arts, with technology, and to enhance creativity
- \* Transformative policy: Supporting local/regional/national and organisational policy

**For further information, the proposal form, registration details and costs, please visit**  
**[www.iasce.net](http://www.iasce.net)**

*Closing date for submission of proposals is 1 December 2012*

In association with the University of Hull, School of Education and  
the International Association for Intercultural Education



### IASCE AWARDS

The theme of the next IASCE international conference, *The Transformative Power of Co-operation in Education*, promises to highlight the impact cooperative learning has had on education over the years. At the conference, IASCE will recognize educators and researchers who have contributed to CL's impact on education by presenting the IASCE Awards in two main categories: *The IASCE Achievement Awards* and *The IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation*.

**The IASCE Achievement Awards** recognize outstanding contributions to education and the field of cooperative learning by those who have conducted research, produced original materials, or engaged in service and activism that contribute to organizations and structures that enhance cooperation in education and extend high-quality practices in cooperative learning.

**The IASCE Award for Outstanding Thesis or Dissertation** recognizes new scholars who demonstrate strong potential for contributions to the field of cooperative learning and education through the completion of a recent thesis or dissertation for the master's or doctorate degree.

**Nominations are now open for the 2013 Awards. The closing date is 30 January, 2013.**

For further details, nomination forms and submission details kindly see the Awards link on the IASCE website ([iasce.net](http://iasce.net)).

Names of award recipients and their projects will be posted on the IASCE website and announced in the Newsletter.



### International Conference: "Intercultural counselling and education in the global world"

The Centre for Intercultural Studies of the University of Verona, directed by Professor Agostino Portera, and the OISE - University of Toronto (Canada), in cooperation with IAIE, NAME, IACP and other organisations, are offering an International Conference: "Intercultural counselling and education in the global world", Verona, 2013, April 15-18.

#### **STRANDS:**

**Strand 1:** Integrating Counselling and Psychotherapy Approaches into Inter- and Multicultural Therapy

**Strand 2:** Integrating Traditional Healing and Spirituality into Counselling and Psychotherapy

**Strand 3:** Diversity Issues in Therapy- Gender, Race, Class, Sexual Orientations, Disability, Age, and Religion

**Strand 4:** Cross-cultural Supervision and Research in counselling

**Strand 5:** Intercultural and Multicultural Education chair

**Strand 6:** Intercultural competences

**Strand 7:** Democracy, citizenship, equity and student engagement

**Strand 8:** Cooperative learning

Link for more information:

<http://www.csiunivr.eu/it/notizie/62-conference-intercultural-counselling-and-education-in-the-global-world-april-18-21-2013.html>

### ***"Tapelwilis" for Intercultural Education – the 2012 IAIE Conference in Mexico*** **By Yael Sharan**



"Tapelwilis," a Náhuatl language term which refers to shared, reciprocally organized community work, was the motto of the IAIE (International Association for Intercultural Education) annual conference that took place in February 2012 in Veracruz, Mexico. Researchers, teachers, teacher trainers, students and civil society members came from Asia, Africa, South and North America and Europe—all committed to a reciprocal exchange of intercultural education experiences, analyses and proposals, as reflected in the conference strands, which can be seen on the IAIE website ([iaieveracruz.org](http://iaieveracruz.org)). A CD of conference papers is available from the conference organizers.

There were ten preconference workshops, five in English (with student volunteer translators into Spanish) and five in Spanish (with student volunteer translators into English).

Many people particularly appreciated the alternative format chosen for the keynotes. Instead of the traditional speeches, in each of the three morning sessions two guests developed a dialogue. They discussed experiences, challenges and future visions for intercultural education from a comparative, cross-national and even cross-continental perspective.

To continue what has become a reciprocal tradition with IAIE there was a CL strand that highlighted the use of CL to cope with the challenges created by the growing diversity of the student population, with emphasis on the specific Mexican context. Educational researchers from Belgium, Italy, Spain, Israel and Mexico facilitated interactive and informative presentations. Though few in number they dealt with a broad spectrum of CL related issues, grouped into three sessions:

#### **Session 1. Teacher training and experience**

Elaine Hoter, Miri Shonfeld, Asmaa N. Ganayem from the TEC Center at the MOFET Institute in Israel presented their model of "Innovative Technologies for Intercultural Teaching and Learning in a Collaborative Culturally Diverse Context." The model includes collaborative online tools that supply the platform for online collaboration and communication between groups to gradually build trust among them.

