



## TABLE OF CONTENTS

Letter from the Co-President	1
Writing for the Newsletter	3
IASCE Conference 2019	4
<i>FinnishED Leadership: Four big inexpensive ideas to transform education</i>	5
IASCE Members' Column	9
Developing CL in Hungary	11
Serendipity	13
From the Journals	14
IASCE Executive Board	22
IASCE Mission Statement	23
How to Join IASCE	24

Dear Colleagues,

IASCE is pleased to bring you the first member newsletter of 2018.

Our big news is the 22-24 March 2019 conference—*Cooperative Learning in Far-East Asia and the World: Achieving and Sustaining Excellence*—in Taipei, Taiwan. IASCE will be co-sponsoring this conference with our long-time friends at JASCE (Japan Association for the Study of Cooperation in Education), with TCL (Taiwan Cooperative Learning) Project, and with NTUE (National Taipei University of Education). Our Taiwanese partners and JASCE met last August in Taipei and, in March, Kumiko Fushino (who serves on the board of both IASCE and JASCE) and I went to Taipei to meet with the NTUE President, Dr. Chang, Associate Professor Nancy Tyan, and the TCL team. Those of you who joined us in Odense may remember the large group of Taiwanese educators who joined us. It was a pleasure to see several of them again in Taipei and to learn more about the intensive cooperative learning implementation project that Taiwan has undertaken. Our meeting was lively, with everyone working together to ensure an active and interactive conference. The NTUE campus is compact, with quiet, green spaces that complement both an historic building and several modern buildings. The campus is well equipped with technology and is close to a variety of accommodations and public transportation. Our Taiwanese partners have planned a day of school visits and a museum tour as a pre-conference day on 21 March and the conference dinner will include cultural performances. The design of the conference and the layout of the campus will help to ensure that conference participants have opportunities to attend both large and small sessions plus engage in the kinds of informal gatherings and conversations that have made IASCE conferences so memorable.

Things to Know and Important Dates

### ***Submitting a Proposal to present at the 2019 conference***

The Request for Proposals (RFP) is available at

<http://www.iasce.net/home/events> The submission deadline is 5 July 2018.

IASCE board members are available to assist potential presenters with their proposals. If you would like assistance, please send your proposal to Celine Buchs [celine@iasce.net](mailto:celine@iasce.net) by 10 May 2018.

### ***IASCE Achievement Awards and the Elizabeth Cohen Award for Outstanding Thesis or Dissertation***

Applications for these awards will be open in June 2018 via [www.iasce.net](http://www.iasce.net)

We anticipate presenting these awards in Taipei. To learn more about the awards and past recipients visit <http://www.iasce.net/home/awards>.

### ***Bursary awards***

IASCE members are eligible to apply for financial support to attend the Taipei conference. Look for details in the second newsletter of 2018 and on our website.

Now, for the newsletter. In this issue's *Members' Column*, we have a fascinating interview with Heather Cote, a musician and music educator. For those of us who have sat in bands or stood in choruses—keeping our eyes on the conductor and our bodies straight and still, her approach is enlightening and one designed to teach students how to make music and musical decisions, not just to play “follow the leader.” Thanks Heather for developing this approach and thanks Rich Cangro for bringing us this interview. We also have a contribution from Ferenc Arató, describing the genesis and development of cooperative learning in Hungary. I met Ferenc in September 2016, at the International Association for Intercultural Education (IAIE) conference in Budapest, where Yael Sharan facilitated a conference strand focused on cooperative learning. His account is very interesting, for the specifics of the work in Hungary, for his analysis of how subtle translation issues can contribute to not-so-subtle implementation consequences, and as a tool to reflect on how implementation struggles in Hungary mirror those experienced elsewhere. George Jacob's review of *FinnishED Leadership*, by Pasi Sahlberg, is a reminder that worthwhile educational change—while complex, non-linear, and definitely not quick—benefits from some overarching principles that are, in some ways, “simple.” I'm looking forward to reading *FinnishedED* now that I have read George's review.

Once again, newsletter editor Jill Clark has provided us with a varied and provocative selection of recent research articles. When I first skimmed this issue's selections, I noticed that nine of the authors joined us in 2015 in Odense. This was a good reminder of how vibrant and vital IASCE conferences are! On closer inspection, I noticed an article by David and Roger Johnson about Morton Deutsch. To learn more about Deutsch, visit <http://www.iasce.net/home/awards/past-awards>. Additional articles examine (a) peer-to-peer prompts and suggest that they are more effective than facilitator-driven prompts, causing me to reflect once again on Heather Cote's work; (b) the need for social interaction within cooperative-learning groups, reminding me of Bales' work on “task” and “maintenance” in the 1950's that examined this issue quite convincingly; (c) various technologies, noting that they vary widely in their support for collaboration and making recommendations; and (d) how “nomadic” student groups negotiate their collaborative work within the context of Problem and Project-based Learning.

We hope you find this issue of the newsletter useful and we hope that you will join us in Taiwan, in March 2019, where we will have many rich opportunities to learn about how the power of cooperation in education is being used around the world. I enjoy IASCE conferences because each location and venue is unique and each local planning committee infuses the conference with local and regional customs, food, and sensibilities. I also enjoy IASCE conferences because I have opportunities to spend time with, and learn from, dedicated and enthusiastic colleagues like you.

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, Jill Clark at [jilliandc@gmail.com](mailto:jilliandc@gmail.com). Put "IASCE Newsletter" on the subject line of the email, please.

Thank you for your submissions.

### Topics for the Members' Column

Potential topics for The Members' Column in upcoming newsletters include:

- ☆ collaborating via IT and CSCL (computer supported CL)
- ☆ cooperation with people outside of school
- ☆ CL in art, music, dance, and drama.
- ☆ CL with students with special needs
- ☆ CL in mathematics
- ☆ CL and literacy
- ☆ CL in a specific country

If you would like to contribute, or if you would like to suggest a topic, please contact Board Member Yael Sharan at [yael@iasce.net](mailto:yael@iasce.net)

### Database of Abstracts

Members may request a database of abstracts in the field of cooperative learning. Currently, this database includes almost 20 years of abstracts published in the IASCE Newsletter. Please send your request to Board Member Wendy Jolliffe at [wendy@iasce.net](mailto:wendy@iasce.net)

**Cooperative Learning in Far-East Asia and the World: Achieving and Sustaining Excellence**

**22-24 March 2019: National Taipei University of Education, Taiwan**

The International Association for the Study of Cooperation in Education (IASCE)—in cooperation with co-sponsors, Taiwan Cooperative Learning (TCL) project and Japan Association for the Study of Cooperation in Education (JASCE), and our host National Taipei University of Education—is pleased to invite you to participate in this international conference.

This conference provides an opportunity to:

- participate in an event based on cooperative values and models that fosters dialogue, respect, and reflection through intentional engagement;
- experience a supportive environment for networking with colleagues from around the world—with a focus on sharing experiences, projects, and research focused on effective uses of cooperation in education;
- learn about long-term projects in Taiwan, Japan, and elsewhere designed to disseminate and sustain the use of cooperative learning in support of educational excellence;
- deepen understanding of how curricular reforms and regional and national initiatives can be integrated into, and supported by, the use of high-quality cooperative learning;
- examine the essential nature of cooperation in developing responsible citizens who are committed to interdependence and life-long learning, and are skilled in self-regulation, creative thinking, and collaborative problem solving.

The conference is appropriate for academics, teachers and other educators at all levels in formal and non-formal education settings, educational policy makers, educational managers and administrators, and others with an interest in exploring cooperative learning and the application of cooperation in all aspects of education—locally, nationally, and globally.

The following five conference strands have been developed to encourage stimulating conversations across a wide variety of topics and participants.

**Strand 1: Classroom Practices and Teacher Education**

This strand focuses on (a) the practical implementation of cooperative learning in a wide variety of education settings and (b) teacher education and teacher professional development at all levels.

**Strand 2: Responsible Citizenship in a Diverse and Interdependent World**

This strand focuses on the role of cooperative learning in supporting (a) teaching and learning for diversity and inclusion; (b) social integration, social justice, and equity in schools and communities; and (c) explorations of the knowledge, skills, and values needed to develop global competency.

**Strand 3: Cooperative Leadership and School Development**

This strand focuses on the implementation and use of cooperative learning and cooperative strategies in whole school/institutional contexts and in regional or national programs. It includes the impact of innovative applications of cooperative values, principles, and approaches on policies for educational improvement and management.

**Strand 4: Creativity, Innovation, and Problem Solving**

This strand focuses on the intersections of creativity, innovation, and problem solving with cooperation.

**Strand 5: Information, Communication, and Technology**

This strand focuses on the modern realities of technology and its impact on communication, the availability of information, and the heightened need for information literacy.

