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Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2013.

I will begin with a reminder for our July 2013 conference in Scarborough England, *The Transformative Power of Co-operation in Education*. We were so pleased with the variety of proposals we received. A draft program is now on our website. Maureen Breeze and her colleagues have also posted helpful travel information for those of us who are traveling from a distance. Thanks Maureen!

The Awards Committee has enjoyed reviewing applications for the *IASCE Achievement Awards* and the *IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation*. We will announce the recipients of the 2013 awards in Scarborough at a special reception and, throughout the conference, participants will have the opportunity to meet the recipients in a variety of formal and informal settings. The awards reception is just one of several opportunities we will have to eat, party, and play in Scarborough—thanks to the hard work and creative energy of the local planning group. For those of you who can't join us in Scarborough, we will announce the award recipients, on our website, subsequent to the conference.

In this issue of our newsletter, we learn more about two board members—Kathryn Markovchick and Lalita Agashe. Kathryn is a long-time member of the IASCE board and she is energetic, insightful, and colorful. She always reminds us to “take the long view” and to consider the whole person. She has introduced us to many of her talented colleagues and it is easy to see, once you meet them, why they call their philosophy *Celebratory Learning*. Our board member Yael Sharan treats us to a brief look into Lalita Agashe's world. Their description of “lighting the lamp” reminds us how important it is to link pedagogies to cultural context. Lalita is one of our newer board members; she serves as our newsletter editor and we appreciate her dedication and perspective.

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. You should very quickly receive an email reply with simple instructions.

If that fails, just send an email to george@vegetarian-society.org, and he’ll do the necessary.

Talk to you soon!

As we have all come to expect, this issue of the newsletter includes a variety of abstracts that describe work from multiple continents and contexts. Several abstracts suggest that the trend towards considering applications of cooperation with on-line communication continues. Others remind us of the power of cooperation for learner satisfaction, retention, and achievement. One reminds us that students benefit from training in how to give peers feedback. Another reminds us of the benefits and varieties of heterogeneity. We know that the study and uses of cooperation are diverse and robust. The IASCE Newsletter reinforces this knowledge and so does the draft program for the upcoming Scarborough conference.

We are pleased to bring you this newsletter as a member benefit and we are pleased to be working cooperatively with the Faculty of Education at the University of Hull, the International Association for Intercultural Education (IAIE), and Co-operative Learning and Development Associates (CLADA) to bring you the Scarborough conference. Please share your newsletter with your colleagues and plan to join us in Scarborough in July 2013. As always, thank you for your support.

Cooperatively yours,



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.

Kathryn Markovchick interviewed by Maureen Breeze

Why is co-operative learning a passion for you?



As an educator, I have always been enthralled and inspired by participating in and facilitating rich teaching/learning experiences. From my perspective, teaching is the most exciting and important work in which anyone can engage. My passion for teaching and learning always led me to employ a combination of the most current research and following my heart (what I know intuitively to be true about learning). I am encouraged that, as the research persists to deepen our understanding of the brain and how learners best process and acquire new learning, the field of educational research continues to expand and confirm what I believe to be true about learning.

I have always considered that the true power of learning is most fully released when we are learning and teaching with others who share the same passion and interest for a topic and who bring with them differing perspectives, ideas and opinions; for me, cooperative learning (CL) provides a framework for this to happen. CL supports the development of a culture of learning where it is not only safe to put your thoughts and learning out there, with rich opportunities to learn from and with one another, it is expected and encouraged. Difference is not seen as a deterrent, but as a rich opportunity to go more deeply into the learning. Teaching through a CL philosophy creates opportunities for participants to interact with the material—the content—in different ways. CL, when done well, incorporates all we know about brain research and the importance of safe and creative interactions, while maintaining the joyful and playful nature of the learner. CL doesn't lessen the challenge and rigor of learning, in so many ways it ramps it up and brings the opportunity to participants to “own” the learning by connecting it to their world and real experiences. It moves us all beyond rote/superficial learning to deep and personal knowledge acquisition.

I love that CL removes the focus from me as teacher to me as a facilitator of learning—it is not about what I as teacher know but what we as a learning unit know, want to know, and can do to learn and grow. CL helps me most effectively place the power of learning where it should be—with the students—and supports the notion that we are all learners and teachers. CL naturally provides opportunities for student to teach and it is well researched that the best way to learn something is to teach it. This takes the learner to a much deeper understanding of the content—in order to teach to others you have to learn it, turn it, own it, and figure out the best way to, in turn, share it with others. I love the energy and synergy created through learning in a CL environment.