Lara Villanueva, Moreno Olivos & de Fuentes Martínez from the Universidad Autónoma del Estado de Hidalgo, México presented the outline of an experiential program for teacher training for CL in elementary schools in Hidalgo, Mexico.

Teachers' beliefs about CL were discussed by Lia Blaton, Ghent University, Belgium, who also presented the lessons learned from CL practice and their implications for school policy.

## Session 2. Cooperative learning in practice

Marialuisa Damini and Alessio Surian of the University of Padova, Italy engaged us in a report of a two-year, action-research program to promote intercultural competence in Italian secondary schools through inquiry and problem solving activities.

Homing in on a specific attribute of cooperative interaction was the study of the type of speech used by students in STAD math tasks. The researchers are García Sánchez, Mateos Del Vas & Sabariego García, Universidad de Murcia, Spain, and their study is entitled: Predictive Effect of the Type of Speech on the Mathematical Performance in Cooperative Relations.

## 3. Cooperative learning in Mexico

There were three presentations about CL in Mexico:

Intercultural variation in the meaning of education and children's collaborative activities in a P'urhepecha community by Ulrike Keyser, Mejía Arauz & Correa-Chávez, Universidad Pedagógica Nacional, Zamora, Michoacán, México, ITESO University, Guadalajara, Jalisco, México, and Clark University, Worcester, Massachusetts, USA.

Reading Comprehension in Cooperative Learning for Educational Equity in Higher Education by Espinosa Pulido & Clotilde Lomeli Agruel, Universidad Autónoma de Baja California, México

Cooperative Learning in Higher Education in México by Lomeli Agruel, Alcántar Enríquez & Moreno Olivos, Universidad Autónoma de Baja California, México and Universidad Autónoma Metropolitana-Cuajimalpa, México.

From the first study we learned the difference between patterns of traditional collaboration in families in an indigenous community, benefitting the entire family, and the more individually oriented collaboration promoted in school.

The second study dealt with the effects of a college students' reading comprehension program, facilitated by group investigation, on participants' perceptions of their improvement and on group equity.

The third presentation laid out before us the dearth of studies and books on CL in Mexico, in contrast to the great interest in the pedagogy and the fact that a growing number of teacher training institutions in fact use CL in their classes. The first author, Clotilde Lomeli Agruel, participated in the IASCE conference in Brisbane, and will surely continue to pursue her interest in researching and implementing teacher training for CL in Mexico.

### ***Special Issues, Special Work: The IASCE Board at Work Around the World*** By Lynda Baloche



Breeze, M. (Ed.) (2011). Co-operation in education (Special issue). *Journal of Co-operative Studies* (44)3.

Sharan, Y., & Gillies, R. (Eds.) (2011). Special symposium on cooperative learning (Special issue). *Experiments in Education* (39)3.

Within the past six months, two established journals have published special issues that focus on cooperation in education. IASCE board members were central to the visions for both. The first, *Journal of Co-operative Studies*, was published in the United Kingdom and was guest edited by Maureen Breeze, the IASCE co-president. The second, *Experiments in Education*, was published in India. It was coordinated by Lalita Agashe, the IASCE newsletter editor and board member, and guest edited by Yael Sharan and Robyn Gillies, two current board members.

### ***Journal of Co-operative Studies***

The *Journal of Co-operative Studies* has aimed to give voice to a rich, deep, and diverse UK tradition in the consumer co-operative movement and, in this special issue, to link that voice to the practice and research of cooperative learning as a pedagogical practice. As appears to be characteristic of the co-operative movement in the UK, the creation of the issue itself was a co-operative enterprise—with multiple face-to-face get togethers and a variety of virtual configurations for sharing of ideas and drafts. The result is an issue that includes 14 “long” articles, 12 “short” articles (about one print-page each), a guest editorial by Maureen Breeze, four book reviews, and a glossary of terms. All but one article was written from a UK perspective. The remaining article, written by IASCE co-president Lynda Baloche, was included as a way to provide an international perspective and counterpoint to the UK contributions.

