International Association for the Study of Cooperation in Education
IASCE

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Dear Colleagues,

It is a pleasure to bring you the second IASCE newsletter of 2019. As is typical, this edition includes a wealth of article abstracts, plus a review of a recent book related to cooperative learning. Even a cursory glance at the contents reinforces the fact that cooperative learning is being utilized and investigated in many contexts and regions of the world.

We are pleased to remind you that The International Association for Intercultural Education (IAIE) will be convening a conference in Amsterdam in November 2019. IAIE and IASCE have enjoyed a collaborative working relationship for almost two decades. This relationship has included a co-sponsored conference in Turin Italy, IASCE coordination of CL strands for several IAIE conferences, and support for CL themed issues of the IAIE journal *Intercultural Education.* Cooperative learning will be well represented in Amsterdam with an extensive strand of twelve workshops—three workshops during each of four days of the conference. Yael Sharan, one of the strand organizers, has mentioned to me that, for each workshop, a facilitator is either a current or former IASCE member. Board members Yael Sharan, Jill Clark, Wendy Jolliffe, and Celine Buchs will each be facilitating workshops.

As co-president, it is my responsibility to announce that IASCE has decided to dissolve its non-profit incorporation on 31 December 2019. IASCE, first formed in 1979, has been the only international, non-profit organization for educators who research and practice cooperative learning. We have sponsored and co-sponsored conferences in 12 countries and partnered with organizations, to support their conference efforts, in several more. We have supported the publication of books and cooperative-learning themed issues of journals that have been disseminated by prestigious publishers in multiple countries. Most importantly we have networked with and met many of you—our members and readers—and learned about your work and admired your commitment to improving the life-chances of children and their families.

We plan to publish the third "regular" issue of our 2019 newsletter in December 2019. In late Spring 2020, IASCE will publish a final commemorative edition. (If your membership is scheduled to continue past June 2020, we will contact you individually about your membership.) Our website will remain available throughout 2020 and all remaining issues of the newsletter will be posted. Please download any website content that you may wish to access after 2020.

We would like our commemorative Spring 2020 newsletter to celebrate the rich history of IASCE and to reflect what the association has meant to our members. We invite you to reflect on your experiences with IASCE and to submit short items (1000 words or less) for inclusion in the newsletter. Please email your submissions to the newsletter editor, Jill Clark, at j illiandc@gmail.com before 31 January 2020. Put IASCE 2020 Newsletter in the subject line of the email.

We look forward to hearing from you.

Cooperatively yours,

Lynda Baloche

Student Centered Cooperative Learning: Linking Concepts in Education to Promote Student Learning

George M Jacobs and Willy A Renaldya

Reviewed by Lynda Baloche

Student Centered Cooperative Learning: Linking Concepts in Education to Promote Student Learning is a short and tightly written book. Chapter titles and section titles are clear and help to signal the authors' thinking; chapter abstracts and conclusions offer further guidance to the reader. Tables are useful and carefully titled. Each chapter's references are varied and interesting. They immediately follow the chapter, which I find to be user friendly.

Chapter 1, *Student Centered Cooperative Learning: An Introduction*, does far more than the title might suggest. The authors build a case for a shift of focus and intent. They advocate for a shift from teacher-centered to student-centered learning. They also discuss what they characterize as a "terminological dispute" between the labels cooperative learning and collaborative learning. Throughout, they use the term cooperative learning, seeing it as a continuum from more to less teacher directed. Always, their goal is to encourage teachers to focus on, and make decisions about, learning to create an increasingly student-centered learning environment. This first chapter includes six tables. Each is useful and several are thought provoking. Because their titles mirror the content and scope of the chapter, I have listed them below.

1. Ten elements of Student-Centered Learning
2. Selected continua of characteristics on which to compare Teacher Centered Learning and SCL
3. Links between characteristics of Student Centered Learning and characteristics of a more equitable society
4. Eight elements of cooperative learning
5. Ways that cooperative learning links with ten elements of Student Centered Learning
6. Differences in the use of groups between Student Centered Learning and Teacher Centered Learning

Chapter 2, *Communities in Support of Learning* is short and well-focused. I was pleased that the authors included a chapter on community so early in the text. In this chapter they examine the concepts of "communities of practice," legitimate peripheral participation, Maslow's Hierarchy of Needs, and teachers as learners. They also discuss the challenges and benefits of using student-centered cooperative learning with large classes.

Chapter 3, *Neuroscience and What It Tells About Education*, provides a relevant review of brain research, including sections on physical, affective, and cognitive aspects of the brain. From my point of view, the more interesting section of the chapter focuses on social neuroscience. This section includes the following subheadings: Promote Mutual Concern, Encourage Buy-in to the Social, Learn Cooperative Skills, Disagreeing Politely, and Facilitating Altruism. Most sections have specific examples and suggestions linked with cooperative learning models and strategies. In the Disagreeing section I didn't necessarily think the examples focused on disagreeing; the section seemed to focus primarily on the steps involved in teaching a social skill. I wondered why the authors would feel the need to qualify the word disagreement with "politely" and I think this section would have benefitted from direct discussion of research and examples related to productive disagreement. I was excited to read the title of the section on Altruism, but I wanted more detail and didn't think the example the authors used was well focused on the topic.

Chapter 4, *Thinking Skills* begins with a brief examination of what is meant by thinking skills and reviews a small sampling of theoretical underpinnings. The remainder of the chapter focuses on a variety of ideas—ranging from complex strategies such as Group Investigation (Sharan and Sharan, 1992) and Academic Controversy (Johnson and Johnson, 1995) to games such as Singapore Spy. The various strategies encourage equitable dialogue, questioning, thinking aloud, and perspective taking. One example includes a variation on the well-known creativity technique SCAMPER (Eberle, 1971; Baloche and Platt, 1993), however the link to the creative thinking literature is not explored and discussion of the importance of creative thinking and problem solving is missing from the chapter. The strategies explored vary from the use of dyads to larger groups and provide readers with a variety of ideas. They range from quick/simple ideas that require minimal planning to longer-term/complex strategies that require careful planning and implementation.