You are well known for creating ‘fun’ learning experiences, can you tell us a little about your history as an educator and what drives your passion to facilitate learning in this way?

I have connected with some fabulous educators/mentors throughout my career and I have had the opportunity to work in some very diverse teaching assignments! For example, my first teaching role was in an inner city school in Buffalo, New York. As I think back, I am amazed at what we (the students and I) accomplished together. Although I really had no idea what I was doing, I loved those students and knew that I needed to create a classroom experience that was very different from the lecture based classroom.

As luck would have it, I enrolled in a course entitled *Ribbin' Jivin' and Playin' the Dozen—The Dilemma of Teaching in the Inner City Schools*. This course was taught by Dr. Herbert L. Foster who believed in experiential and cooperative learning. He was committed to helping us understand how to connect

both the environment and culture of our students to their learning experiences. (It is interesting to note that Dr. Foster also attended the very first IASCE conference held in Israel.)

Well, needless to say, I loved and connected to Dr. Foster and his way of educating immediately. Without hesitation I revamped my classroom based on his teachings. It was at this time that the way I viewed education really began to evolve and take shape. That first year was such a success and I was so inspired by Dr. Foster that I proceeded to get my Ph.D. in education with him as my advisor. During this time I explored more fully how to pass on the love and joy of learning instilled in me by my parents to my students and co-workers.

Several years later, I began teaching at the University of Maine. There I had the privilege of working with Dr. JoAnne Putnam who had just received her doctorate with David and Roger Johnson. We immediately recognized ourselves as kindred spirits. JoAnne encouraged me to take a course with the Johnsons. I did, and on that intuitive level I connected to every word I heard. Shortly after that, I caught up with Spencer Kagan and attended several of his conferences and workshops. I used the foundations that I received from these innovators to more fully develop my own style of teaching and learning. During this time a dear friend and colleague, Corda Ladd Kinzie, and I created and branded our philosophy of learning: *Celebratory Learning*. Not surprising, the core of *Celebratory Learning* fully incorporates cooperative learning. From there I began my journey of educating educators around the world about how to bring a *Celebratory Learning* environment to life.

Several years ago I came across a paper I had written at the Quaker high school I attended. The paper detailed and reflected on the educational philosophies of William Penn. Reading this made me realize that, from the very beginning of my education, I held the same beliefs about teaching and learning as him, I just had not fully developed the skills to bring my vision to life. These beliefs, along with the skills and knowledge I have acquired along the way, have fully influenced my life and my work. From my early days in the classroom through my work at Syntiro, a non-profit in Maine, I have consistently provided personalized learning opportunities to promote and support the passion and fun I believe is innate in learning. I have taken what I have learned over the years and used the tenets of *Celebratory Learning* to promote learning in all of my work be it in the classroom, boardroom, or organization.

Why is IASCE important and what are the benefits of attending the conferences?

IASCE is an important organization as it brings together the finest researchers and practitioners of cooperative learning. The individuals who belong to this organization represent countries throughout the world and who stand out as leaders in the field of cooperative learning. I feel it is such a privilege to belong to this organization and to attend the events. From the first conference I attended in Portland Oregon (in 1994), to the most recent conference held in Brisbane Australia, I have always left feeling renewed and energized by my attendance. I always come away with new insights and learning as well as with cutting edge research. I also attend the yearly [GLACIE](#), the Great Lakes Association for Co-operation in Education in Canada whenever possible. Again, just joining together with like minds that are passionate, learning together, and sharing commonalities and differences keeps this field rich, vibrant and evolving. IASCE bring together a truly committed group of lifelong learners through their conferences and events.

Of course, IASCE membership also has other benefits including access to the newsletters and website rich with ideas and research. In addition, the listserv provides a resource for people throughout the world to field their questions—a place where researchers and practitioners can work together to solve problems, pose questions, and design new learning opportunities.