While it isn’t possible to comment on each article of the special issue of the *Journal of Co-operative Studies*, I would like to comment on the diversity of articles and some underlying themes. (Table I includes a complete list of the long and short article titles and authors.) First, the UK work has been carefully grounded in the values outlined in the International Co-operative Alliance’s 1995 *Statement on the Co-operative Identity*. These values—the organizational values of self-help, self-responsibility, democracy, equality, equity, and solidarity and the ethical values of honesty, openness, social responsibility, and caring for others—are referenced repeatedly. Peter Duncan, for instance, makes a tantalizing reference to an experiential activity that utilizes fair-trade chocolate to examine the difference between equality and equity. Nigel Rayment explores the implications and origins of co-operative values and their synergistic power. Mark Webster teases us with a brief description of Community Arts and the values that underpin this transformative work.

Second, the UK work is carefully grounded in the theories, models, and strategies that are often referred to, collectively, as cooperative learning. Alan Wilkins provides a thoughtful review of some of the philosophers and educators whom he considers as antecedent to more contemporary thinkers. He reminds us that our work stands on a strong and diverse foundation and that understanding this foundation both grounds and enriches our practice.

Bette Chambers writes about cooperative learning with young children. She emphasizes the developmental characteristics of young children and the key cooperative learning elements of

positive interdependence and individual accountability. Simon Davey gives us a glimpse of his work utilizing cooperative learning to teach drama.

Lee Taylor describes the journey of a faith-based school as it moved from “inadequate” to “good with outstanding features” within three years. This was a heady achievement and Lee outlines how cooperative values and cooperative pedagogies came together and how the bold plan of “Second Home” became a reality through: (a) strong leadership, (b) the inclusion of all voices, (c) restructuring the school into houses, and (d) professional development that focused on and utilized cooperative pedagogies. Lee’s story brings me to a third theme—reflection and evaluation. In Lee’s case, evaluation came from an external authority—Ofsted (The Office for Standards in Education).

Wendy Joliffe, who is a member of the local planning committee for IASCE’s 2013 international conference, examined cooperative learning implementation across a network of schools in the North of England. Seeking to identify the key factors that contributed to successful implementation, she utilized interviews and longitudinal questionnaires in a carefully designed, five-year study. Her findings are rich and multifaceted. They include: (a) the need for whole school commitment that links cooperative learning to other key priorities; (b) careful grounding in cooperative elements—especially positive interdependence, promotive interaction, and small-group skills; (c) support for teachers to plan and implement; (d) on-sight facilitators; and (e) nested networks of support.

Ashley Simpson provides a learner’s view and describes a paradigm shift from “battery caged hen coops . . . saturated with institutionalized boundaries” to “the emerging idea of a school being mutually run for the benefit of all.” Rob Bowden describes MELA, a regional network developed to support learning communities during a period of threat and change. In less than two years, MELA membership grew fourfold. One might take this as a reasonable measure of success. Rob however notes that there are other signs that are less encouraging—including such simple measures as a lack of submissions to the group’s newsletter from the membership.

### ***Experiments in Education***

*Experiments in Education* has utilized an international approach. The eleven articles, all written by members of IASCE, include authors based in Australia, Finland, India, Italy, Japan, New Zealand, Singapore, Vietnam, and the United States. (Table 2 includes a complete list of the article titles and authors.) *Experiments* focuses primarily on cooperation as a pedagogical practice.

Evaluation to determine the effectiveness of specific practices and implementation projects is a strong theme throughout, and the authors describe a variety of flexible and appropriate evaluation methodologies. For instance, Christine Lee and her colleagues utilized a case-study approach with an emphasis on interviews to examine the “scaling up” and sustainability of cooperative learning in a primary school in Singapore. They identified: (a) continuity and shared vision, (b) careful grounding in cooperative learning theory and practices, (c) a variety of conversation communities to support teachers and their implementation, and (d) on-sight facilitators as key components of success. In her article, Chitra Sohani also employed case study methodology to analyze a “game event” that introduced cooperative learning and multiple intelligences to a group of future teachers.

Isabella Pescarmona utilized ethnography as she explored the implementation of Complex Instruction to treat status differentials in an Italian primary school. She reminds us that the social interactions amongst children are critical to the success of group work and suggests that ethnography, and “its emphasis on observation of what is usually taken for granted” might be a valid resource for teachers and researchers alike. Kumiko Fushino utilized questionnaires to determine students’ readiness for



group work during second language instruction at a university in Japan; one way she used the results was to inform group composition. Lalita Agashe and Leena Deshpande used “opinionnaires” and an examination of students’ course work to determine the efficacy of utilizing cooperative learning to teach research design to female graduate students in India. Khairiana Binte Zainal Abiden and George Jacobs describe the use of cooperative learning in a Singapore madrasah (a school that includes instruction in Islam). One of their challenges was the perception that cooperative learning was ineffective in subject areas that require large amounts of memorization. They decided to provide staff development and coaching to a small group of teachers and then have them serve as mentors to additional colleagues. A questionnaire and a survey, plus observations and an interview, were used to gather data. The authors note a level of success. They suggest that administrative support, initial positive reactions from students, and the teachers’ own values—as well as carefully designed staff development—contributed to that success.