Chapter 5, *Alternative Assessment* begins with a description of "traditional" assessment. I disagree with the authors that traditional assessment is always "summative"—which they describe as occurring at the end of the term or course. The authors compare traditional/summative to "formative" assessment and, when I read their introductory section, I was not quite sure if they were suggesting that all formative assessment was "alternative" or that the term alternative assessment was being used specifically to signal assessment that involved students in ways other than merely recording what they know. The authors' examples helped me to clarify, but only partially. The authors discuss the differences between "covering" and "uncovering" the material, the assessment of students as group members, assessing groups, and if, how, and when to grade group work. They include an extensive section describing STAD—Student Teams-Achievement Divisions (Slavin 1995). I wasn't sure if they were suggesting that STAD offers an option for alternative assessment or alternative grading practices.

The authors discuss, and provide examples of, how students might give each other feedback about their work together which is a key element in the Johnson and Johnson model. The Johnsons' (2017) use the term "Group Processing." I prefer the term "Student Reflection and Planning" because I have found that teachers with whom I have worked understand that term more readily. I was pleased that this important concept was included in this chapter. I had wondered why the authors did not include "group processing" or an equivalent term in Chapter 1 when they listed the elements of cooperative learning in Table 1. Research suggests to me that giving students time to reflect on their work, think about applications for what they have learned, and set goals, or plan for, future work is critical to individual students and groups becoming more self-directed and intrinsically motivated.

As I read this chapter, I kept asking myself why so many educators have a need to use the word "alternative" with assessment. If we want to create classrooms that are truly cooperative and are truly student-centered, why reference ourselves against the grind of standardized testing or other summative measures? Why take the time to create and record an elaborate points and bonus system based on scores that are typically the result of assessments focused on simple recall and comprehension? Instead of considering how students might have input into a rubric, why not throw the rubric out? Elizabeth Cohen and her colleagues, in their 2002 article *Can Groups Learn?*, provide a compelling example and analysis of a diverse, multifaceted, and complex group task with an assessment system that seems authentic and elegant in its utility. Their example truly is an "alternative" way of learning and assessment, and they do not use the term.

Chapter 6, *Personality Variation: The Case of Introversion, Ambiversion, and Extroversion* is the first of two chapters the authors dedicate to discussing how student "differences" impact a student-centered cooperative classroom. Teachers have always struggled with quiet students—wondering how or if to draw them out. Our colleague Elizabeth Cohen (Cohen and Lotan, 2014) spent many years examining "quiet" students and her work is chilling in detailing how some students—those she calls "low status"—are marginalized during small-group work, even in classrooms where group size is appropriate and tasks are interesting, clearly defined, and reinforced with shared resources.

The authors of this book choose the introversion/extroversion typology to examine participation and to suggest ways that cooperative learning can be structured to "fit" the needs and preferences of students across the continuum. They reference Susan Cain, author of the best-selling non-fiction book *Quiet: The Power of Introverts in a World That Can't Stop Talking* (2012) whose characterizations of classrooms are, I think, rather one sided. Her point is that learning environments are often designed in ways that advantage extroverts. As a person who scores as an extreme introvert on the Myers-Briggs (Myers and Myers, 1995)—the best-known personality-inventory in the English language that examines introversion/extroversion—I tend to disagree with Cain and have found her examples sometimes extreme and simplistic. However, I think the authors are thoughtful in their approach, and offer many concrete suggestions for how to structure cooperative learning to meet the needs of students and teachers who are "outgoing" as well as those who are naturally more quiet.

Chapter 7, *Multiple Intelligences* includes discussion of diversity through the lens of this well-known theory (Gardner, 1993). The authors provide "tips" for how teachers might meaningfully integrate several intelligences into a lesson and classroom, they explore how a focus on multiple intelligences can support a student-centered, cooperative-learning classroom, and they attempt to provide examples of how "less used" intelligences—musical-rhythmic, naturalist, and bodily kinesthetic—might be meaningfully incorporated into the regular life of classrooms. I applaud the authors' efforts. However, their examples—for instance, they suggest that a) simple songs

could be adapted and used to "carry" content (which is a common pneumonic device); b) music could be used as background in the classroom; and c) rhythmic sequences and responses could serve as a classroom routine to gain students' attention—are indicative of how seldom educators and schools truly engage the arts.

The authors' examples are all serviceable, but somehow miss the power of music and rhythm to help us a) experience and understand history and cultural diversities; b) experience, through even simple performances, alternatives means of expression; and c) simply bring joy into our lives. I feel confident in saying that those of us who were fortunate enough to travel to a public elementary school when we visited Taiwan in Spring 2019 will not forget their extraordinary visual-arts program. We saw such powerful visual expressions of the students' connections to their culture, history, daily observations, and imaginations. Their work sent shivers down my spine. I feel confident that the students' perceptions and sense of self have been permanently altered and enhanced by how they have learned to express their knowledge, thoughts, and experiences through art. I have had similar good fortune to visit a public elementary school in the United States that taught the majority of their content areas through the arts. I was amazed by the exploratory and expressive capacities of these young children in both visual and performing arts. I was also impressed by the creative and critical thinking, risk-taking, and collaboration of their teachers. The teachers and students alike exhibited a joy for learning that was profound.