IASCE has provided a venue for me to better hone my skills and knowledge, grow deep friendships, and ultimately make a difference in the field of education.

by Yael Sharan and Lalita Agashe

Cooperation is a familiar concept in Indian culture. “The Sutra (principles) of Atharva Veda proclaim: All should live together in harmony, supporting one another, like the spokes of a wheel of the chariot connecting its rim and the hub.”* Yet the process of introducing, applying and sustaining more structured and systematic cooperation in educational settings is a slow one, as in all other countries. The interest is high, as the authors witnessed first hand in workshops we facilitated for teacher educators in teacher training departments in three different colleges:



College of Education for Women at S.N.D.T. Women’s University, and Modern College of Arts, Science and Commerce (affiliated with the University of Pune), both in Pune, and Ashoka College of Education in Nashik, also affiliated with the University of Pune. All are in the state of Maharashtra. The second author, Lalita Agashe, IASCE board member and newsletter editor, has been tirelessly encouraging CL with colleagues at these institutions.

Over the years attempts to incorporate CL in their teaching, together with participation in sporadic workshops, discussions, carrying out some CL projects, and reading about CL, including Lalita’s book in Marathi, have all contributed to teachers’ study of CL in Maharashtra. The interest in CL at all three colleges is compatible with the interest in Constructivism, an important element in teacher education in Maharashtra.

The first workshop was an opportunity to meet some more people instrumental in promoting CL. The workshop took place at the S.N.D.T. College under the auspices of the principal, Dr Nalini Patil, and was inaugurated by Dr Leena Deshpande, former principal of the college. The inauguration ceremony was an unusual experience for the first author. It began with the Lighting of the Lamp, in which the wicks of an oil lamp were lit to dispel the darkness of ignorance by the light of knowledge. It was followed by the singing of a “welcome song” and a few words of welcome and introduction by Dr. Deshpande. The whole “inauguration” was extremely moving in its dignity and solemnity. A similar ceremony took place at the beginning of each of the three workshops, to Yael’s continued amazement and joy.

From the debriefing of the first activity (“What’s in a Name?”) it was clear that the teachers in the workshop were quite knowledgeable about CL, and we wondered what could possibly be added. A few excerpts from a report written by Dr. Chitra Sohani, an associate professor at S.N.D.T., who initiated CL there, sum up what participants felt they gained from the workshop. The continuous experiential nature of the workshop, together with reflective discussions after every activity while “wearing a teacher’s hat” was appreciated. Teachers felt that principles of CL were reinforced and the teacher’s role in CL was emphasized and modeled by the facilitators. During the workshop participants’ comments and insights were written on the board so as to make them public, and were built on as the activities continued, which fit in with the Constructivist approach familiar to them.

Throughout each of the three workshops teachers were constantly engaged, experienced various activities and ways of forming groups, and finally were asked to design a cooperative task based on an Indian folk tale. To wrap up they discussed in small groups and shared with the whole group what they learned in the workshop that could be implemented in their teaching of various subjects and especially in teacher education for CL.

The concluding remarks by the coordinators of the workshops in each college raised our hopes that CL would continue to take root in India, and certainly in the state of Maharashtra. The staff at S.N.D.T., Dr. Sushama Joag, a senior chemistry teacher at Modern College, and Dr. Vidyagauri Joshi, the principal of the Ashoka International Centre for Educational Studies and Research, will continue to “light the lamp.” We can look forward to hearing more about their approach to CL, the challenges they face and the ways they meet these challenges, at the upcoming IASCE conference at the University of Hull, Scarborough, UK, in July.

*Greatness of India peperonity.com/go/sites/mview/wearealone.weareblanks/27774625

The Transformative Power of Co-operation in Education
4, 5 & 6 July 2013
Faculty of Education, University of Hull, Scarborough Campus, England



Preparations for IASCE's next international conference to be held in England this summer are progressing well. We are delighted to have received almost 90 proposals for presentations from practitioners and academics from 23 countries spanning 5 continents. We will have a rich programme and a vibrant and engaging conference.

Set in the attractive seaside town of Scarborough on the north-east coast of England, with the backdrop of the sea and nearby North Yorkshire Moors, the compact, northern campus of Hull University will provide the perfect setting.

The conference will include a wide range of research-paper presentations, practical workshops and facilitated round-table discussion groups. These will cover all phases of education on a breadth of topics illustrating the conference theme.