A second strong theme in the *Experiments* special issue is the challenge that diverse cultures present to the use of cooperation for learning. Celeste Brody refers to this as the challenge of human migration. Pham Thi Hong Thanh’s work reminds us that some of the basic assumptions (which Isabella might describe as “what is usually taken for granted”) that cooperative learning models and decisions are based on may not apply in different cultural contexts. For instance, her work examines how the assumed roles of teacher and student, in the Confucian heritage culture of Vietnam, are often “at odds with” the concepts of teacher as knowledge facilitator and students as responsible co-creators of knowledge.

Trish Baker and Jill Clark describe a six-year research study and examine the cultural and pedagogical factors that shape the perceptions of New Zealand and Chinese international students towards cooperative learning in higher education in New Zealand. They examine cultural issues—especially as they relate to roles, conflict, and perceived work ethic; they also examine status, noting that international students are often perceived as having lower status than students who “grew up” in the New Zealand education system. Jill Clark, in a second article, extends this view. She reminds us that even our preferred methods of assessment carry with them cultural assumptions. She introduces the Maori concept of *ako* which describes a reciprocal teaching and learning relationship—one where students learn from each other and where educators learn from their students. She calls on teachers to value and utilize this reciprocal learning, plus relevant research, to develop learning opportunities that incorporate students’ cultural knowledge and prior experiences, with a goal of establishing “a coherent community from the diversity.”

Pasi Sahlberg expands on the concept of diversity with his comments on globalization and economic competitiveness. He points to the critical role our assumptions and values play in how we perceive opportunities and challenges. He champions cooperation: (a) as a pedagogical practice to enhance thinking and risk taking and to make learning more interesting, (b) in partnerships and broad information sharing networks, and (c) in teacher learning communities.

In many ways, Pasi’s comments brought me back to the discussion of cooperative values that have explicitly focused some of the work reported from the UK. It is clear that the articles in both journals are linked to the values of the authors. Sometimes authors challenge the values manifested in the settings in which they work; other times they set out to analyze the values of a population or setting to determine how those values facilitate or inhibit cooperation. Sometimes authors investigate their own settings in an effort to hone their professional practice to more closely match their values; other times they are invited into a setting because their values and skills match the goals of the organization. Along the way, the authors describe many challenges. They sometimes leave us with more questions than

answers and, at the same time, we can feel their excitement, curiosity, and commitment. We are reminded that cooperative learning has a rich, diverse, and constantly expanding research base, it has enjoyed widespread success, and it has benefited from regular critique and analyses of implementation shortcomings and disappointments. Collectively, these authors have utilized the research base to develop and analyze new implementations, to respond to economic and political challenges, and to strengthen communities.

The importance of collaborative communities of practice and nested networks of support is repeated throughout both journals. Indeed, the two journals are examples of differing ways to manifest collaborative community. The UK journal has utilized the special issue as an opportunity to provide a panorama of practices and to deepen and broaden a community of practice “at home.” The contributors represent several networks of support, and developing this issue has facilitated the sharing of vocabularies, knowledge bases, skills, and values amongst these networks. It has, hopefully, lead to the development of a new network and, through readership, will open that network to others. The Indian journal has accessed an established international network (IASCE) to strengthen support at the national level. The quality of the journal demonstrates the strength, generosity, and diversity of this international network and the commitment of the journal’s editorial team.

Both journals provide us with compelling interpretations of the challenges and power of cooperation.