Chapter 8, *Positive Education: A New Way to Look at Learning* begins with an explanation of Positive Education and its roots in Positive Psychology. The authors focus on five elements—positive emotions, engagement, relationships, meaning, and achievement. Understanding the stress that teachers experience in their daily lives, the authors begin with a focus on teachers—not students. Some of their suggestions include a) finding diversions from negative thoughts; b) avoiding gossip and sarcasm; c) researching the positive—focusing on what is going well, not the difficulties; d) reflecting on the positive; e) random acts of kindness; and f) "biophilia" (getting out into nature). The authors then describe three generic positive education activities that might be adapted and used with students in a cooperative learning classroom. They conclude the chapter with tips for implementing positive education in a student-centered, cooperative-learning classroom and include a table that makes the supporting links between these two concepts overt. I particularly appreciated the authors' inclusion of this chapter; it feels so relevant for the modern, stressful, and often divisive world in which we live.

Chapter 9, the penultimate chapter in this volume, and the last I will discuss, is titled *Justice: How Education Can Promote It.* The authors begin this volume promising a great deal. This seems a "perfect ending" to bring us back to big questions. I think their table "Comparison of the presence or absence of democracy in the classroom" could be a useful springboard for discussion. They include what might be thought of as typical topics such as service learning and concerns for how to build a more democratic classroom. This later topic has been a perennial topic of educational philosophers and is a major focus in the Schmucks' (1992) classic text *Group Processes in the Classroom.* They also include the topic of ageism and a short but pointed section titled "Food and Justice." The later section includes a variety of information and statistics about a) how animal agriculture facilities and slaughterhouses produce large amounts of environmental toxins and greenhouse gases; b) how "whole" foods are inequitably distributed—with poorer people having less access to quality food; and c) the percentage of people who are chronically hungry and/or food insecure.

Do these statistics relate to cooperative learning? I guess it depends on your goals, how you define cooperation, how big a circle you wish to create and embrace, and how you view the efficacy of your own thoughts and actions. I think George and Willy are encouraging all of us to think deeper, wider, higher.

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Writing for the Spring 2020 newsletter

We invite you to reflect on your experiences with IASCE and to submit items for inclusion in the final issue of the newsletter to be published in Spring 2020. Short pieces (1000 words or less) are preferred.

The deadline for submissions is 31 January 2020.

Please email submissions to the editor of the IASCE Newsletter, Jill Clark at jilliandc@gmail.com . Put "IASCE 2020 Newsletter" in the subject line of the email.

The IASCE/CL Strand at the IAIE Conference in Amsterdam, November 11-15, 2019

Yael Sharan

You may have noticed the announcement in the May 2019 issue of the newsletter of the upcoming IAIE (International Association for Intercultural Education) conference, titled Another Brick in the Wall: Rethinking Education. Barry van Driel, President of IAIE, has consistently welcomed collaboration with IASCE and we are among the sponsors of this conference. There will be an IASCE-CL strand, co-chaired by Board members Jill Clark and Yael Sharan, together with Ferenc Arato, a member of both associations. IASCE Board members Celine Buchs and Wendy Jollife will also facilitate workshops.

To remind readers who may not be familiar with our years of collaboration with IAIE, here's a short history. The history of collaboration between IASCE and IAIE at conferences began in 1979, when the late Elizabeth Cohen co-organized an IAIE conference in Sodertalje, Sweden. Some of you may recall the collaboration between the two associations at a conference in Turin, Italy, in 2008, and, over the years, at several later IAIE conferences, in which IASCE had a strand. Many IAIE members have attended IASCE conferences, and one IASCE life member, Isabella Pescarmona, is a veteran IAIE member.

The IASCE strand in Amsterdam will be spread over all four conference days, with three or four workshops each day. Ference Arato will "frame" the strand by facilitating a workshop on the "Basic Elements of a Cooperative Paradigm." On the last day, Yael will facilitate a session to wrap up the variety of experiences in the strand. Of course we cannot guarantee that the same people will attend all 13 workshops, but we hope that there will be some continuity that will enable participants to experience and appreciate CL's contribution to intercultural education.

Workshop facilitators in the IASCE strand are all veteran implementers and/or researchers of CL and have participated in IASCE conferences and strands. The workshops address a range of levels of familiarity with CL; some will offer new ideas about research or implementation; others will be more appropriate for teachers unfamiliar with CL principles and ways of implementing them. Here's a concise glimpse of the variety of topics the workshops will cover. Asmaa Ganayem and Miri Shonfeld will lead a workshop on cooperation through technology, as they did at the IASCE conference in Taiwan. David Duran and Jesus Ribosa, who have participated in several IASCE conferences, will share progress of their projects on peer learning. Ferenc Arato will lead a session with the provocative title: School is Dead but Nobody Noticed. Jill Clark will facilitate a workshop on developing key competencies through CL. Celine Buchs will introduce her latest research on CL in a multicultural and multilingual classroom. Wendy Jollife's topic is the key role CL plays in inclusive learning and teaching. Indra Odina & Ilze Mikelsone, from Latvia, who were at the IASCE conference in Manchester, will explore learning together in traditional, cooperative, collaborative, and transformative groups. Claudia Matini, from Italy, will lead a workshop centered on her research on CL's role in creating a classroom where each student can feel equal and secure. Also from Italy are Daniela Pavan, who will demonstrate CL's role in dealing with bullying in the classroom, and Giovanna Malusa, who will facilitate a workshop on the topic of her research "Playing as you learn." Isabella Pescarmona and colleagues will facilitate a workshop titled: "Who is the other? A cooperative intercultural experience." Brazil, a country not often heard from, will be represented by Frank Carvalho and Manoel Andrade, who will engage participants in the findings of a 25 year old educational project in a northern province.

A unique feature of this conference is the venue, the DENISE, a bilingual, international school. (DENISE stands for De Nieuwe Internationale School van Esprit.) Here are a few sentences from their website to give you the flavor of this school: "DENISE uses five different programs so every student can be served at their own needs and personal choices. Besides the academic learning goals DENISE also puts great emphasis on the students' personal development. Qualities such as cooperation, thoughtfulness, resilience and adaptability are fostered in a systematic way." In keeping with the school's vision, teachers and students will play an active role throughout the conference. Specifically, workshop facilitators have been invited to welcome a few high school students in their workshops (not compulsory), and most have agreed. This should be a novel experience for the presenters at the IASCE strand, and we will definitely let you know how it worked out.