The conference also includes an interactive whole conference session and keynotes. Dr. Pasi Sahlberg who is an IASCE Board member and Director General of the Centre for International Mobility and Cooperation, Helsinki, will lead off the keynotes. You may have heard or read of his insights about the Finnish education system which has had extensive international interest. Dr. Robert Slavin will give another keynote. Of international repute, a foremost researcher and developer in the field of co-operative learning with over 200 publications, he will no doubt have an engaging perspective on the conference theme.

Reviewing the draft conference programme on our website, you may recognise the names of many presenters—researchers and academics who have worked in the field for many years. We are also pleased to see new names and we anticipate hearing about a variety of leading edge research and implementation projects. For instance, the rapid growth of co-operative schools in England offers an interesting story of a new sector of education, as schools are not only adopting a co-operative ownership model but embracing an expression of co-operative values in all they do. It will be interesting to glimpse examples of their development and impact.

Scarborough will not be a conference where people sit around and hear *about* co-operation. This conference has been designed to be interactive throughout so that participants experience and learn *through working co-operatively*—both in “formal” sessions and through a variety of interactive activities throughout our three days. We are pleased to have as partners for the conference, the Faculty of Education at the University of Hull, the International Association for Intercultural Education (IAIE) and Co-operative Learning & Development Associates (CLADA).

The IASCE website www.iasce.net has a wealth of information about the conference—the programme, location, travel, booking etc. Do check it out—we are sure you will be tempted.

One of the benefits of being a member of IASCE is that you receive a discounted registration, so an additional incentive. We look forward to welcoming you there!

From the Journals

By George Jacobs, Lynda Baloche, Yael Sharan and Lalita Agashe



Agashe L. (2012). Cooperative Learning in a post graduate research methodology course. *HEF Indian Journal of Higher Education*, 3(2), 43-49.

The article presents reflections on a case study of learner-centred cooperative learning in a research methodology course for a diverse group of twenty four post graduate students over two semesters. To encourage students in the second semester to plan and conduct surveys, the CL model of group investigation was used, so that the activities before, during and after the survey were learner-centred and experiential. The positive impact of group investigation had extended beyond the academic gain. This paper discusses the perceived benefits and learning from this approach to teaching research methodology.

Boone C., Declerck C., Kiyonari T. (2010). Inducing cooperative behavior among proselves versus prosocials: The moderating role of incentives and trust. *Journal of Conflict Resolution*, 54 (5), 799-824. doi: 10.1177/0022002710372329

This study investigates how an individual's social value orientation (SVO) interacts with explicit cooperative incentives on one hand, and intrinsic and extraneously induced trust on the other hand, to affect cooperative behavior. In three experiments, subjects (n = 322) played a one-shot prisoner's dilemma (PD; with weak cooperative incentives) and an assurance game (AG; with strong cooperative incentives) in conditions with or without trust signals. The authors found, as expected, that cooperative behavior is strongly spurred by explicit incentives, but not by trust, among people with a prosel self value orientation. Conversely, trust is very important to enhance cooperative behavior of participants with a prosocial value orientation, whereas explicit incentives are less important compared to prosel selfs. The authors conclude that this study reveals two fundamentally different logics of cooperative behavior: one based on extrinsic incentives and the other on trust.

Casanova, M., & Ibis, M. A. (2012). Online cooperative learning and key interpsychological mechanisms: An exploratory study through the analysis of the discourse content. *Creative Education*, 3(8), 1345-1353.

This research analyses the cooperative learning process in three groups applying the case study technique in a virtual university asynchronous communication context. The exploratory study was performed within a subject taught at a Master in e-learning programme. Based on a review of the theory and the current status of research, we delineate the concept of virtual cooperative learning and the main interpsychological mechanisms accounting for its effectiveness. Through a case study methodology and by means of discourse analysis, we identify the main Interpsychological mechanisms involved in peer cooperation-positive interdependence, construction of meaning and psychosocial relations. We categorise the types of language involved in the process of joint construction of meaning all throughout the sequence of cooperative learning being studied.

Demetriadis, S., Kyprianidou, M., Pombortsis, A., & Tsiatsos, T. (2011). Group formation based on learning styles: Can it improve students' teamwork?. *Educational Technology Research and Development*, 60(1), 83-110.