A detailed Request for Proposals and submission procedures are available at [www.iasce.net](http://www.iasce.net)

**The deadline for proposal submission is 5 July 2018**

**We look forward to seeing you in Taiwan!**

## **FinnishED leadership: Four big, inexpensive ideas to transform education**

**Pasi Sahlberg**

**Reviewed by George Jacobs**

Education in Finland has attracted the attention of educators and policy makers around the world, due to the relative success of Finland's education system, and because of the appeal of some of the relatively unique aspects of education in that Scandinavian country. Pasi Sahlberg, a former IASCE board member, is perhaps the best known explainer of Finnish education to the rest of the world, as the former Director General of the Centre for International Mobility and Cooperation at the Finnish Ministry of Education and Culture and as the author of the 2011 book, *Finnish lessons: What can the world learn from educational change in Finland?* and the book's second edition in 2015.

Pasi published a new book called *FinnishED leadership: Four big, inexpensive ideas to transform education* in 2017. The purpose of the present review is to briefly summarise some of this book's ideas. This book is written for leaders in education including those at district, school, and classroom levels. The four ideas presented in this book are derived from Finland's brand of leadership culture in education. For leaders to improve both equity and quality in education they need to change their strategies from reform by innovation to development by better implementation. Pasi believes that "to rush education change is to ruin it" (Sahlberg, 2017, p.xiii).

The four big, inexpensive ideas described in the book emerged from Pasi's many years of teaching, of working on education projects at the international level, and of explaining Finnish education to others. But before presenting these big four ideas, Pasi presents three other fundamental ideas that have helped Finnish education: Multiple Intelligences (MI), cooperative learning (CL), and schools where both students and teachers learn.

**Multiple intelligences.** MI was developed by Gardner in 1983 as a new theory of the human mind. The theory differentiated intelligence into specific, primarily sensory "modalities," rather than seeing intelligence as dominated by a single general ability (Gardner, 1983). This approach leads to students who "*feel more engaged and competent and therefore are more inclined to serve society in a constructive way*" (Gardner, 1993, p.9). Finnish educators adopted MI as they felt students would be "better served by a broader vision of education, whereby teachers use various teaching methods, pedagogies, and activities to reach all students, not just those who do well at linguistic and logical intelligence" (Gardner, 1983, p.154).

**Cooperative learning.** Pasi strongly endorses cooperative learning with its various techniques, methods, and principles as one of the greatest innovations in the world of education. In a short note at the beginning of this book, David and Roger Johnson recount that many years earlier Pasi visited them at the University of Minnesota and later the Johnsons did workshops for teachers in Finland. On a subsequent Minnesota visit by Pasi, he informed the Johnsons that CL was being used in every school in Finland. Pasi elaborates: "The authorities in charge of national education reform in Finland during the early 1990s were so confident in the potential of cooperative learning . . . that it was included as one of the main education principles in the national curriculum. Many educators in Finland contend that cooperative learning . . . has had an essential role in turning Finnish schools into places of productive learning" (Sahlberg, 2017, p.9).

**Schools where both teachers and students learn.** Another education expert who visited Finland to learn and offer advice was Seymour Sarason, who, in 1995, told Pasi that while there was an assumption that schools were intended for student learning it could also be assumed that they were for teachers' learning. In Finland, this teacher learning is promoted by peer coaching where "the transfer of new skills from staff development to classroom include opportunities to practice new skills in safe environments, receive feedback from experts and colleagues, and have opportunities to rehearse these new teaching skills in their own classrooms with trusted colleagues" (Sahlberg, 2017, p.11).

Most educators and policymakers in Finland believe that the strong professional, collaborative culture of teaching and learning in Finnish education today would not have been possible without the peer coaching model.

### **The Book's Four Big Ideas**

After this prologue, the book's four chapters each present one of the four ideas, beginning with an explanation of the idea and ending with a 'Ways to Move Forward' section, offering suggestions for implementation.

### **Chapter 1 – Make Recess the Right of the Child**

The chapter begins with a statement many people might find surprising: "Time is a limited yet renewable resource in education. . . . It is a common belief . . . that if something in school doesn't work well, it is because too little time is spent on it" (Sahlberg, 2017, p.15). Pasi recounts being with a delegation of mathematics teachers who were asking a U.S. governor to add more time in the curriculum for mathematics. This surprisingly enlightened governor's reply was: "Why do you think asking children to do more of things that they don't like and won't learn well anyway would do any good for their learning outcomes" (Sahlberg, 2017, p.16). The governor proposed that, rather than being exposed to more mathematics, children should spend more time doing something that they really like and in which they have an interest.

This chapter cites research which found that:

- increasing the length of students' school days does not mean that they will learn more.
- increasing the amount of homework time seldom leads to improved learning outcomes.
- "recess and time to play benefit children's learning in school (in all subjects); enhance their social and emotional development; and are positively associated with their being more creative, more self-confident, less bullied, and more attentive in school" (Sahlberg, 2017, p.20).

These benefits extend not just to younger children but across the K-12 range. Pasi notes that, although in some countries time away from class activities is being cut, the United Nations Standards of Human Rights recommends that prisoners have at least one hour of outdoor exercise daily. Pasi believes that children deserve the same right.

Chapter 1's 'Ways to Move Forward' section starts by recommending the "20-percent rule": Finnish students can spend one-fifth of their school day on things that they think are good for them. Secondly, physical exercise, preferably outdoors, can be encouraged by campaigns such as "10,000 Steps a Day." Thirdly, there should be breaks between classes of at least 15 minutes. Last, but not least, students need to learn to make good use of the time they gain on breaks during the school day and through having less homework. Students should be taught self-regulation skills and should be made aware that these skills are keys to a happy, healthy life. Recess should be valued as a part of the learning in school.

### **Chapter 2 – Use Small Data for Big Change**

The first question I had when reading this chapter was how Pasi would define big and small data. Big data, which is increasingly popular in education, signifies data sets about schools, teachers, and students that, due to their large size and complexity, cannot be processed by conventional data processing applications. In contrast, small data are gained from "teachers' and students' punctual and purposeful observations, assessments, and reflections of what is happening during teaching and learning processes in schools" (Sahlberg, 2017, p.34). Small data, as defined by Martin Lindstrom (2016) are tiny clues that reveal big trends but are often hidden in the "invisible fabric of schools" (Sahlberg, 2017, p.34). Big data too often presents an incomplete picture because, at best, it only shows correlations between variables, not causality.

This chapter's 'How to Move Forward' section recommends using small data which is transactional, i.e. there is very little delay between getting the information and acting on it. Small data should also be purposeful in that it is information that directly affects teacher performance and student learning. Small data should be formative in that it should predict potential learning difficulties and poor outcomes. It should also be collected across the school by all school personnel. Last, but not least, students should be involved in collecting small data by assessing and reflecting on their own learning.

### **Chapter 3 – Enhance Equity in Education**

To understand this chapter, I first needed to understand how equity and equality differ. Equality is equal rights or equal treatment. In contrast, equity is about fairness and inclusion. Pasi believes that all differences in educational outcomes are not due to home background i.e. differences in wealth, income, power or possessions.

He illustrates the difference between equality and equity with two drawings of three people of different height standing under a fruit tree. In the first drawing, all three are standing on boxes of equal size, which means that only the tallest can reach the fruit. In the second drawing, all three can reach the fruit, because they are standing on boxes that adjust for their height.

Equity has long been a key aim of Finnish schools. Schools influence children's educational pathways and prospects in later life so they must be prepared to cope with inequalities that children bring with them every day. In a high-performing school all students will perform beyond expectations and students will be encouraged to maximise their cognitive and personal potential. Pasi asserts that "standardized testing that compares individuals to statistical averages, competition that leaves weaker students behind, and merit-based pay for teachers all jeopardize schools' efforts to enhance equity" (Sahlberg, 2017, p.55).

Among Pasi's advice for promoting equity is "to ensure that each child in your classrooms and in your school is healthy, safe, engaged, supported, and appropriately challenged. Work with your colleagues to enrich your school curriculum to give even weight to each subject, including arts, music, physical activity, social studies, and so on. Teach your students about multiple intelligences and make sure they understand that talent and success come in a variety of forms. Use cooperative learning methods in teaching because they often include elements that engage, encourage, and enable all kinds of students to be active and have a sense of belonging" (Sahlberg, 2017, p. 57).

### **Chapter 4 – Avoid Urban Legends About Finnish Schools**

Education systems in many countries seek to learn from Finnish education. Pasi believes that unfortunately a number of potentially harmful, incorrect ideas have developed about Finnish education. This chapter seeks to set the record straight, in particular on three areas: who become teachers in Finland, what subjects are in the Finnish curriculum, and how Finland reacts to its standing in international comparison tests.