All readers are welcome to attend!

IAIE International Conference

Another Brick in the Wall: Rethinking Education

Amsterdam, November 11-15, 2019

Piet Mondriaanstraat 140

This conference will focus on the challenges and opportunities relating to teaching and learning in diverse environments in the 21st century.

A strand at this conference focuses on Cooperative Learning and other interactive learning approaches. In this strand participants will experience a variety of methods and procedures that facilitate learning in small groups, as opposed to the traditional transmission model that is still quite pervasive.

The workshops will demonstrate ways learners of all ages can involve ideas, feelings, experiences, and cultural backgrounds in the learning process.

Participants will be exposed to CL methods and strategies designed to maximize learners' participation and contributions. The variety of workshops is based on the wealth of research and practice in the field that have proven CL's benefit to all learners, in all areas of learning.

The strand is co-chaired by Jill Clark (IASCE Board member), Yael Sharan, (IASCE Board member and IAIE member), and Ferenc Arato (IAIE and IASCE member).

More information about the conference can be found at http://www.iaie.org/amsterdam2019/

From the Journals

Contributors: Jill Clark and Yael Sharan

Alcántara, D., Sopena-Juncosa, J., Damiá-Giménez, E., Cuervo-Serrato, B., Rubio-Zaragoza, M., Carrillo-Poveda, J., Jaber-Mohamad, J., & Vilar-Guereño, J. (2018). Cooperative learning in Veterinary Science. *Journal of Advances in Agriculture, 8*(1), 1399-1407. https://doi.org/10.24297/jaa.v8i1.7543

Cooperative learning is an instructional method based on teamwork, by reinforcing a student´s own learning as well as the learning of his or her fellow members. Thus, this kind of cooperative model achieves personal and team success at the same time. With this aim, an experience was designed where students from veterinary surgery and propaedeutics from the Universities of Las Palmas de Gran Canaria (ULPGC) and CEU Cardenal Herrera of Valencia (UCH-CEU) simultaneously performed surgical practices in the Veterinary Medicine Degree. Propaedeutic students were evaluated previously and after the practical period with surgery multiple-choice questions and results were compared. The obtained results allow us to conclude that students after interaction gained advanced knowledge in veterinary surgery.

Alghamdy, R.Z. (2019). EFL Learners' reflections on cooperative learning: Issues of implementation. *Theory and Practice in Language Studies 9*(3), 271-277. doi: 10.17507/tpls.0903.03

This study has described and identified the opinions and experiences of the EFL learners who participated in CL English lessons. The participants in this study were 10 tenth-grade male students, aged 14-15 years in four boys' secondary schools in Al-Baha city. Two English teachers were asked to implement cooperative learning in their classrooms for 12 weeks. The researcher interviewed ten randomly selected students from the cooperative learning classes at the end of the study. The results and findings of this study showed that most students found that CL enabled them to improve their English skills, make new relationships with others classmates, perform different roles, improve their oral presentation skills, build their self confidence, take on responsibility, respect different opinions and offer their different views, increase their motivation, and develop their friendships with their classmates. However, there were few drawbacks and obstacles to using the CL method. These included: low achiever EFL learners depending on high achiever learners, classmates not giving group members a chance to state their opinions, and poor group member distribution and supervision by the teacher. In the following chapter, the researcher presents a general discussion of the results in this study.

Anderson, J. (2019). Cooperative learning: Principles and practice. *English Teaching Professional,* (212), 4-6.

This article provides an overview of cooperative learning and its influence on TESOL, including its origins in mainstream US education, its past and current influences in ELT, and the two core principles underpinning cooperative learning. It offers a number of suggestions for TESOL practitioners interested in making use of cooperative learning in secondary and adult EFL/ESL classes around the world.

Bisai, S., & Singh, S. (2019). Bridging the divide: Collaborative learning and translanguaging in multilingual classrooms. *Fortell, A Journal of Teaching English Language and Literature*, pp.1-10.

Collaborative learning is an educational approach which involves groups of learners who work together to solve various problems, perform a task and arrive at a certain conclusion together (Laal & Ghodsi, 2012). It also involves the students to actively participate in the classroom, which encourages them to socialize with one another. However, it promotes a single language formula in the classroom. This becomes a problem for multilingual students as they come from various linguistic backgrounds. Also, their language resources remain unutilized in the classroom and most of the time they lose interest in their studies as they cannot comprehend the language of their teachers, which forces them to leave the school (MacKenzie, 2009). In such a scenario, the strategy of translanguaging can be used as it gives multilingual learners an opportunity to hover "freely within, between, and among languages" (Shohamy,2013). In this paper, we will present the results of a study, that was conducted in a

school in Paschim Medinipur district, West Bengal. As part of the study, a qualitative discourse analysis was done to study how translanguaging promotes collaboration among students.

Bosch, C., Mentz, E., & Reitsma, G.M. (2019). Integrating cooperative learning into the combined blended learning design model: Implications for students' intrinsic motivation. *International Journal of Mobile and Blended Learning (IJMBL), 11*(1), 58-73. doi: 10.4018/IJMBL.2019010105

Extensive research has been done on the implementation of cooperative learning (CL) in a face-to-face classroom. However, only a few studies could be found on the implementation of CL in a blended learning environment. The implementation of CL in such an environment is a challenging goal for facilitators. It requires a commitment to change and the willingness to take risks, it takes time and requires planning. This article reports on research done to develop a holistic blended learning (BL) design model. The development of the model was based on a synthesis of a number of pedagogical models, which focus specifically on the integration of technology. The model was then used as a tool to design a module with the integration of CL in a BL environment. It was evident from the findings of the qualitative data that the students' intrinsic motivation (IM) improved after implementing the CL–BL module design.