This work explores the impact of teacher-led heterogeneous group formation on students' teamwork, based on students' learning styles. Fifty senior university students participated in a project-based course with two key organizational features: first, a web system (PEGASUS) was developed to help students identify their learning styles and distribute them to heterogeneous groups. Second, group facilitation meetings were introduced as a technique to help students reflect on their weak/strong traits and employ appropriate roles in their group. The study research questions focused mainly on students' attitudes regarding the learning style-based group formation approach. By applying qualitative research method students' views were recorded about the impact of styles awareness and group heterogeneity on group collaboration and possible benefits and drawbacks related to the style-based grouping approach. Evaluation data revealed that students gradually overcame their initial reservations for the innovative group formation method and were highly benefited since styles heterogeneity within the group emphasized complementarities and pluralism in students' ways of thinking. Overall, this work provides evidence that the adoption of learning styles theories in practice can be facilitated by systems for automated group formation and supportive group facilitation meetings that help avoiding the trivial and discouraging approach of using learning styles to simply label students.

Didonato, N. C. (2013). Effective self- and co-regulation in collaborative learning groups: An analysis of how students regulate problem solving of authentic interdisciplinary tasks. *Instructional Science*, 41(1), 25-47. doi: <http://dx.doi.org/10.1007/s11251-012-9206-9>

This study examined the use of collaborative interdisciplinary authentic tasks as a context in which learners develop and use self-regulated learning (SRL) processes. Participants included sixty-four students from a U.S. middle school whose residents are largely from low-income families. Students worked in groups to design and carry out an authentic, interdisciplinary project over a 9-week period. A Hierarchical Linear Modelling (HLM) analysis suggested that students' individual SRL increased over the course of the project and that co-regulated learning (CRL) moderated this relationship. Furthermore, one group was selected as an exemplar case to provide an explanation of how co-regulation occurred and influenced SRL in this collaborative group. Theoretical and practical implications of the research are discussed.

Dyson, M., & Plunkett, M. (2012). Making a difference by embracing cooperative learning practices in an alternate setting: An exciting combination to incite the educational imagination. *The Journal of Classroom Interaction*, 47(2), 13-24.

This paper outlines a study of an alternate approach to educating Year 9 students in a residential setting. The School for Student Leadership (SSL) in Victoria, Australia, provides a nine-week program focusing on leadership, relationship-building and self-awareness. The philosophy of the school, which has continually evolved since its inception in 2000, appears to have strong connections with the principles of cooperative learning, while also being influenced by theories relating to experiential and service learning and adolescent leadership development. A mixed methods approach was used to collect data through surveys and focus group interviews relating to student perceptions of their educational experience at the SSL. The qualitative findings presented in this paper suggest that all five elements of cooperative learning, as theorized by Johnson and Johnson (1989; 2009), feature in

students' discussions of their experiences and that cooperative learning within this context provides a unique platform for the development of positive attitudes toward learning and engagement.

Evans, K. E., Hartman, C. L., & Anderson, D. M. (2013). "It's more than a class": Leisure education's influence on college student engagement. *Innovative Higher Education*, 38(1), 45-58. doi: <http://dx.doi.org/10.1007/s10755-012-9223-2>

As universities and colleges continue to seek out ways to improve student engagement on their campuses, attention has been given to the role that on-campus leisure opportunities can play in developing this engagement. Yet, little research has analyzed the influence of leisure education on student engagement in the higher education setting. The purpose of this study was to explore how for-credit Leisure Skills classes at a mid-sized southeastern university may build engagement. The results indicate that leisure education provides a uniquely positioned environment for building students' sense of engagement with their institution through an enhanced sense of community, enhanced sense of self, and active learning.

Fleck, C., & Mullins, M. E. (2012). Evaluating a Psychology graduate student peer mentoring program. *Mentoring & Tutoring: Partnership in Learning*, 20(2), 271-290. DOI: 10.1080/13611267.2012.687157

Research on mentoring outcomes and characteristics of various types of mentoring programs in different settings is limited. The present study sampled 39 graduate students at a small Midwestern university to evaluate peer mentoring in a graduate school setting. Mentoring function and outcome relationships as well as program characteristics were explored. As expected, mentoring functions were highly correlated with various outcomes. Results indicated psychosocial assistance, networking help, and relational outcomes were reported most among participants. Interestingly, pair compatibility and mentor preparation were not found to be essential program characteristics. Program recommendations and future research are discussed.

Gillespie, J. (2012). Enhancing social work education through team-based learning. *Journal of Social Work Education*, 48(2), 377-387.