*The best students are not always the best teachers.* One of the urban legends around Finnish education is based on the incorrect notion that Finland recruits new teachers from the top 10% of the available candidates. In reality, students are accepted onto the teacher education programmes in Finland as the result of a rigorous admission system where the final selection is based not on academic performance but "primarily on other merits, such as communication, teamwork, personality, and overall fit to the teaching profession" (Sahlberg, 2017, p.61-62). The understanding is that academically strong students are not necessarily the best teachers.

*Finland is not scrapping curriculum subjects.* The *Independent*, one of Britain's most trusted newspapers, reported that from 2016 Finland intended to replace classic school subjects such as mathematics, history, and English with broader, cross-cutting "topics." This urban legend reflects a misunderstanding of interdisciplinary, integrated learning, grounded in real-life situations. In reality, what changed is that now in Finland, basic schools for students ages 7-16 years must have at least one extended period of multidisciplinary, problem-based teaching and learning. This multidisciplinary approach, combined with Finland's decentralized education, encourages change among subject teachers who have traditionally concentrated more on their own subjects than on working together with their peers.

*Keep the focus on students' needs, not international test ranking.* Recently, in 2016, Finland's scores on international comparison tests, e.g. PISA, have declined somewhat. [In this book's epilogue, Pasi provides background on PISA and debunks two other myths; that PISA was designed by Finland, and that the Finns designed it to favor their own students.] Some countries that have not done well on the PISA have taken educationally unhelpful steps to artificially inflate their students' PISA scores. Finland has taken none of these steps because performing well in PISA has never been a target in Finnish policies. Their education policies now focus on involving all students in all schools in enhanced arts, music, and physical education programmes in the hope that this will improve student engagement. Similarly, Finland has re-emphasized its commitment to equity and holistic, integrated, problem-based learning. One way Finland has done this is by introducing the Comenius' Oath for teachers – [http://www.oai.fi/cs/oai/Comenius%20Oath\\_en](http://www.oai.fi/cs/oai/Comenius%20Oath_en) - similar to the Hippocratic Oath for physicians.

One of Chapter 4's 'Ways to Move Forward' involves using international networks instead of using artificial means to increase PISA scores. "Work with your colleagues in your own school and with those in other countries to implement one or two methods in your school that will gather small data so that incremental changes and

adjustments can be made at the individual student level to enhance student success” (Sahlberg, 2017, p.81). This is part of lateral learning. IASCE seems to be one such international network.

In the book’s conclusion, Pasi urges us to focus on visible and permanent improvements. Teachers and other school leaders can themselves make beneficial changes without the need to rely on outside experts. The book closes with these words: “One more time: most leading ideas and innovations in education are already in use somewhere. The education leader’s task is to find them, learn them, and put them into practice if there is reason to believe they will work. That is the grand idea of this book” (Sahlberg, 2017, p.87).

### References

- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- Lindstrom, M. (2016). *Small data: Tiny clues that uncover huge trends*. New York, NY: St. Martin’s Press.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* New York, NY: Teachers College Press.
- Sahlberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* (2<sup>nd</sup> ed.). New York, NY: Teachers College Press.
- Sahlberg, P. (2017). *FinnishED leadership: Four big, inexpensive ideas to transform education*. Thousand Oaks, CA: Corwin.



### IASCE MEMBERS' COLUMN

**Coordinator: Yael Sharan**

**It is a rare pleasure to learn about the connection between the arts and CL. In this Members' Column Rich Cangro (IASCE Board member) and Heather Cote (IASCE member) introduce readers to cooperative learning's role in music education and ensembles.**

**Rich:** It is my pleasure to speak with Dr. Heather Cote, Director of Performing Arts for the Westwood Public Schools in Westwood, Massachusetts, USA. Dr. Cote was my very first student teacher early in my teaching career. Together we both navigated how to best be an effective educator as well as to learn how to play violin through playing duets and lots of laughing. Dr. Cote is now head of a school district arts department, a high school ensemble director, and an international conference presenter on engaging students to collaborate in their music learning and performance preparation.

**Rich:** Heather, you have become an expert in developing students' ability to collaborate and work together in their music ensemble preparation. Can you describe the what, when, why, and how you get students to collaborate in your bands?

**Heather:** Collaboration is one of the most important parts of my ensemble rehearsals. It can also be one of the most challenging things for ensemble directors to engage in. Our role as ensemble directors is pretty much designed in a way that we are the ones "in charge." I get up in front of my band every day, stand on the podium in the front of the room, with my musical score in front of me, and they sit and wait for me to impart wisdom. It's very easy for me to wave my baton, tell students when to play, and to dominate the rehearsal. But one has to ask, "How does that help students make musical decisions and give the student a voice in improving the ensemble performance?" In this teacher-directed environment, students become passive learners. Now, people will argue with me that they are "active" because they are playing instruments, right? My response to this is well, yes; they are engaged in the actual activity of playing an instrument. But are their minds active? How do I know what they are learning? Collaboration gets at more than active "hands-on" learning and encourages active "minds-on" learning. There are always going to be times where I have to be the one in the lead, the one in charge. But anytime I can engage my students in a collaborative way while we're working on a piece together, I take advantage of that.

There's really no set "when" that I engage in collaboration. As I'm working through pieces, sometimes it feels like it's the time to redirect, step off the podium, and allow them the chance to talk and reflect. Sometimes it's as basic and informal as that. I often will pose a question to the students and then have them think-pair-share. After they've had a chance to share with their partner, we can open it up to group discussion. Often it's about musical decisions to improve the ensemble. I don't always go into rehearsals with a set plan of how the piece "should" be, but often engage students in this manner to help make those decisions. Then, they have a real stake in the performance of the piece. Sometimes I turn the entire rehearsal over to them. Stepping off the podium and having them sit in a circle, working through the piece on their own, has yielded tremendous results in both performance and student involvement. It also gives me a chance to listen to them collaborate and see what they can do on their own, without being prompted by me. Are they using the terminology we've used? Can they start and stop the piece? Can they set a tempo and keep a beat? Can they diagnose, critique and fix issues? It is always my hope that from our conversations they develop this ability to make musical decisions independently because eventually they will. I can't be there forever!

**Rich:** I have attended your session at conferences that describes how you use Google docs to facilitate group work in your bands. Can you describe that learning strategy?

**Heather:** Sometimes I engage my students to collaborate using the Google platform, both during class and after rehearsal. I use Google classroom on a regular basis, where students are given a prompt to respond to and then start a dialogue (either online or in class) based on that prompt and then respond to their classmates. This is a great way for each of my students to have a voice in our ensemble and to share their own thoughts, collaborating as we work to make our performance better. We do this during rehearsal where students work in groups

## IASCE MEMBERS' COLUMN: CONTINUED

---

and their comments are projected on the screen so everyone can see. Other times, I post an online discussion topic to be completed at home. Allowing students to share in this online, collaborative format encourages quiet students, who normally would never speak up in a group setting, to share their thoughts.

One activity I did last year was to record our rehearsal of a piece for an upcoming concert. As they listened to the recording, each student individually made notes on places where we sounded good, and places where we could improve. Once they finished this task during class, they paired up and shared their lists with a partner who was not in their section of the ensemble. After a verbal sharing, each partner then paired up with another pair to create a foursome. At this point, we projected an empty Google doc on the board in the front of the room. Each group was to compare their notes about what we should improve on, prioritize which things were the most important, and type those into the Google doc. As each group talked and worked, they would watch the screen to see what other people commented on. One of the best parts of this activity was that although they were sharing their work with each other, the comments coming up were anonymous - we could see the comments, but they didn't know which group was typing them. This took some of the fear out of sharing in public, which I know some students get anxious about. And my role now, as the teacher, is not the "leader", but rather the guide. As I watch their comments appear on the screen, I can now encourage them to go deeper in their critique and their thinking, encourage them to use correct terminology and coach them on how to think critically. At the end of the lesson, we had a student generated list, which became our rehearsal plan for the next day. And even though on the next day I was leading the ensemble, the students were completely invested in the rehearsal because they had provided the direction or improvement and agreed on the musical decisions.

**Rich:** So how do your students feel about working in groups during their rehearsals?

**Heather:** I've actually asked my students this, both during class, and more privately in mid/end of year surveys. Overwhelmingly, the response is positive. They have expressed that they love the freedom to have a say in class, make their own decisions, and engage in conversations about the music. They have commented that they feel "safe" in speaking up among their peers in this environment, which was, honestly, something I was glad to hear. But, it's also something that I have had to cultivate. Using a think-pair-share model, or a turn and talk has proven to be effective, especially in the beginning of the year when they are learning to feel comfortable with each other in the ensemble. It gives students time to process their thoughts internally and then process in smaller groups, which gives them confidence in sharing them with the bigger group. I also think it's good for students to take that risk in expressing themselves to each other; having the freedom to discuss their opinions without the teacher leading the discussion. As one of my students commented: "The good part is that you don't have anyone telling you what to do...but the bad part is there is no one telling you what to do..."