Butera, F., & Buchs, C. (2019). Social interdependence and the promotion of cooperative learning. In K. Sassenberg & M. L. W. Vliek (Eds.), *Social Psychology in Action: Evidence-based Interventions from Theory to Practice* (111-128). doi: 10.1007/978-3-030-13788-5_8

Social interdependence theory has provided a conceptual framework to understand cooperation and competition through a common mechanism: Social interdependence, i.e., the mechanism whereby the outcomes of individuals in a group are affected by the actions of the other group members. Positive social interdependence is the set of rules, norms, or practices that requires all group members to contribute to a common goal in order to fulfill individual goals. Negative social interdependence requires that some members fulfill their goals to the detriment of others' goals. We review the research showing how social interdependence affects group members' perceptions and behaviors, which in turn influence their learning outcomes. We focus on cooperation and the work that showed how cooperation requires positive goal interdependence, but also group members' responsibility and accountability, interactions directed toward the promotion of the partners, the use of social skills, and critical reflection upon group processes. Then we turn to the literature on cooperative methods in education, and we provide evidence that they favor learning outcomes, psychological and social adjustment, and positive relationships, as compared to competitive and individualistic methods. However, cooperation is vulnerable to threatening social comparison, and we provide evidence that interactions among group members that focus on relative status instead of the task may reduce the beneficial effects of cooperation. Finally, we report an intervention study that illustrates how the implementation of cooperative methods requires training and promotion.

Capodieci, A., Rivetti, T., & Cornoldi, C. (2019). A cooperative learning classroom intervention for increasing peer's acceptance of children with ADHD. *Journal of Attention Disorders, 23*(3), 282-292. https://doi.org/10.1177/1087054716666952

Objective: The hypothesis behind this study was that trained teachers using cooperative learning procedures with children in their classroom (aged from 6 to 10 years) can influence the social skills of children with ADHD symptoms and their acceptance by their peers.
Method: The study involved 30 children with ADHD symptoms attending 12 different classes, where cooperative learning was adopted in some, and standard practices in others. ADHD children's symptoms, social skills, and cooperative behavior were assessed by means of a teacher's questionnaire, and the social preferences of the children in their class were collected.
Results: Changes emerged in teachers' assessments of the children's cooperative behavior in the experimental classes. Improvements in the sociometric status of children with ADHD symptoms were only seen in the cooperative learning classes.
Conclusion: These results show the importance of well-structured intervention in classes that include children with ADHD symptoms. Implications of these findings for future intervention are discussed.

Chingombe, S. I., & Higgs, P. (2019). Philosophical reflections on ubuntu in the context of cooperative learning. *International Research in Higher Education, 4*(2), 10-24. doi:10.5430/irhe.v4n2p10

Learning institutions ought to be receptive to the desires of humanity by moulding students who are all-inclusive and inspired with a vibrant consideration and obligation of who they are in relation to their immediate and external environment. The study focused on philosophical reflections on ubuntu in the context of cooperative learning in higher education. A qualitative methodology was adopted. Interpretivism and the grounded theory were the paradigms used in this study. A grounded theory has the potential to generate new theories based on the data collected from participants. The sample comprised of two lecturers who were purposively selected for their expertise in teaching philosophy. Findings clarified that ubuntu creates a teamwork culture which inspires students to work collectively in order to achieve a common goal. Ubuntu collection of themes indicated that ubuntu is a philosophy. From the African point of view ubuntu is a set of beliefs that refers to the way people relate at individual and personal level, but at the core of ubuntu there is an element of humanity. Ubuntu can act as a weapon to cover the weaknesses of colleagues. As the weaknesses of family members or other learners is protected or shielded it helps to build confidence and trust among the learners. Findings also revealed that ubuntu brings coordination and direction with due respect of individual abilities and differences. It was also noted that ubuntu is the cement or the glue that unifies, interrelates or interconnects individuals in cooperative learning. On a negative note it was revealed that without ubuntu there is irrationality, chaos, disorder, selfishness and separation, where everything is scattered. As the grounded theory emphasised the generation of a new theory, a communalist enhanced theory was adopted. The communalist enhanced learning anchored on social interdependence which promotes task, behavioural and goal interdependence.

Clinton, V., & Wilson, N. (2019). More than chalkboards: Classroom spaces and collaborative learning attitudes. *Learning Environments Research,* pp 1-20. https://doi.org/10.1007/s10984-019-09287-w

The well-known benefits of collaborative learning have prompted the development of active learning classrooms that are designed to facilitate peer interaction. Given the expense of designing active learning classrooms, examining student perceptions of these learning spaces is critical. Furthermore, it is not well understood how the type of classroom (active learning or traditional lecture) relates to students' perceptions of collaborative learning. In this study, aviation students (N = 46) were enrolled in the same course taught in the same active-learning manner by the same professor with one section taught in an active-learning classroom and one taught in a traditional lecture classroom. Results indicated that students perceived the active-learning classroom as much better suited to collaborative learning than the traditional lecture classroom. In addition, students in the active-learning classroom reported higher-levels of perceived value of collaborative learning, both in terms of enjoyment and usefulness, than did students in the traditional lecture classroom. Implications for designing learning environments and promoting the value of active learning to students are discussed.

Duran, D., & Miquel, E. (2019). Preparing teachers for collaborative classrooms. *Oxford Research Encyclopedia of Education*. doi: 10.1093/acrefore/9780190264093.013.780

Many educational reforms highlight the need for collaboration, understood not only as a competence to be learned but also as a way of learning and teaching. Two types of collaboration can be found in classrooms: peer collaboration and teacher collaboration. The first focuses on how the teacher restructures interactions between pupils organized in pairs or groups. This permits cooperative learning practices, either by peer tutoring or through systems of cooperative learning. By implementing peer collaboration, the teacher is able to develop a new and transformative role which facilitates functions such as continuous assessment or immediate personalized attention, which are more difficult to carry out in environments where a traditional teaching approach is used. However, both the organization of the classroom for peer collaboration and this new teaching role require teacher training. Experiential learning is a key aspect of the training.