Group learning strategies are used extensively in social work education, despite the challenges and negative outcomes regularly experienced by students and faculty. Building on principles of cooperative learning, team-based learning offers a more structured approach that maximizes the benefits of cooperative learning while also offering considerable flexibility. This article presents the core principles and elements of team-based learning, provides examples of its use in 2 undergraduate social work courses, and highlights some of the benefits and challenges of applying it in social work curricula.

Gürbüz, R., Erdem, E., & Firat, S. (2012). The effects of teaching mathematics performed with the help of CSCM on conceptual learning. *Creative Education, 3*(7), 1231-1240.

This paper explores the effect of teaching mathematics performed with the help of Computer-Supported Concept Maps (CSCM) on the conceptual learning. To achieve this end, CSCM were developed and used in the process of teaching probability subject. Within the true-experimental research method, a pre- and post-test control groups study was conducted with 39 seventh graders-20 in experimental group, and 19 in the control group. Each group was taught three times/week, 40 min/session, for 4 weeks. A 12-item instrument was used to collect data. After the teaching intervention, the same instrument was re-administered to both groups as post-test. The results suggested that students in the experimental group performed significantly better than those in the control group, in terms of conceptual learning.

Myllymaki, S. (2012). Cooperative learning in lectures of an advanced electrical engineering course. *International Journal of Electrical Engineering Education, 49*(2), 146-156.

A cooperative learning (group work) method was applied in lectures of an advanced engineering course in Microelectronics Packaging Technology and Reliability, and a continuous student feedback system was utilised in a control of student reception and learning. Group work activated the students and motivated them to improve their learning in the course. The feedback system used after every lecture was found to be the most valuable method from the lecturer's self-development point of view. The course had a solid, encouraging learning atmosphere and the lecturer succeeded in applying student-oriented learning methods within his normal convention of teaching.

Nordentoft, H. M., & Wistoft, K. (2012). Collaborative learning and competence development in school health nursing. *Health Education, 112*(5), 448-464. doi: <http://dx.doi.org/10.1108/09654281211253452>

Purpose - The purpose of this paper is to investigate the process and learning outcomes of peer collaboration in a Danish health developmental project in school health nursing. The paper explores how peer collaboration influences the school nurses' collaborative learning and competence development. Design/methodology/approach - The article is based on data from a three-year health educational development project at primary schools in Denmark. These data are observations from 12 reflective workshops with school nurses, two questionnaire surveys, and five focus group interviews with five of the six sub-projects after the project was over. In the workshops, the questionnaire surveys and the focus group interviews the school nurses were asked to reflect on the developmental process, their collaboration, own and mutual pedagogical competence development. Findings - Systematic peer collaboration between school nurses qualifies their learning and ability to reflect on practice, their communication with colleagues and children, and the development of new and innovative approaches to school health nursing. The introduction of peer collaboration, however, takes time and energy and it can be a challenge to introduce peer collaboration into a working culture in which school nurses traditionally work alone under prominent work and time pressures. Research limitations/implications - The study is explorative. Further research could explore the connection between collaborative learning among school nurses and the development of their competences in school health nursing. Practical implications - The paper outlines how and why collaboration among school nurses should be introduced in a more systematic way into school health nursing. Originality/value - The paper investigates the connection between informal educational activities for SNs and possible learning

outcomes for practice. Specifically, the paper looks into different ways in which SNs collaborate and the findings contribute to new understandings of how SNs' practice can be organised in order to stimulate school nurses' participation and collaborative learning and increase the quality of school health nursing.

Rahimi, M. (2013). Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing. *Language Teaching Research*, 17(1), 67-89. doi: <http://dx.doi.org/10.1177/1362168812459151>

Vygotsky-inspired sociocultural theory (Vygotsky, 1962) indicates that human learning is mainly a social and cultural process that occurs through meaningful negotiation and interaction (scaffolding) between learners. The present study investigates whether training student reviewers can help them provide stronger scaffolding for their peers through providing feedback of a higher quality than those who do not undergo such training. In other words, this study investigates the effect of training student reviewers on the quality of their feedback and the effect of their comments on the quality of the revisions as well as their writing in the long run. To this end, two groups of Iranian English as a Foreign Language (EFL) learners (n = 56) were randomly assigned to a trained group and an untrained group. The students in the trained group participated in two training sessions as well as student-teacher conferences, where they learned how to review a paragraph and provide effective feedback on it. The two groups then proceeded to review their peers' writing. The results suggested that the trained students shifted attention from mere focus on formal aspects of writing to global comments (comments on the content and organization of writing) after training, while the feedback provided by untrained students mainly addressed formal errors. The results also indicated that the trained group made significant improvement in their writing in the long run and wrote paragraphs of a much higher quality as compared to the untrained group.