**Table 1**  
***Journal of Co-operative Studies: Article Titles and Authors***

<b>Long Articles</b>
Maureen Breeze: <i>Transforming Education Through Co-operation—A Force for Change</i> (editorial)
Alan Wilkins: <i>Co-operative Learning—A Contextual Framework</i>
Nigel Rayment: <i>Co-operative Learning—Values into Practice</i>
Lynda Baloche: <i>A Brief View of Cooperative Learning from Across the Pond, Around the World, and Over Time</i>
Wendy Joliffe: <i>Co-operative Learning: Making it Work in the Classroom</i>
Bette Chambers: <i>Little Ones Working Together</i>
Andy Packer: <i>Through Personal Values to Co-operative Leadership</i>
Julie Thorpe: <i>Co-operative Schools in the UK</i>
Lee Taylor: <i>A Personal Reflection on the Transformative Power of Co-operative Approaches</i>
Sarah Jones: <i>Leading Learning in a Co-operative Academy</i>
Bill Sadler: <i>Co-operative Strategies and Inclusion</i>
Rob Bowden: <i>Co-operating for Change: Learning Through Co-operative Approaches to Survive and Thrive in a Time of Change</i>
Nigel Todd: <i>Finding Ourselves Again? The Worker’s Educational Association and the Co-operative Movement</i>
Diarmuid McDonnell: <i>Co-operative Study and E-Learning: Lessons from Nova Scotia</i>
Nick Matthews: <i>Teaching about Co-operatives in a UK University</i>

Short Articles
Angela Tulloch: <i>A Co-operative Learning Classroom</i>
Peter Humphreys: <i>Personalized Education and Co-operation Connections</i>
Ashley Simpson: <i>Co-operation Provides Opportunities for All—The Reddish Vale Co-operative School—A View from a Learner</i>
Maxine Sharman: <i>Making a Contribution to Education—The Midcounties Co-operative Society</i>
Linda Shaw: <i>Making Co-operators: Co-operative Education for the 21<sup>st</sup> Century</i>
John Holland: <i>NEET Solutions—Using Co-operative Values to Re-engage the Disillusioned and Disaffected Learner</i>
Simon Davey: <i>The Drama Teacher and Co-operative Learning Methods</i>
Peter Duncan: <i>Exploring My Co-operative Motivation</i>
Mark Webster: <i>Finding Voices, Creating Change: Community Arts as a Model of Co-operative Learning</i>
Owen Sedgewick-Jell: <i>Learning Through Co-operation</i>
Jessica Finn: <i>Starting from the Roots in Woodcraft</i>
Jan Myers: <i>Personal Reflection: Learning Co-operatively Through Networks</i>

**Table 2**  
**Experiments in Education: Article Titles and Authors**

Yael Sharan and Robyn Gillies: <i>Cooperative Learning in Theory, Practice and Research</i> (editorial)
Celeste M. Brody: <i>Cooperation in Education: The Promise, the Challenges, and Possibilities for the Future</i>
Pasi Sahlberg: <i>Cooperative Learning and Global Competitiveness</i>
Chita Sohani: <i>Introducing Co-operative Learning and Multiple Intelligences to Student Teachers Through a Game Event: A Case Study</i>
Christine Kim-Eng Lee, Sharifah Thalha, and Syed Harron Yanping Fang: <i>Scaling Up and Sustaining Co-operative Learning: A Case Study of a Singapore Primary School</i>
Trish Baker and Jill Clark: <i>New Eyes: Converging Perceptions of Chinese and New Zealand Students Towards Cooperative Learning</i>
Pham Thi Hong Thanh: <i>Contrasting Roles: Teacher and Students in Cooperative Learning and Confucian Heritage Culture (CHC) Classes</i>
Lalita Agashe and Leena Deshpande: <i>Gains for Women Students in a Research Methodology Course Taught by a Cooperative Approach</i>
Kumiko Fushino: <i>Changes in Students' Readiness for Foreign Language Group Work over a Year</i>
Isabella Pescarmona: <i>Creativity and Competencies in Experimenting with Complex Instruction: From the Pupils' Perspective</i>
Khairiana Binte Zainal Abiden and George Jacobs: <i>Cooperative Learning's Impact on Teaching and Learning at a Singapore Madrasah</i>

To download a copy of the *Journal of Co-operative Studies*, see:

<http://www.ingentaconnect.com/content/ukscos/ics/2011/00000044/00000003;jsessionid=294f1sww8ndmp.alexandra>

To download a copy of the special issue of *Experiments in Education*, see:

[www.situedurnd.org/eie/cooplearning.pdf](http://www.situedurnd.org/eie/cooplearning.pdf)

### *From the Journals*

Compiled by George Jacobs and Lalita Agashe



Chong, W. H., & Kong, C. A. (2012). Teacher collaborative learning and teacher self-efficacy: The case of lesson study. *The Journal of Experimental Education, 80*(3), 263-283.