Different levels of teacher collaboration exist, but the most complete is co-teaching: two teachers planning, implementing, and assessing the same lesson for a group of students. Co–teaching allows teachers to attend to the individual needs of their students; that is why it is such an important tool in inclusive education. Furthermore, it is a learning tool for teachers. Co-teachers can foster mutual observation, reflection, and planning of innovative practices, making working together a form of professional development. However, to ensure that pupils receive

better attention and that teachers learn from each other, there has to be teacher training, and again, it must be addressed from an experimental perspective.

Egger, J.O. (2019). Effects of cooperative learning on preservice elementary teachers' interest in and integration of music into core academic subjects. *International Journal of Music Education*. https://doi.org/10.1177/0255761419852173

The author investigated the effects of a cooperative learning environment on the implementation of integrating music into core academic subjects. Using a quasi-experimental design, participants (N = 59) were preservice generalist elementary and special education majors from four course sections of a required music methods course, where two course sections worked in a cooperative learning environment and two course sections worked individually. For six weeks, participants worked on a final project that integrated music into academic core subject lessons. At the conclusion of six weeks, each participant individually microtaught one lesson created from the music integration project. Additionally, participants completed an interest survey after the study was concluded. Results showed that participants in the cooperative learning group scored statistically significantly higher ($p < .05$) on the music integration project, microteaching evaluations, and rated statistically significantly higher interest on their projects from the student interest survey. These results suggest that participants in the cooperative learning group produced work of a higher quality than participants in the control group and that the cooperative learning group also showed a higher level of interest in their own music integration projects.

England, T.K., Nagel, G. L., & Salter, S. P. (2019). Using collaborative learning to develop students' soft skills. *The Journal of Education for Business.* https://doi.org/10.1080/08832323.2019.1599797

Managers now emphasize the importance of soft interpersonal skills for success in business. The authors provide an active learning approach to collaboratively teach students basic soft skills that are needed in most careers. There are initial startup costs for the instructor, but this effort soon reaps extraordinary rewards for students. In the authors' approach, the need for soft skills arises from a real-world issue that results from the application of technical skills in an exercise. A decision must be made, which requires students to learn soft skills. Finally, students apply their soft skills in the real world. The authors provide extensive support for instructors.

Erdogan, F. (2019). Effect of cooperative learning supported by reflective thinking activities on students' critical thinking skills. *Eurasian Journal of Educational Research, 19*(80), 89-112.

Purpose: It is assumed that cooperative work and critical thinking skills will come into prominence in 2020. In this context, the aim of this study is to examine the effect of cooperative learning supported by reflective thinking activities on seventh grade students' critical thinking skills during mathematics course.
Method: In this study, a quasi-experimental model with pretest-posttest control group was applied. In the experimental group, cooperative learning method supported by reflective thinking activities was applied. In the control group, mathematics teaching was carried out in accordance with the curriculum of the mathematics course. The study group was composed of 70 seventh grade students. Cornell Critical Thinking Test, Level X was used as the data collection tool. Dependent and independent samples t-tests were used in data analysis, and ANCOVA was applied to determine the difference between the post-tests scores of the groups.
Findings: In the study, when the pre-test scores of the experimental and control groups were checked, a significant difference was found between the corrected CCT-X post-test mean scores. This difference was found to be in favor of the experimental group. Based on this finding, cooperative learning supported by reflective thinking activities can be said to have a positive effect on students' critical thinking skills.
Implications for Research and Practice: In future research, the effects of different reflective thinking strategies on critical thinking skills can be examined in cooperative learning environment, and their advantages and disadvantages can be discussed. Student's critical thinking skills can be analyzed by qualitative methods.

Eryilmaz, M., & Cigdemoglu, C. (2019). Individual flipped learning and cooperative flipped learning: Their effects on students' performance, social, and computer anxiety. *Interactive Learning Environments, 27*(4), 432-442, DOI: 10.1080/10494820.2018.1522652

The purpose of this study is to differentiate the effect of cooperative learning strategy integrated with a flipped learning (FL) model from sole FL implementation in promoting students' performances while decreasing their social and computer anxiety in an undergraduate course. As a method, a classical experimental design is used. The participants were from the department of English Language and Literature, and Translation and Interpretation. Students were randomly assigned to individual FL (the control group) class; and FL with cooperative activities (experimental group) class. The groups were randomly assigned as experimental and control by tossing a coin. The implementation took 10 weeks. Students' performances (grades), social anxiety, and computer anxiety were dependent variables of the study and they were compared through multivariate analysis of variance. The results indicated that there is no significant mean difference between groups' performances; however; the group of FL with cooperative activities had less social anxiety, but no significant change occurred at their computer anxiety level.

Gazdula, J. (2019). Developing teachers as researchers: A case study in collaborative learning. *Educationalfutures, [online] 9*(2), 28-57. https://educationstudies.org.uk/?p=10155

This paper considers the findings of a staff development programme to develop prospective researchers at a teaching university in the North of England. The Research and Collaborative Enterprise for Staff (RaCES) programme used a facilitated approach to develop a community of practice centred on collaborative learning, creativity, and enterprise to guide participants to their first research paper in a 'safe' learning environment. The approach and the effects on the lecturers were investigated using narrative analysis underpinned by phenomenography and follows their learning journey as they prepare their research for peer review. The investigation used an open learning cycle based on an adaptation of Scharmer's Theory U (2009) to create data collection stages which helped identify critical aspects in the development of participants and is presented as a case study investigation. The findings showed the creativity and collaborative learning approaches were instrumental in overcoming 'inhibitors' which caused an initial reluctance to begin researching due to a lack of confidence, confusion over-work prioritisation, limited self-esteem concerning research, and uncertainty of outcome. The study found facilitators for research included a specific 'instigation event,' seeing their research as an impersonal object to be objectively considered, peer support which improved self-esteem and group objectivity.