**Rich:** How do you think these cooperative learning strategies affect their involvement and understanding of music after they graduate from school?

**Heather:** I think it has the potential to affect students in many ways after they leave their K-12 education. I'm trying to engage them in music beyond only just performing it. I want them to be critical listeners; to form their own opinions about music; to support music in their community and keep it as a part of their life. They are much more likely to do so if they have a deeper understanding of music and have the opportunity to be actively engaged in the learning process. Learning how to think and work together as a team and as an ensemble are crucial elements of my program. Forming an opinion, sharing that opinion, learning how to listen to other opinions, taking that peer feedback and applying it, all strengthen our common goal of improving the ensemble performance. Through collaborative opportunities in instrumental ensembles students are exposed to so much more than just musical skills, but also life skills that will stay with them well after their K-12 education ends.

**Rich:** It has been a pleasure speaking with you and learning how you engage learners in your high school band. I look forward to seeing your session at the International Society for Music Education conference this summer in Baku, Azerbaijan!

**Rich Cangro**, Ph.D. is Chair and Associate Professor of Music Education at Western Illinois University in Macomb, IL USA. A Fulbright grant recipient, he has presented at numerous conferences throughout the US and abroad and continues to research and write about cooperative learning and music education. [rm-cangro@wiu.edu](mailto:rm-cangro@wiu.edu)

### Developing Cooperative Learning in Hungary

Ferenc Arató

**In a collection of articles, originally published in our newsletters from 2002 to 2006, educators from 14 countries described how and why they developed cooperative learning. Since then members from additional countries, such as Turkey, Mexico, and Brazil, have added their stories. In this issue, Ferenc Arató relates how CL has evolved in Hungary. We first met Ferenc at the CL strand at the 2016 IAIE conference in Budapest (see the report in newsletter 35, 3). Here is his story of the efforts to develop CL in Hungary.**

The cooperative discourse first appeared in Hungary in 1978, with the translation of Aronson's *The Social Animal*. At the end of the eighties, József Benda created the first Hungarian cooperative model, Humanistic Cooperative Learning (HCL), based on Aronson's ideas and on a whole school approach. The model, based on self-regulatory learning and heterogeneous micro-groups as structured in Jigsaw, was implemented successfully in only a few schools in Hungary. The follow up of HCL proved that learners from a low socio-economic background reached a much higher level of academic achievement than learners from the control group with the same background. Simultaneously, all learners in the study reported liking school more, as compared to the control groups, where learners liked school less. Interestingly, the HCL learners with higher socio-economic status (SES) reported liking school more than the HCL learners with lower SES. As of 2007 there hasn't been any additional study of HCL implementation in Hungarian schools.

In the middle of the nineties David and Roger Johnson were invited to Hungary on behalf of the Open Society Institute of Hungary. Following their visit, the first book about CL was written in Hungarian by Attila Horváth in 1995, based mainly on the Johnsons' work. Unfortunately, the title of the book in Hungarian was Cooperative Techniques. This translation did not contribute to the understanding that cooperative learning is not just a simple teaching methodology. A broader understanding of CL began with the translation of Kagan's book, Cooperative Learning, in 2001. Again the translation caused some misunderstandings: Kagan's concept of 'structures' was replaced with 'method,' thus reducing and reinforcing the understanding of CL simply as a methodology. Despite the many mistakes in translation, the book made the term "cooperative learning" known countrywide.

From the early years of 2000, the practical implementation of another model of cooperative learning began: Elizabeth Cohen's Complex Instruction Program. Interestingly, it was not then - and is still not - identified as a part of the cooperative learning discourse. The implementation of this model is based only on in-service teacher training programs, without any published material in Hungarian. The book by Cohen and Lotan, *Working for Equity in Heterogeneous Classrooms*, was finally translated in 2015. The implementation of CI is combined with game-based learning; students learn many different board games (such as Go, Chess, Backgammon, etc.) in order to develop personal, interpersonal and cognitive skills. The evidence shows that students who are mainly from lower SES families achieve higher academic standards in tests of competence in mathematics and comprehension. This model of CL implementation became known countrywide and in the past decade has been implemented in approximately 25-30 schools.

The theoretical understanding and practical implementation of CL began in 1995 with one of the first in-service teacher training courses based on David and Roger Johnsons' books *Circles of Learning*, and *Creative Controversy*. The co-trainers of this model (Susan Rona, Diane Fyne, and I) made the first attempt to correctly translate the main components of CL into Hungarian. We emphasized the new attitudes that teachers need for implementation, like focusing on inter- and intrapersonal competences, pro-motive interactions, positive interdependence and the importance of considering learners' needs and curiosity. We also clarified that curriculum design should be flexible and based on the learners' inquiry or on creative controversies of problems that can arouse learners' interest.

After ten years of teacher training experiences, my colleague, Aranka Varga, and I, published an introductory handbook for teachers, (*Handbook for Cooperative Learners*, 2006), based on our work with pre- and in-service

teachers. In our book we emphasize that all of the different models of cooperative learning belong to the same international discourse of cooperative learning. We realized that a theoretical framework could help clarify the main aspects of cooperative learning, so we created a list of basic principles, based on the international literature and our own experience.

- Open and flexible structures of learning
- Personally inclusive parallel interaction
- Constructive and encouraging interdependence
- Equal access and participation
- Personal responsibility and individual accountability
- Critical and pro-motive transparency provided step by step
- Conscious development of intra-, interpersonal, and cognitive competences

This set of principles has helped Hungarian teachers understand how CL differs from simple group work. We have received much positive feedback from our in-service teachers, who say that these principles help them understand how to implement CL, how to use Kagan's translated handbook, and how to design their everyday CL practice.

In 2003 we created a network model for school development called The Inclusive System of Education, based on these fundamental CL principles. The members of this network were the schools that launched a whole school development program. The network consisted of a set of teacher training services: teacher education, mentoring, and consultancy. We designed and offered the same schools optional school development services for heterogeneous micro-groups of teachers, school leaders, consultants, and mediators. We also organized a cooperative micro-group structure of schools, where 3 to 5 schools formed a micro-group, in which they designed, organized, and implemented their school development program interdependently.

In the first two years we worked together with 45 institutions in four different regions of Hungary. Regional coordination of this network model was different in each of the four regions. Our CL based model was implemented in full in only one region, although many elements of this cooperative model took place in the other three regions. Research evidence proved that the deepest engagement and achievement in school development occurred where the elements of the CL-based network model were implemented (Arató & Varga, 2005). This network reached more than 1600 institutions (almost 50% of the Hungarian primary public education system) countrywide.

In 2012, I defended my doctoral thesis on the paradigmatic features of the cooperative learning discourse. I claimed that we can create a complex model for the CL discourse as it outlines a new paradigm in the field of education sciences (Arato, 2013). My argument was based on our set of basic cooperative principles and the evidence that we gathered from our implementation on both the classroom and educational system level. These principles can guide researchers, developers, and teachers to analyze different CL models or procedures to see whether they truly belong to the cooperative discourse, and, also help create cooperative processes and structures on the classroom, school, and the educational system level (Arató 2014). The paradigmatic approach to cooperative learning helped expand the CL repertoire in Hungary to include other models of the cooperative discourse, such as Group Investigation and STAD.

It is hard to estimate to what extent CL is widespread in Hungary today. Between 2003 and 2007 8.000 teachers participated in 30 hours of CL in-service teacher training, although the main effect of this government program was not significant. Teachers continued to identify CL with simple group work and did not start implementing CL in their classrooms. Their experience was that, in simple group work, learners with lower SES do not achieve higher academic standards, so they gave up using groups. They also identified group work with ability grouping that did not help students achieve higher standards. Approximately 180-200 teachers implemented CL, from a total of 160,000 Hungarian teachers. According to data from different networks (the CI network, HCL, Kagan's network, and our own network at the University of Pécs), teachers use CL mainly in the first four grades (age 6 to 10); 20% use it in the upper grades (age 11 to 14). There are a few private high schools where CL is implemented as well.

Since 2006 CL courses have been part of the pre-service teacher training program at the University of Pécs and are more common now in teacher education programs at many other universities. We would like to encourage more

and more future teachers to implement CL in their everyday practice. Our plan is to set up a network with the participation of the engaged universities and connect novice teachers with experienced CL teachers from our network. We also would like to learn from the international community of IASCE. In return we offer our experience and evidence about the implementation of CL in both the classroom and educational system level.

### References

Arató, F. (2013). Towards a Complex Model of Cooperative Learning. *Da Investigação às Práticas*, 3(1), 57-79.