Empirical evidence suggests that successful teacher professional development programs are intensive, ongoing, and connected to practice; focused on specific subject content; and foster strong working relationships among teachers. They support teacher motivation so that the acquired skills continue to be practiced in class. These critical elements are also embedded in collaborative learning structures. Research indicates that these collaborative contexts have an impact on teacher efficacy, an outcome that has been empirically linked to improved student achievement, and teacher adaptability and adjustment. This study used a qualitative lens to examine how lesson study provided the conditions identified in effective collaborative learning structures to support teacher efficacy. It was carried out in 3 subject domains with 10 teachers in a Singapore high school. It further explored the efficacy sources that facilitated the teachers' collaborative efforts. The authors discuss implications for staff development programs in the light of these findings.

Ejiwale, J. A. (2012). Facilitating teaching and learning across STEM fields. *Journal of STEM Education, 13* (3), 87-94.

The reformation of the instruction of subjects across STEM fields has changed the role of STEM educators from being "dictators" in the classroom/ laboratory to being facilitators of students' activities. This new paradigm shift means STEM educators are no longer limited to delivering instruction intuitively, but rather with effective facilitation of students' activities. Thus, the STEM educator is now to assume the role of the creator of effective educational environments for learning while teaching. This is enhanced by instructional strategies and delivery that synergize diverse students, strategies, technologies, societies, and subjects. This article addresses a paradigm shift for STEM educators as facilitators, their roles as students' activities enablers, and factors influencing effective facilitation in STEM programs.

Fushino, K. (2011). Students' reactions to a group project in a university English-as-a-foreign-language class for cultural understanding. *Intercultural Education, 22*(4), 301–316.

This paper introduces and analyzes a cooperative learning (CL) group survey project implemented in a freshman university English-as-a-foreign-language class focused on intercultural communication and taught at a co-ed university in the Tokyo metropolitan area in the spring semester, 2008. The project consisted of three phases, with students working in heterogeneously formed groups for an entire semester. In Phase 1, the students learned basic discussion and CL skills. In Phase 2, each group conducted a class survey on a group-selected topic in the field of intercultural communication, analyzed the results and presented their findings. Similar procedures were repeated in Phase 3, except that this time students interviewed foreigners outside the university and were required to work on more demanding tasks. At the end of the semester, the students filled out a reflective questionnaire and their responses were quantitatively and qualitatively analyzed. Interviewing classmates and foreigners helped the students develop confidence in their English ability and broaden their cultural perspectives. In addition, they showed cooperative behavior and analytical ability. English had become a real means of communication. This hands-on experience helped them begin to shift from knowledge consumers to knowledge producers. They also experienced the power of true cooperation.

Hein, S. M. (2012). Positive impacts using POGIL in organic chemistry. *Journal of Chemical Education*, 89(7), 860-864.

A student-centered learning technique, process-oriented, guided-inquiry learning (POGIL), has been developed as a pedagogical technique that facilitates collaborative and cooperative learning in the chemistry classroom. With the use of this technique, students enhance their higher-order thinking skills and process skills synergistically. In addition, they develop positive relationships with other students in the course. POGIL was recently implemented at a mid-sized, comprehensive public institution and used in the organic chemistry sequence. Comparisons of the ACS exam percentile rankings and incoming proficiency (ACS scores and grade point averages) data were made to determine the extent of the effect that POGIL had on student learning when compared to students who had been taught using traditional methods. Overall, the data provide evidence to suggest that students learning by the POGIL method have a greater grasp of content knowledge than students who learned by the traditional lecture approach, as evidenced by higher final exam scores for POGIL students. The POGIL experience positively impacted students of all levels of proficiency. Difficulties associated with the implementation and perceptions of reform-based learning methods are addressed.

Isaac, M. L. (2012). "I hate group work!" Social loafers, indignant peers, and the drama of the classroom. *English Journal (High school edition)*, 101(4), 83-89.

The article offers the author's insights on how teachers resolve the issue of student resistance to collaborative learning. The author mentions that the three aspects of collaborative learning include assignment design, assessment, and group creation. Furthermore, the author uses student feedback to measure the success of collaborative learning or group work activity.

Johnson, D. W., & Johnson, R. T. (2012). Cooperation and creativity. *Cooperative Link: The newsletter of the Cooperative Learning Institute*, 26(1), 1-3.