Grenier, M., & Yeaton, P. (2019). Social thinking skills and cooperative learning for students with Autism. *Journal of Physical Education, Recreation & Dance, 90*(3), 18-21.

The purpose of this article is to describe how cooperative learning (CL) can be used in conjunction with social-thinking skills to address the learning needs of students with autism spectrum disorder (ASD). Cooperative learning is a pedagogical model in which students work together to solve a problem and complete a task. It is designed to maximize each student's learning experiences. Social thinking encourages students to navigate CL by framing activities through perspective taking and understanding the actions of their peers. Teachers can use social thinking strategies to assist students to attain the desired goals by breaking down the skills so they can work in their CL groups. Strategies for introducing social thinking skills within the CL structure will be presented via a case scenario.

Guerrero, J.O.R. (2019). Some contributions to English oral interaction from cooperative learning. *Revista Humanismo y Sociedad, 7*(1). https://doi.org/10.22209/rhs.v7n1a02

Cooperative learning allows teachers and learners to develop workshops by teams to build knowledge according to the contents proposed in the English classes. This article is the product of qualitative research, which objective was to explore how cooperative learning improves the oral interaction in English of ninth grade students at a private school in Ubaté, Cundinamarca. This study was framed in the Action Research, the instruments to collect data were the teacher's journal, reflections from each workshop and three interviews to sixteen students of the participating grade. Teamwork, cooperative learning and oral expression in English of ninth grade students are highlighted in the results. The conclusions point out that cooperation is a social practice among students that stimulates, motivates and improves learning and oral interaction in English.

Guerrero, O.L.F., Agulló, L.G., & García, R.M. (2019). Cooperative learning in English as a second language lessons. Transformación, *15*(1), 63-73.

Objective: This work moves towards cooperative learning in English lessons and its main objective is to illustrate the teaching procedures that could be used in the language instruction where cooperative learning can be effective in the professional training of the students from an approach that favors the opportunities brought by this type of learning.
Methods: The research relies on methods that allow the systematization of experiences based on didactic-methodological and systematic practice, at the same time observation was also applied as an empirical technique.
Results: The proposed procedures are the fundamental result of this inquiry.
Conclusions: Cooperative related procedures make it possible to achieve a higher level of communicative competence of students and stimulate cooperation links between them.

Guerrero, J.O.R. (2019). Some contributions to English oral interaction from cooperative learning. *Revista Humanismo y Sociedad, 7*(1). https://doi.org/10.22209/rhs.v7n1a02

Cooperative learning allows teachers and learners to develop workshops by teams to build knowledge according to the contents proposed in the English classes. This article is the product of qualitative research, which objective was to explore how cooperative learning improves the oral interaction in English of ninth grade students at a private school in Ubaté, Cundinamarca. This study was framed in the Action Research, the instruments to collect data were the teacher's journal, reflections from each workshop and three interviews to sixteen students of the participating grade. Teamwork, cooperative learning and oral expression in English of ninth grade students are highlighted in the results. The conclusions point out that cooperation is a social practice among students that stimulates, motivates and improves learning and oral interaction in English.

Hebles, M., Yániz, C., & Bertin, M.J. (2019). Impact of cooperative learning on teamwork competence. *Academia Revista Latinoamerica de Administracion, 32*(1), 93-106. https://doi.org/10.1108/ARLA-10-2018-0217

Purpose: The purpose of this paper is to analyze the impact of a classroom application of the cooperative learning (CL) methodology on nine dimensions of business students' teamwork competence (TC).
Design/methodology/approach: The authors used a quasi-experimental pre-post design with a previous cohort as control group (first-year students from the year prior to treatment application), applying treatment to a sample of 228 first-year students in a School of Economics and Business at a Chilean University (114 as treatment and 114 as control).
Findings: The authors' results show that CL had a positive, significant influence on five dimensions of TC: collective efficacy, planning, goal setting, problem solving and conflict management.
Research limitations/implications: This paper upholds the importance and effectiveness of CL in developing TC. However, the evidence suggests that the effectiveness of the CL methodology was limited to development and improvement of less complex dimensions of TC. More complex dimensions require a longer period of time to be developed.
Practical implications: This research is an important contribution to the design and implementation of appropriate methodologies for developing a widely needed area of competence in the workplace, considering its multidimensional nature, whether in academia or business.
Originality/value: This is the first study to seek empirical evidence that would link the CL methodology with TC. In addition, it fills a gap in the literature on the development of TC in its multiple dimensions. It particularly addresses the training of business professionals.

Isohätälä, J., Näykki, P., & Järvelä, S. (2019). Convergences of joint, positive interactions and regulation in collaborative learning. *Small Group Research*. doi: 10.1177/1046496419867760

This qualitative study explores the convergences of small groups' joint, positive interactions and regulation in social interaction during collaborative learning. We analyzed the video-recorded social interactions of five groups of student teachers during environmental science tasks. We examined the frequency and functions of the situations in which joint participation and positive socioemotional interaction converged with regulation

(planning, monitoring, and evaluating) in social interaction. The results show that when groups planned, monitored, or evaluated their learning, they participated more jointly in social interaction and showed more socioemotional support than in interactions with no observed regulation. The situations in which these elements converged served three functions: establishing agreement, responding to challenges or mistakes, and discussing strengths and weaknesses. The results suggest that the convergences of joint, positive interactions and regulation in social interaction can serve a function that is meaningful for collaborative learning progress.