Arató, F. (2014). Deconstruction of Education. *Hungarian Educational Research Journal*, 4(2), 45–62.

Arató, F. & Varga, A. (2005). *A kooperatív hálózat működése. (The operation of a cooperative network.)* Pécs, Hungary: University of Pécs.

Arató, F., & Varga, A. (2006). *Együtt-tanulók kézikönyve – Bevezetés a kooperatív tanulásszervezés rejtelmeibe. (Handbook for cooperative learners: Introduction to cooperative learning.)* Pécs, Hungary: University of Pécs.

Ferenc Arató (PhD) researches and teaches CL, social inclusion and related fields at the Institute of Education Sciences, Faculty of Humanities, at the University of Pécs, Hungary.

[arato.ferenc@pte.hu](mailto:arato.ferenc@pte.hu), [koopcsop@gmail.com](mailto:koopcsop@gmail.com)

---

## Serendipity

Lynda Baloché



A recent article, *The Town that's Found a Potent Cure for Illness – Community* about a town in England, has caused me to reflect on the critical importance of community and the need to be intentional in how we build community in every aspect of our lives.

In the small town of Frome, a doctor was frustrated by how many of her patients seemed to be viewed as a set of symptoms and problems rather than as human beings with problems. The doctor and her colleagues began to examine what sorts of community supports were available; they developed a directory and identified gaps which they set about to fill by developing new community supports. They employed “health connectors” to help people plan their care, and trained voluntary “community connectors” to help patients find the support they needed. Community connectors helped individuals with banking and housing problems, they helped individuals join choirs, woodworking groups, and exercise classes. The point of the community support was to break a cycle of isolation and loneliness that sick people so often find themselves in. Remarkably, over a period of three years, emergency hospital admissions lowered 17% in Frome, while they went up 29% in surrounding areas.

If you investigate the link below, you can access several studies that support the importance of community and its importance to good health.

<http://www.resilience.org/stories/2018-02-21/the-town-thats-found-a-potent-cure-for-illness/>

### From the Journals

#### Contributors: Jill Clark, George Jacobs and Yael Sharan

Al-Shehari, K. (2017). Collaborative learning: Trainee translators tasked to translate Wikipedia entries from English into Arabic. *The Interpreter and Translator Trainer*, 11(4), 357-372. doi: 10.1080/1750399X.2017.1359755

The aim of this paper was to examine a more dynamic and creative approach to teaching translation, which can help students develop as many competences as possible. Collaborative learning has been found to be an appropriate approach to serve this aim. My students and I adopted a well-known international encyclopaedia (wikipedia.org) as the source material to translate English into Arabic. Wikipedia is a rich resource of different types of texts published in English and many other languages.

This paper shows how the adoption of collaborative learning enabled me to effectively use Wikipedia in teaching translation at the Master level. Thorough observation of the actions carried out and the comments given by students and other participants on the different Wikipedia pages that were linked to the project will highlight the feasibility and productivity of using Wikipedia in translation pedagogy.

Antov, P., Pancheva, T., & Photeinos S. (2017). Cooperative learning approach in engineering education. *Science, Engineering & Education*, 2(1), 106-111.

The aim of this article is to present the authors' experience of applying cooperative learning approach in engineering specialities at the University of Forestry with Master degree students. Cooperative learning is an instructional model in which students work together in order to achieve common goals. Research has clearly shown that cooperation results in increased levels of academic achievements and improved social skills, necessary for their future professional realization as engineers.

Buchs, C., Filippou, D., & Pulfrey, C. (2018). Reducing threat in cooperative learning: The role of decentering. *International Review of Social Psychology*, 31(1), 1–7, doi: 10.5334/irsp.16

Previous research in cooperative learning has demonstrated that working on identical information may elicit competence threat: Partners try to affirm their competence by focusing on their own position, which results in reduced learning. The present study tested a decentering procedure (emphasizing the complementarity of multiple viewpoints) as a way to reduce this threat when working on identical information. Forty-four students discussed one text either with or without decentering. Results indicated that students working with decentering reported a marginally more positive relationship with their partner, less competence threat, and they had better learning performance. Decentering cancelled out the negative relationship between perceived partner's competence and student performance, emphasizing its usefulness in overcoming the negative effects of competence threat when working on identical information.

Cockerill, M., Craig, N., & Thurston, A. (2018). Teacher perceptions of the impact of peer learning in their classrooms: Using Social Interdependence theory as a model for data analysis and presentation. : *International Journal of Education and Practice*, 6(1), 14-27. doi: 10.18488/journal.61.2018.61.14.27

Peer tutoring is a structured process of co-operative learning, supported by social interdependence theory shown to have cognitive and affective level benefits. During a RCT, this study explores teacher perceptions (n=62) of effects of co-operative learning, including implementation issues, using a mixed methods approach during a 16-week peer tutoring intervention in 58 classes (10 secondary/high schools) in England. Data suggested strengthened peer relationships enhanced student learning. Teacher perceptions remained consistent and are congruent with social interdependence theory and research validating the theory. Implications for research, theory, practice and policy are discussed. Research was supported by Educational Endowment Foundation grant.

Curşeu, P. L., Chappin, M. M., & Jansen, R. J. (2017). Gender diversity and motivation in collaborative learning groups: The mediating role of group discussion quality. *Social Psychology of Education*, 1-14. <https://doi.org/10.1007/s11218-017-9419-5>

Collaborative learning is often used in higher education to help students develop their teamwork skills and acquire curricular knowledge. In this paper we test a mediation model in which the quality of group discussions mediates the impact of gender diversity and group motivation on collaborative learning effectiveness. Our results show that the proportion of women in groups, and the group level need for cognition and core self-evaluations (within group average) positively predict discussion quality that in turn predicts group (academic) performance. Our results show that discussion quality fully mediates the effects of need for cognition and core self-evaluations on group performance. The effect for gender diversity on group performance is only partly mediated by discussion quality.

Degotardi, S. (2017). Joint attention in infant-toddler early childhood programs: Its dynamics and potential for collaborative learning. *Contemporary Issues in Early Childhood*, 18(4), 409-42. <https://doi-org.elibrary.jcu.edu.au/10.1177/1463949117742786>

This article examines how joint attention episodes constitute a core feature of relational pedagogy for infants and toddlers. It draws on social interactionist approaches to language and cognitive development to propose that joint attention may afford significant current and future potential for young children's learning. However, most joint attention research has taken place within experimental settings, so current definitions of joint attention do not take into account the dynamic group-based nature of the infant-toddler room. In this article, the author presents findings from a study of the language environment of infant-toddler rooms to examine the characteristics of joint attention episodes as they naturally occurred in infant-toddler programs. The author illustrates how qualitatively different episodes of educator–infant joint attention support both language and cognitive development. In doing so, she proposes a theoretical model to represent the learning potential of these shared experiences with the aim of enhancing current understandings of what it means to learn collaboratively in infant-toddler group settings.

Erbil, D.K., & Kocabas, A. (2017). Cooperative Learning as a democratic learning method. *Journal of Research in Childhood Education*, 32(3), 81-93. doi:10.1080/02568543.2017.1385548

In this study, the effects of applying the cooperative learning method on the students' attitude toward democracy in an elementary 3rd-grade life studies course was examined. Over the course of 8 weeks, the cooperative learning method was applied with an experimental group, and traditional methods of teaching life studies in 2009, which was still in force, was applied with a control group. A significant and positive difference was found to the benefit of the experimental group, considering the posttest scores of the experimental and control groups on the democratic attitude scale. It was determined that the cooperative learning method has significant effects on the democratic attitude levels of students. With reference to the assumption that it is necessary to impress a consciousness of democracy and democratic values upon individuals from an early age, it has been found that significant gains can be obtained by applying the cooperative learning method in primary schools in terms of building a democratic society.

Fan, X., Geelan, D., & Gillies, R. (2018). Evaluating a novel instructional sequence for conceptual change in physics using interactive simulations. *Education Sciences*, 8(1), 29. doi:10.3390/educsci8010029

This study investigated the effectiveness of a novel inquiry-based instructional sequence using interactive simulations for supporting students' development of conceptual understanding, inquiry process skills and confidence in learning. The study, conducted in Beijing, involved two teachers and 117 students in four classes. The teachers participated in professional learning and were supported in enacting one of two different instructional approaches the Interactive Simulations Instructional Approach (ISIA) (experimental group) or conventional instruction (control group). Each student group completed pre-tests and post-tests, and classroom observations were conducted to ensure that the implementation of the intervention was consistent. Our

## FROM THE JOURNALS: CONTINUED

---

findings reveal that students in the ISIA group demonstrated significantly greater gains in conceptual understanding, inquiry process skills and confidence in learning than their peers in the conventional instruction group. Neither students' sex nor their levels of academic achievement showed main effects on students' achievement in any of the three outcome types (understanding, skill, confidence). This study demonstrates that the combination of interactive simulations and inquiry-based learning can enhance the development of students' conceptual understanding, inquiry process skills and confidence in learning.