An increasingly important educational outcome is teaching students how to be creative. The economic future of most societies, for example, may depend on their capability to grow, attract, and support talented, innovative, and creative entrepreneurs. The challenge for schools is to promote students' creative reasoning and problem solving. Two major ways of doing so are: Cooperative learning and constructive controversy. Both recognize the social nature of creativity. In order to understand the social nature of creativity and how to involve students in the creative process, it is necessary to understand the myth of the creative individual, the nature of creativity, the nature of the creative process, and the need for open-mindedness.

Parveen, Q. (2012). Effect of cooperative learning on achievement of students in General Science at secondary level. *International Education Studies*, 5(2), 154-158.

The aim of the study was to explore the effects of cooperative learning on General Science achievement among 9th class students. Based upon previous research literature it was hypothesized that significant difference existed between the mean posttest scores of General Science achievement of experimental group and control group. The pretest posttest control group design was chosen for

The experiment. The study sample consisted of 36 students of 9th class who were equally distributed among experimental group and control group, matched on the basis of their annual examination at general science scores. The dependent variable of General Science achievement was measured through self-constructed 30-item achievement test used as a pretest as well as a posttest. The experimental group was taught through cooperative learning while control group was taught through traditional teaching. The material was used such as lesson plans, worksheets and quizzes, designed to implement cooperative learning methodology. The data were analyzed through mean, standard deviation and t-test and .05 was the selected level of significance. The main result of the study was that cooperative learning method is superior to traditional method in general science achievement of 9th grade students.

Peterson, S. E., & Schreiber, J. B. (2012). Personal and interpersonal motivation for group projects: Replications of an attributional analysis. *Educational Psychology Review, 24*(2), 287-311.

We report the results of two replication studies using attribution theory to analyze personal and interpersonal motivation for collaborative projects. Undergraduate students responded to questionnaires containing hypothetical vignettes depicting success or failure outcomes due to ability or effort for dyads working on a group project. Dependent measures included emotions of shame, anger, pity, guilt, pride, and gratitude, as well as expectations for future success. Following the same procedures as the original study, we used doubly multivariate analyses to test 21 theoretical predictions from attribution theory for emotions and expectations for success. We replicated 17 of 21 results across all three studies and 20 of 21 results in the two replication studies. Results are discussed within the context of attribution theory.

Ramani, G. B. (2012). Influence of a playful, child-directed context on preschool children's peer cooperation. *Merrill-Palmer Quarterly, 58*(2), 159-190.

Empirical and theoretical literature on cooperative problem solving in preschool children suggests that integrating features of play into structured, experimental settings should increase the benefits of joint peer interactions and task performance. Four- and five-year-old peer dyads completed a playful, flexible, and child-driven building task or a more structured, adult-driven building task. As predicted, children in the playful condition built more complex structures, used more observational learning, and engaged in greater positive joint communication than did children in the structured condition. Condition differences carried over into a subsequent joint building task. Results suggest that cooperative problem solving activities that allow children greater control of the task goals and interaction, similar to play contexts, can promote higher levels of cooperation and more effective learning and performance in young children.

Sears, D. A., & Pai, H. H. (2012). Effects of cooperative versus individual study on learning and motivation after reward-removal. *The Journal of Experimental Education, 80*(3), 246-262.

Rewards are frequently used in classrooms and recommended as a key component of well-researched methods of cooperative learning (e.g., Slavin, 1995). While many studies of cooperative learning find beneficial effects of rewards, many studies of individuals find negative effects (e.g., Deci, Koestner, & Ryan, 1999; Lepper, 1988). This may be because the effects of reward-removal are not typically

assessed in studies of cooperative learning whereas they typically are in studies of individuals. Alternatively, rewards and their removal might function differently for groups than individuals. The present study tested the hypothesis that groups would show less detrimental effects of reward-removal than individuals. Results showed a significant interaction where dyads increased their performance after reward-removal, while individuals showed a decrease on difficult transfer questions.

Swaray, R. (2012). An evaluation of a group project designed to reduce free-riding and promote active learning. *Assessment and Evaluation in Higher Education*, 37(3), 285-292.

Group projects are recognised as effective means of engaging students with work-related skills and promoting cooperative learning. This paper reports findings of a small survey—a group project designed to reduce problems associated with the process of production of group goods and services: free-riding and monitoring participation level. The survey elicits information on students' perception of the group project, random group membership and intra-group random selection of presenters of their group report. A compilation of summary statistics of the survey data shows that the design and evaluation of the project helped to reduce free-riding and incentivised students to monitor the group members' level of commitment to the project as well as their understanding of the assignment.