Salem, L., Cronin, B., & Bliss, L. (2012). Smarter together. *Library Technology Reports*, 48(8), 17-21.

In 2011, several reference librarians at San Diego State University wrote a proposal to request Wads for a number of librarians to use to develop services. The result was collaboration between student computing, library administration, the digital technologies librarian, and reference librarians to explore the development of student services. Students' use of mobile technologies was a major factor in the funding of Wads for librarians. Service development for student use required regular community building and collaboration within the library organization. Chapter 3 of *Library Technology Reports* (vol 48, no. 8) "Rethinking Reference and Instruction with Tablets" describes the technology adoption and development process that resulted in the formation of a user tablet community to foster creativity and communication among departments of a traditional library in order to create new services and programs aimed at providing better information services to university library patrons.

Schechter, C., & Ganon, S. (2012). Learning from success: Exploring the sustainability of a collaborative learning initiative. *Journal of Educational Administration*, 50(6), 732-752. doi: <http://dx.doi.org/10.1108/09578231211264667>

Purpose - In light of limited sustainability of past collaborative-learning-centered initiatives over time, the purpose of this paper is to explore the determinants considered by both teachers and principals to influence the sustainability of a collective-learning-from-success (CLS) initiative in 12 urban elementary schools. Design/methodology/approach - Using qualitative methodology, data were collected via face-to-face interviews with 37 teachers and eight principals. Analysis involved identifying common themes, contrasting patterns, and elucidating differences among participants' voices. Findings - In total, six major determinants were identified as influencing the sustainability of the CLS initiative: superintendent's role, principal's role, need for a structured learning setting, burden added to teachers' workload, overuse of theory and underuse of practice, and congruence with school agenda. Originality/value - As researchers and practitioners explore ways to sustain collaborative learning in schools, it is important to further evaluate whether learning communities can be developed and sustained when staff members are encouraged to collectively analyze their successful practices.

Stahl, G., Hesse, F. W., & Law, N. (2011). Tweets from #cscl2011. *International Journal of Computer-Supported Collaborative Learning*, 6(3), 323-327. doi: <http://dx.doi.org/10.1007/s11412-011-9128-6>

Word of the CSCL 2011 conference in Hong Kong spread around the world instantaneously, thanks to computer support of this intensive community collaborative learning effort. Tweets, blogs, Facebook postings, Flickr pictures, and video streaming accompanied the many face-to-face presentations and informal interactions during the pre-conference, main conference, and post-conferences in early July.

Ward, E. G., Thomas, E. E., & Disch, W. B. (2012). Protégé growth themes emergent in a holistic, undergraduate peer-mentoring experience. *Mentoring & Tutoring: Partnership in Learning*, 20(3), 409-425. DOI: 10.1080/13611267.2012.701966

Two faculty members developed and implemented a successful, holistic, goal-oriented peer mentoring project for two years at a midsize, urban university to enhance student success and retention. In year one, 12 juniors and seniors mentored 34 freshmen and sophomores; in year two, 14 upperclassmen mentored 40 underclassmen. A grounded theory approach was used to analyze goal-progress tracking data, post-intervention survey data self-reported by protégés, and mentor journals. The following six themes emerged from this data analysis: *academic skills and knowledge*, *career decision-making*, *connectedness to others*, *maturity*, *physical well-being*, and *aspiration*. Findings advance our summary understanding of the context in which students may grow and develop because of holistic mentoring, understanding that may have value in informing the intelligent design of future mentoring experiences. Results also support program efficacy, from an overall standpoint as well as regarding improvements from the year one to year two versions of the program.

Some video links :

<http://www.edutopia.org/math-social-activity-cooperative-learning-video>

<http://jcr.sagepub.com/content/54/5/799.abstract>

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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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- ☆ Helps organizations develop structures that enhance cooperation in education, working through the inclusion of people of diverse backgrounds in our schools and society
- ☆ Works with local, national, and international organizations to extend high quality practices of cooperative learning.



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

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