Foldnes, N. (2016). The flipped classroom and cooperative learning: Evidence from a randomised experiment. *Active Learning in Higher Education*, 17(1), 39-49. doi:10.1177/1469787415616726

This article describes a study which compares the effectiveness of the flipped classroom relative to the traditional lecture-based classroom. We investigated two implementations of the flipped classroom. The first implementation did not actively encourage cooperative learning, with students progressing through the course at their own pace. With this implementation, student examination scores did not differ between the lecture classes and the flipped classroom. The second implementation was organised with cooperative learning activities. In a randomised control-group pretest-posttest experiment, student scores on a post-test and on the final examination were significantly higher for the flipped classroom group than for the control group receiving traditional lectures. This demonstrates that the classroom flip, if properly implemented with cooperative learning, can lead to increased academic performance.

Frykedal, K. F. & Chiriack, E. H. (2018). Student collaboration in group work: Inclusion as participation. *International Journal of Disability Development and Education*, 65(2), 183-198. doi:10.1080/1034912X.2017.1363381

Group work is an educational mode that promotes learning and socialisation among students. In this study, we focused on the inclusive processes when students work in small groups. The aim was to investigate and describe students' inclusive and collaborative processes in group work and how the teacher supported or impeded these transactions. Social Interdependence Theory was utilised as the theoretical perspective overarching the study. The observational data employed were collected by video-recording group work. A part of Black-Hawkins framework of participation was used to define inclusion and for the analysis of inclusive and collaborative processes. The results suggest that students' active participation in the discussions around the group work structures and analytical discussions, together with the teacher's more defined feedback and avoidance of the traditional authoritative role, are examples of prerequisites for group work to be enacted in an inclusive manner.

Harney, O. M., Hogan, M. J., & Quinn, S. (2017). Investigating the effects of peer to peer prompts on collaborative argumentation, consensus and perceived efficacy in collaborative learning. *International Journal of Computer-Supported Collaborative Learning*, 12(3), 307-336. <https://doi-org.elibrary.jcu.edu.au/10.1007/s11412-017-9263-9>

In a society which is calling for more productive modes of collaboration to address increasingly complex scientific and social issues, greater involvement of students in dialogue, and increased emphasis on collaborative discourse and argumentation, become essential modes of engagement and learning. This paper investigates the effects of facilitator-driven versus peer-driven prompts on perceived and objective consensus, perceived efficacy, team orientation, discomfort in group learning, and argumentation style in a computer-supported collaborative learning session using Interactive Management. Eight groups of undergraduate students (N = 101) came together to discuss either critical thinking, or collaborative learning. Participants in the facilitator-driven condition received prompts in relation to the task from a facilitator throughout the process. In the peer-driven condition, the facilitator initially modelled the process of peer prompting, followed by a phase of coordinating participants in engaging in peer prompting, before the process of prompting was passed over to the participants themselves. During this final phase, participants provided each other with peer-to-peer prompts. Results indicated that those in the peer-driven condition scored significantly higher on perceived consensus, perceived efficacy of the IM methodology, and team orientation. Those in the peer-driven condition also scored significantly lower on discomfort in group learning. Furthermore, analysis of the dialogue using the Conversational Argument Coding Scheme revealed significant differences between conditions in the style of argumentation used, with those in the peer-driven condition exhibiting a greater range of argumentation codes. Results are discussed in light of theory and research on



on instructional support and facilitation in computer-supported collaborative learning.

Johnson, D. W., & Johnson, R. T. (2018). Ensuring all students belong. *The Cooperative Link: Newsletter of the Cooperative Learning Institute*, 32(1), 1-4.

The authors argue that schools have an obligation to help all students develop a sense of belonging. Cooperative learning plays an important role in enabling schools to fulfil this mission. In particular, the article explains four strategies for promoting positive relationships among students: (1) create learning communities, (2) ensure that all students feel included, liked, respected, accepted, and supported by the other community members, (3) ensure all students receive emotional, instrumental, informational, and appraisal support, (4) provide many opportunities for students to study in cooperative learning groups. These cooperative learning groups can be of three kinds: formal groups, informal groups, and base groups.

Johnson, D. W., & Johnson, R. T. (2018). Morton Deutsch's tough-minded, tender-hearted, and creative theories and research. *Negotiation Journal*, 34(1), 97-104. doi:10.1111/nej.12215

This article in honour of Morton Deutsch (1920-1917) was written by two of Deutsch's students who played an important role in transforming his work into what is now cooperative learning. The world will miss Morton Deutsch. These are just three of the reasons why: the tough-mindedness and brilliance of his theorizing, the creativeness of his research and innovativeness of his research procedures, and his commitment to world peace.

Kalaian, S. A., & Kasim, R. M. (2017). Effectiveness of various innovative learning methods in health science classrooms: A meta-analysis. *Advances in Health Sciences Education*, 22(5), 1151-1167. <https://doi-org.elibrary.jcu.edu.au/10.1007/s10459-017-9753-6>

This study reports the results of a meta-analysis of the available literature on the effectiveness of various forms of innovative small-group learning methods on student achievement in undergraduate college health science classrooms. The results of the analysis revealed that most of the primary studies supported the effectiveness of the small-group learning methods in improving students' academic achievement with an overall weighted average effect-size of 0.59 in standard deviation units favoring small-group learning methods. The subgroup analysis showed that the various forms of innovative and reform-based small-group learning interventions appeared to be significantly more effective for students in higher levels of college classes (sophomore, junior, and senior levels), students in other countries (non-U.S.) worldwide, students in groups of four or less, and students who choose their own group. The random-effects meta-regression results revealed that the effect sizes were influenced significantly by the instructional duration of the primary studies. This means that studies with longer hours of instruction yielded higher effect sizes and on average every 1 h increase in instruction, the predicted increase in effect size was 0.009 standard deviation units, which is considered as a small effect. These results may help health science and nursing educators by providing guidance in identifying the conditions under which various forms of innovative small-group learning pedagogies are collectively more effective than the traditional lecture-based teaching instruction.

Lin, Y., Hsu, Y., Lin, Y., & Hsiao, W. (2018). An action research of nature science education in junior high schools focusing on influence of play-oriented cooperative learning. *International Journal of Organizational Innovation (Online)*, 10(3), 226-244.

This research aimed to investigate the possibilities of improving students' motivation and willingness through combining cooperative learning and play-oriented method in order to achieve the learning goals. Action research is applied in this study and analyzed by quantitative and qualitative methods, and it was found that after the implementation of play and cooperative learning, students with poorer academic results became more active in class and more willing to take part in discussion. Group discussions made them more interested in new information and opened up a new way of learning. Teachers have to spend more time on designing activities and questions in order for play to reach the target educational goals. The results suggest that participating students were found to gain higher self-referenced motivation, which consequently made them more curious and interested in learning and discussions.

Marashi, H., & Khatami, H. (2017). Using cooperative learning to boost creativity and motivation in language learning. *Journal of Language and Translation*, 7(1), 43-58.

This study sought to investigate the effect of cooperative learning on EFL learners' creativity and motivation. Accordingly, 66 pre-intermediate female learners were selected among 90 through their performance on a piloted sample Preliminary English Test. Learners were assigned into two control and experimental group. The Abedi-Schumaker Creativity Test (ACT) and the Attitude/Motivation Test Battery (AMTB) were given to both groups as pretest. Both groups underwent the same amount of teaching time and same material with the same teacher during 18 sessions taking 90 minutes each. In the experimental group, the students experienced the cooperative learning strategies of think-pair-share, roundtable, three-step-interview, and three-stay one-stray. The learners in the control group, however, received the instruction based on the syllabus of the language school, which had no cooperative learning component. The same ACT and AMTB questionnaires were administered again as the posttest at the end of the treatment to both groups and their mean scores on the tests were compared through an analysis of covariance. The results in relation to cooperative learning proved to have a significantly positive effect on EFL learners' creativity and motivation. This study provided yet further evidence in favor of applying cooperative learning in the ELT environment.