Terwel, J.(2011). Cooperative learning and Mathematics Education: A happy marriage? Paper presented at the OECD / France workshop, 'Education for Innovation: The role of Arts and STEM Education', Paris 23-24 May 2011, [www.oecd.org/edu/innovation/parisseminar](http://www.oecd.org/edu/innovation/parisseminar) , In: Stéphan Vincent-Lancrin; Kiira Karkkainen & Francesco Avvisati, EDU/CERI/CD(2011) 8. <http://www.oecd.org/dataoecd/48/33/48078491.pdf>

One of the main questions in this paper is: 'Should knowledge be provided or generated in mathematics education?' In trying to respond on this fundamental question it became clear that this dichotomy is not fruitful. Therefore we looked for a third way in which guided cooperative learning was a component in a new teaching and learning arrangement for students between the Ages of 10 and 16. Two such arrangements were designed, described, implemented and the learning results presented: the so called 'AGO-model' (Adaptive instruction and Guided co-operative learning) and the 'GCC-Model' (Guided Co-Construction). From our research in a series of design experiments we may conclude that both instructional approaches are feasible and effective in mathematics education. Both AGO and GCC were effective in a pretest-posttest control group design. Moreover, significant transfer-effects could be determined. There are reasons to believe in a happy marriage between guided cooperative learning and mathematics education. However co-operative learning is no cure for all. And cooperative learning should always be accompanied by other instructional strategies like whole class introductions and reflections to be led by the teacher. Special designed curriculum materials are needed to make guided cooperative learning effective. Last but not least, mathematics should be taught in a meaningful, but mathematically honest way. Otherwise 'mathematics for all' may result in 'no mathematics at all'. In mathematics education we need to create a knowledge-rich learning environment which is directed to the central concepts, procedures and structures of mathematics.

Valveny E., Benavente R., Lapedriza A., & Ferrer M. (2012). Adaptation of a computer programming course to the ESHE requirements: Evaluation five years later. *European Journal of Engineering Education*, 37(3), 243-254.

In the academic year 2010-2011, Spain finished the process of introducing the regulatory changes derived from the Bologna Declaration and the new European Space for Higher Education (ESHE). These changes have implied the updating of university degrees' structure as well as the inclusion of the European Credit Transfer System (ECTS). This paper describes the process of adaptation of two basic first-semester core subjects of computer engineering to one of the basic aspects of the ESHE, the adoption of the ECTS. The process described in the paper was developed in the framework of the pilot plan undertaken by the Universitat Autònoma de Barcelona between 2005 and 2010. The proposed course design implies a better coordination and integration of the contents of two different subjects that students follow simultaneously, and it is based on the combination of project-based learning and cooperative learning. After the experience finished, an extended quantitative and qualitative analysis of the academic results over the five-year period has shown an improvement in the students' learning outcomes.

Wildman J., Shuffler M., Lazzara E., Fiore S., C. Burke S., Salas E., and Garven S. (2012). Trust development in swift starting action teams: A multilevel framework. *Group & Organization Management*, 37(2), 137-170. doi:10.1177/10596011111434202.

Swift starting action teams (STATs) are increasingly prevalent in organizations, and the development of trust is often a critical issue for their effectiveness. However, current theory and research do not provide a clear picture regarding how trust toward the team (i.e., the team as the target) is developed in these settings. The primary contribution of this article is to present a theoretical framework describing how individual-level trust toward one's team is developed in STAT contexts. This article integrates several existing trust theories into one comprehensive context-specific multilevel theory of how trust develops in STATs from cognitive, affective, behavioral, and contextual perspectives. This framework furthers our understanding of the unique antecedents of initial trust in STATs, how trust attitudes are adjusted over the short amount of time the team interacts, and how the team context influences this developmental process.

Zeng, Y., & Zhang, L. X. (2012). Implementing a cooperative learning model in universities. *Educational Studies*, 38(2), 165-173.

In the past few years, many students have begun to lose interest in science and information and engineering technology courses because they find them too boring and hard to learn. To strengthen this field of education and stimulate students' motivation and interest in learning, this study introduces a theoretical pedagogical framework based on cooperative learning theory and tailored to the realities of the university education system in China. In the framework, a group in a class is treated as a system that goes through different stages and is subject to different input instructions and output outcomes. Based on this structure, teachers' interventions serve as feedback for controlling inputs to promote the correct operation of the system. This study aims to promote the development of a cooperative learning model for university students. A case study of the application of the framework shows that it has positive and active effects on student learning.



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

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