Pang, C., Lau, J., Chong, P.S., Cheong, L., & Low, A. (2018). Socially challenged collaborative learning of secondary school students in Singapore. *Education Sciences*, 8(1), 24. doi:10.3390/educsci8010024

Using a grounded theory research design, this paper examined the collaborative learning experiences of secondary school students in Singapore. The core phenomenon that emerged was the need for social interactions in collaborative learning, both in classroom and online settings. Educators often take for granted that effective collaborative learning will occur naturally once students are assigned to work in groups. In examining students' dissatisfaction when working in groups, this study highlighted the importance of surfacing these hidden assumptions for careful scrutiny. The key factors identified were centered on the need to address social challenges within collaborative learning. These included a pragmatic, results-oriented approach with limited interpersonal engagement used by students that can compromise collaborative learning outcomes. Having a deeper understanding of the challenges that resulted from limited social interactions provides educators with insights when designing classroom and online learning activities. This paper contributes to the understanding of groups' active learning to inform pedagogical practices for educators engaged in designing better collaborative learning experiences. Educators and curriculum designers need to be aware of the social drawbacks in collaborative learning in order to design a more socially engaging learning environment.

Panhwar, A.H., Umrani, T., & Chandio, M T. (2017). Cooperative learning and Pakistan. *Grassroots*, 51(1), 296-314.

This research paper presents a critical review of the literature on a structured team learning method namely, cooperative learning. The review aims to evaluate the effectiveness of cooperative learning in large language classes in the context of developing countries. Cooperative learning is not simply group work; it is far more structured form of team work where students work in an organized manner to master objectives of the given task. The theoretical underpinnings of cooperative learning i.e. social interdependence, cognitive and motivational theoretical perspectives indicate that it may be a very effective method to teach any language because it promotes social interaction which is very motivational aspect for the learners' of a language. Furthermore, cooperative learning, alongside improvement in social interaction of students, helps student develop their critical reasoning because social discussion are more likely to focus on cognitive skills. Therefore, empirical research into cooperative learning strategies focusing on their implementation in large English language classes especially is in line with the theoretical underpinnings of cooperative learning. Empirical research suggests that cooperative learning is likely to be an effective teaching and learning approach in large ESL classes.

Puji, A., & Barratt, L. (2018). Individual accountability in cooperative learning in EFL classrooms: More opportunities for peer interaction. *Journal of Asia TEFL* 15(1), 1-16.

Research shows that cooperative learning (CL) supports foreign language learning (e.g., Almuslimi, 2016; Wei &

Tang, 2015). However, there is little research demonstrating how CL works and, specifically, how it promotes learning, particularly individual accountability, which is a principle in CL. This article reports on part of a larger study that aimed to fill this gap by exploring the roles of individual accountability in CL in enhancing EFL learning. The study involved two secondary school EFL teachers, with 77 students in their classrooms, and four focus students. Analysis of data from participant observations, in-depth interviews, and document analysis shows that individual accountability manifests itself in a series of activities from individual, group, and class presentations as well as other peer interactions. The findings also showed that the learners had more opportunities to interact and had more interactions with their peers during CL than during conventional group work (i.e., students simply completing non-CL activities in groups). Opportunities for student-student interactions in CL activities, absent in the conventional group work, may have contributed to the EFL learners' communicative competence. However, teachers new to CL should follow the pre-set procedures for CL strategies to promote individual accountability and understand how these activities benefit students.

Ryberg, T., Davidson, J., & Hodgson, V. (2017). Understanding nomadic collaborative learning groups. *BJET*, 49 (2), 235-247. <http://dx.doi.org/10.1111/bjet.12584>

The paper builds on the work of Rossitto et al. on collaborative nomadic work to develop three categories of practice of nomadic collaborative learning groups. Our study is based on interviews, workshops and observations of two undergraduate student's group practices engaged in self-organised, long-term collaborations within the frame of Problem and Project Based Learning. By analysing the patterns of nomadic collaborative learning we identify and discuss how the two groups of students incorporate mobile and digital technologies as well as physical and/or non-digital technologies into their group work. Specifically, we identify the following categories of nomadic collaborative learning practices: "orchestration of work phases, spaces and activities," "the orchestration of multiple technologies" and "orchestration of togetherness." We found that for both groups of students there was a fluidity, situatedness and improvisational aspect to how they negotiate the orchestration of their work. Their ways of utilising space, places, technologies and activities over time was a complex interweaving of the digital and physical. We conclude by suggesting that the three categories of practice identified are important for deepening our understanding of nomadic collaborative learning groups.

Sawyer, J. E., Obeid, R., Bublitz, D., Schwartz, A. M., Brooks, P. J., & Richmond, A. S. (2017). Which forms of active learning are most effective: Cooperative learning, writing-to-learn, multimedia instruction, or some combination?. *Scholarship of Teaching and Learning in Psychology*, 3(4), 257-271. doi:<http://dx.doi.org.elibrary.jcu.edu.au/10.1037/stl0000095>

Despite support for active learning, little research has directly compared active techniques to determine which are most beneficial for student learning and motivation. The current study compared the active-learning techniques of cooperative learning (CL) and writing-to-learn (WTL) while also varying the modality of presentation (textual or multimedia) of lessons on key concepts and classic experiments in child development. Undergraduates (N = 165) in 4 sections of a developmental psychology course completed lesson modules, quizzes, and the Intrinsic Motivation Inventory (IMI) in each of 4 active-learning conditions: text-based WTL (definitional writing), text-based CL, multimedia CL, and multimedia WTL (evaluative writing). Multimedia WTL (evaluative writing) was found to be most effective for overall learning. Multimedia CL was most effective for lower-level factual learning, and showed a trend toward enhancing student motivation. In sum, integrating multimedia presentation of lesson material with active-learning techniques enhanced educational benefits. Implications for pedagogical practice are considered.

Setianingsih, R. (2018). Patterns of interactions at grade 5 classrooms in learning the topic of statistics viewed from cognitive load theory. *Journal of Physics: Conference Series*, 953, conference 1.

The nature of interactions that occurs among teacher, students, learning sources, and learning environment creates different settings to enhance learning. Any setting created by a teacher is affected by 3 (three) types of cognitive load: intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. This study is qualitative in nature, aims to analyse the patterns of interaction that are constituted in mathematics instructions by taking into account the cognitive load theory. The subjects of this study are 21 fifth-grade

students who learn mathematics in small groups and whole-class interactive lessons. The data were collected through classroom observations which were videotaped, while field notes were also taken. The data analysis revealed that students engaged in productive interaction and inquiry while they were learning mathematics in small groups or in whole class setting, in which there was a different type of cognitive load that dominantly affecting the learning processes at each setting. During learning mathematics in whole class setting, the most frequently found interaction patterns were to discuss and compare solution based on self-developed models, followed by expressing opinions. This is consistent with the principles of mathematics learning, which gives students wide opportunities to construct mathematical knowledge through individual learning, learning in small groups as well as learning in whole class settings. It means that by participating in interactive learning, the students are habitually engaged in productive interactions and high level of mathematical thinking.

Sun, Z., Liu, R., Luo, L., Wu, M., & Shi, C. (2017). Exploring collaborative learning effect in blended learning environments. *Journal of Computer Assisted Learning*, 33(6), 575-587, doi: 10.1111/jcal.12201

The use of new technology encouraged exploration of the effectiveness and difference of collaborative learning in blended learning environments. This study investigated the social interactive network of students, level of knowledge building and perception level on usefulness in online and mobile collaborative learning environments in higher education. WeChat, which is a mobile synchronous communication tool, and modular object-oriented dynamic learning environment (Moodle) were used as mobile and online collaborative learning settings. Seventy-eight college students majoring in information engineering participated in the experiment. The following findings were revealed by combining methods of social network analysis, content analysis and questionnaire survey: (1) the collaborative social networks generated in this study showed that students had tighter interaction relationships in Moodle than in WeChat; (2) deeper level of knowledge building in collaboration and interaction through Moodle than WeChat was observed; and (3) Moodle got higher perception level than WeChat because of its usefulness for collaboration.

Van Ryzin, M. J., & Roseth, C. J. (2018). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. *Journal of Educational Psychology*. doi: 10.1037/edu0000265

Peer victimization is a highly stressful experience that impacts up to a third of all adolescents and can contribute to a variety of negative outcomes, including elevated anxiety, depression, drug use, and delinquency, as well as reduced self-esteem, school attendance, and academic achievement. Current prevention approaches (e.g., the Olweus program) have a mixed record in American schools. We propose a new approach to prevention that leverages theory and research surrounding the social aspects of bullying and victimization, particularly peer relations. Our approach attempts to (a) break down the process of homophily among bullies and (b) provide a mechanism by which socially isolated students can develop new friendships. Our approach asks teachers to increase opportunities for positive peer interaction through carefully structured, group-based learning activities in school (i.e., cooperative learning). We hypothesized that these positive peer interactions would result in reductions in bullying, victimization, perceived stress, and emotional problems, as well as increases in peer relatedness, among more marginalized students. Using a cluster randomized trial with 15 rural middle schools in the Pacific Northwest (N = 1,460 7th-grade students), we found that cooperative learning significantly reduced bullying, victimization, and perceived stress for marginalized students (i.e., moderated effects) and reduced emotional problems and enhanced relatedness for all students (i.e., main effects). Given that cooperative learning has already been shown to enhance student engagement and achievement in prior research, our results demonstrate that cooperative learning should be a permanent, sustainable component of teacher training and school culture.

Vink, R., Wijnants, M., Cillessen A., & Bosman A. (2017). Cooperative Learning and interpersonal synchrony. *Nonlinear Dynamics Psychology and Life Sciences* 21(2), 189-215.

Cooperative learning has been shown to result in better task performance, compared to individual and competitive learning, and can lead to positive social effects. However, potential working mechanisms at a micro level remain unexplored. One potential working mechanism might be the level of interpersonal synchrony

between cooperating individuals. It has been shown that increased levels of interpersonal synchrony are related to better cognitive performance (e.g., increased memory). Social factors also appear to be affected by the level of interpersonal synchrony, with more interpersonal synchrony leading to increased likeability. In the present study, interpersonal synchrony of postural sway and its relation to task performance and social factors (i.e., popularity, social acceptance, and likeability) was examined. To test this, 183 dyads performed a tangram task while each child stood on a Nintendo Wii Balance Board that recorded their postural sway. The results showed that lower levels of inter-personal synchrony were related to better task performance and those dyads who were on average more popular synchronized more. These results contradict previous findings. It is suggested that for task performance, a more loosely coupled system is better than a synchronized system. In terms of social competence, dyad popularity was associated with more interpersonal synchrony.

Wang, H-L. (2016). Successful TV-production teamwork in the classroom: A critical analysis. *International Journal of Research Studies in Education*, 5(1), 45-50. doi: 10.5861/ijrse.2015.1033

How do teams overcome challenges and manage to work more effectively, and how relevant are the answers to these questions in different classroom team environments? Teamwork research identifies a number of factors which determine the success in the classroom (Tomas, 2002), and this study analyzes factors impacting student groups that are working to complete assigned teamwork projects. The concept of teamwork is examined for achieving successful TV production classroom work for university media students. The study applies qualitative methodology with in-depth studies of small groups of people to guide and support the construction of hypothesis that include in-depth interviews with individuals, group discussions (from 6-7 participants is typical), diary and journal exercises and in-context observation and focuses on the importance of such factors as goal setting, decision-making, leadership style, and team communication for each key function.

## IASCE EXECUTIVE BOARD

---

**Lalita Agashe, Membership Liaison**

MVRF, Pune, India

[lalitaagashe@gmail.com](mailto:lalitaagashe@gmail.com)

[lalita@iasce.net](mailto:lalita@iasce.net)

**Lynda Baloche, Co-President**

Professor Emeritus: West Chester University of PA  
MAGICC: Models and Activities for Growth in  
Creativity and Cooperation, Medford, NJ, USA

[lbaloche@wcupa.edu](mailto:lbaloche@wcupa.edu)

[lynda@iasce.net](mailto:lynda@iasce.net)

**Maureen Breeze, Membership Coordinator**

Education Consultant  
England

[m@ureenbreeze.co.uk](mailto:m@ureenbreeze.co.uk)

[maureen@iasce.net](mailto:maureen@iasce.net)

**Celeste Brody, Co-President**

886 NW Stonepine Drive  
Bend, Oregon, USA

[brody886@gmail.com](mailto:brody886@gmail.com)

[celeste@iasce.net](mailto:celeste@iasce.net)

**Céline Buchs, Secretary**

University of Geneva  
F.P.S.E, Department of Educational Sciences  
Geneva, Switzerland

[celine.buchs@unige.ch](mailto:celine.buchs@unige.ch)

[celine@iasce.net](mailto:celine@iasce.net)

**Richard M. Cangro**

Western Illinois University  
Macomb, Illinois, USA

[RM-Cangro@wiu.edu](mailto:RM-Cangro@wiu.edu)

<http://www.wiu.edu/music/faculty/cangro.shtml>

[rich@iasce.net](mailto:rich@iasce.net)

**Jill Clark, Newsletter Editor**

Wellington Institute of Technology (WelTec)  
Wellington, New Zealand

[jilliandc@gmail.com](mailto:jilliandc@gmail.com)

[jill@iasce.net](mailto:jill@iasce.net)

**Kumiko Fushino**

Tokyo Keizai University

Tokyo, Japan

[kumiko-fushino290729@nifty.com](mailto:kumiko-fushino290729@nifty.com)

[kumiko@iasce.net](mailto:kumiko@iasce.net)

**Robyn Gillies**

The University of Queensland  
Brisbane, Australia

[r.gillies@uq.edu.au](mailto:r.gillies@uq.edu.au)

[robyn@iasce.net](mailto:robyn@iasce.net)

**George M. Jacobs**

JF New Paradigm Education  
Singapore

[george.jacobs@gmail.com](mailto:george.jacobs@gmail.com)

[www.georgejacobs.net](http://www.georgejacobs.net)

[george@iasce.net](mailto:george@iasce.net)

**Wendy Jolliffe**

Formerly Head of Teacher Education, Faculty of  
Education University of Hull, England

[w.m.jolliffe@hull.ac.uk](mailto:w.m.jolliffe@hull.ac.uk)

[wendy@iasce.net](mailto:wendy@iasce.net)

**Kathryn Markovchick, Treasurer**

Forman S. Acton Educational Foundation  
Salem, NJ, USA

[www.formanscholars.org](http://www.formanscholars.org)

[kathryn@iasce.net](mailto:kathryn@iasce.net)

**Don Plumb**

Education Consultant  
Toronto ON, Canada

[d.plumb@sympatico.ca](mailto:d.plumb@sympatico.ca)

[don@iasce.net](mailto:don@iasce.net)

**Yael Sharan, Membership Liaison**

Group Investigation Projects (GRIP)  
Tel Aviv, Israel

[yaelshar@015.net.il](mailto:yaelshar@015.net.il)

[yael@iasce.net](mailto:yael@iasce.net)

**Laurie Stevahn, PhD**

Educational Leadership Doctoral Program  
Seattle University  
Seattle, Washington, USA

[stevahn1@seattleu.edu](mailto:stevahn1@seattleu.edu)

[laurie@iasce.net](mailto:laurie@iasce.net)

## IASCE MISSION STATEMENT

---

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 toward the inclusion of people with diverse backgrounds in our schools and society.
- ☆ Works with local, national, and international organizations to extend high-quality practices of cooperative learning.
- ☆ Sponsors and supports projects that extend the understanding of cooperative-learning principles in different settings.
- ☆ Co-sponsors international conferences that bring together educators from around the world to discuss successes and challenges and to share research and best practices in cooperative learning.
- ☆ Maintains the IASCE website, which provides links to other sites related to cooperative learning, announces opportunities for face-to-face learning, and makes available a variety of resources in the field.
- ☆ Sponsors the IASCE Achievement Awards and the Elizabeth Cohen Award for Outstanding Thesis or Dissertation.

### **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 an international perspective.
  - New ideas from practitioners in the field.
  - Reports on the latest research and journal publications.
  - Book and media reviews.
  - Discussions with practitioners and researchers around the world on topics such as cooperative learning and technology, cooperative learning with different ages and populations, cooperative learning in content areas, and teacher education.
- ☆ DISCOUNTS on our international conferences that bring together educators from around the world to share ideas, compare successes, discuss challenges, and review the latest research.
- ☆ Timely NOTIFICATION of publication opportunities, typically cooperative learning themed issues of respected journals, when an IASCE board member is a guest editor of the publication.
- ☆ ACCESS, upon request, to an ongoing database of research abstracts in the field of cooperative learning.

**Please visit us on the web at:**

[www.iasce.net](http://www.iasce.net)



International  
Association  
for the Study of  
Cooperation  
in Education

Join the worldwide community of educators, administrators, researchers and staff developers working together to create more effective learning environments for our students and ourselves, through cooperation in education.

### HOW TO JOIN:

Please visit us on the web at

<http://www.iasce.net/home/join>

If, after visiting our website you need further assistance, please contact [office@iasce.net](mailto:office@iasce.net)

Types of memberships include:

#### **Individual Memberships**

Individual members receive the newsletter and all other communications electronically.

One year—\$30

Two years—\$50

Three years—\$70

#### **Networking Memberships**

Networking members (which may be an individual or an institution) receive the newsletter and all other communications electronically. The Networking Membership includes the right to disseminate and use any or all of any IASCE Newsletter for education purposes, for the duration of the Membership period.

One year—\$40

Two years—\$60

Three years—\$80





International  
Association  
for the Study of  
Cooperation  
in Education

---

34 Tremolo Point  
Mount Vernon  
Maine 04352

A reminder notice about renewal will be sent approximately one month before the membership expiration date.