Kim, M. (2019). English education and cooperative learning reflecting Christian perspectives. *Jang Xin-dan, 51*(2), 211-237. doi: 10.15757/kpjt.2019.51.2.008

Facing the fourth industrial revolution, the purpose of Korea's English education has been shifted from focusing on only college English exam to communicational and social skills. Particularly, college English programs try to have students understand diverse culture and improve students' natural communicational skills through cooperative learning rather than one-way lecture teaching. Cooperative learning is an approach which emphasizes on interaction through having students pursue common academic goals which calls for responsibility of each student. They learn to work cooperatively in order to interchange each other's resources and skills; thus far, they get to develop a community spirit of the Christianity.
This paper aims to examine the definition of cooperative learning, its structure, frame, and the learning effects. Taking an example of one college English class in a seminary school, Christian spirit of cooperative learning can be discussed. For cooperative learning to bring positive results in a foreign language classroom, learner's active participation, reward system, interactional language and instructor's role are very critical. If all of these are taken into consideration, English classes can help improve students' English skills with missionoriented and futuristic mind who can exercise cooperative leadership.

Kirschner, V., & Peltan, T. (2019). Towards better cooperative learning in urban planning education. *Journal of Geography in Higher Education.* doi: 10.1080/03098265.2019.1655719

Urban planning is a practical multifarious discipline and thus teamwork competence is important for urban planners. Cooperative learning is a possible method of obtaining this competence in the education process. Our aim is to investigate the cooperative learning method on the Urban Planning undergraduate course at the Faculty of Environmental Sciences, Czech University of Life Sciences in Prague. Our paper focuses on the influence of student-directed assessment on free-riding problem, and students´ dealing with teachers´ dissensus. We present student perspectives based on a questionnaire and face-to-face interviews with all students in the final year of the course. The results are discussed considering cultural differences based on aspects of power distance and uncertainty avoidance. Our main findings support the importance of a student-driven approach in collaborative learning as prevention against the free-riding problem, and multiple teacher lessons as prevention against the conformist approach, and to promote critical thinking.

Martin-del-Pozo, M., García-Valcárcel, A., & Martin, A.H. (2019). Video games and collaborative learning in education? A scale for measuring in-service teachers' attitudes towards collaborative learning with video games. *Informatics, 6*(3), 1-13.doi: 10.3390/informatics6030030

Students' motivation is a fundamental factor in the educational process, and can be facilitated through new methodologies and technologies, including gamification, video games, collaborative learning, or, in particular, the methodology called "collaborative learning with video games" (which is presented and can be understood as the implementation of educational activities in which students have to work together to achieve a goal, and the main resource of the activity is a video game). However, if teachers themselves are not motivated, or if they lack a positive attitude towards implementing these new methodologies, it will be difficult for students to feel motivated when approaching said resources. Therefore, it is important to know what teachers' attitudes towards them are. The aim of this research is the creation of an attitudes scale towards collaborative learning with video games, aimed at in-service primary school teachers. Different methodological steps were followed that made its construction possible, such as the analysis of items and the verification of their reliability, resulting in a rigorous attitudes scale of 33 items, with a reliability of $\alpha = 0.947$. This implies that the measurement

instrument is validated and allows one to know the attitudes of in-service primary school teachers towards a new methodology related to the implementation of video games in education.

Oliveira, B.R.M., Vailati, A.L., Luiz, E., Böll, F.G., & Mendes, S.R. (2019). Jigsaw: Using cooperative learning in teaching organic functions. *Journal of chemical education 96*(7), 1515-1518. doi: 10.1021/acs.jchemed.8b00765

This study discusses the potential of the Jigsaw cooperative method in the teaching of organic chemistry. Such an approach was used in five classes with Brazilian secondary school students. Results indicate better learning regarding the development of knowledge about the nomenclature, application, and identification of functional groups at the beginning and at the end of cooperative work classes. Therefore, the Jigsaw method is an important didactic strategy to potentialize the learning of chemistry.

Raviv, A., Cohen, S., & Aflalo, E. (2019). How should students learn in the school science laboratory? The benefits of cooperative learning. *Research in Science Education, 49*(2), 331–345. https://doi.org/10.1007/s11165-017-9618-2

Despite the inherent potential of cooperative learning, there has been very little research into its effectiveness in middle school laboratory classes. This study focuses on an empirical comparison between cooperative learning and individual learning in the school science laboratory, evaluating the quality of learning and the students' attitudes. The research included 67 seventh-grade students who undertook four laboratory experiments on the subject of "volume measuring skills." Each student engaged both in individual and cooperative learning in the laboratory, and the students wrote individual or group reports, accordingly. A total of 133 experiment reports were evaluated, 108 of which also underwent textual analysis. The findings show that the group reports were superior, both in terms of understanding the concept of "volume" and in terms of acquiring skills for measuring volume. The students' attitudes results were statistically significant and demonstrated that they preferred cooperative learning in the laboratory. These findings demonstrate that science teachers should be encouraged to implement cooperative learning in the laboratory. This will enable them to improve the quality and efficiency of laboratory learning while using a smaller number of experimental kits. Saving these expenditures, together with the possibility to teach a larger number of students simultaneously in the laboratory, will enable greater exposure to learning in the school science laboratory.

Riga, A., & Skopeliti, I. (2019). Collaborative learning activities and their substantial role in the cognitive development of children with Learning Disabilities. *Educational Journal of the University of Patras UNESCO Chair, 6*(2), 127-136.

The present paper intends to gain a better understanding of the characteristics directly associated with collaborative learning given that it actually entails a cognitive development among students with Learning Disabilities. These students undoubtedly face difficulties in both developing cognitive abilities and acquiring new knowledge. They also live under a constant anxiety in relation to their behavior refinement, the strengthening of their communication skills and finally the establishment of solid relationships with their surroundings. This paper further provides the repertoire of types of collaborative learning activities which are considered suitable for learning purposes directed to students with impairments. Finally, this paper pinpoints that using Information and Communication Technologies and multimedia contents in a collaborative learning environment raises students' interest in learning and boosts attention span.

Sansone, N., Cesarenillaria, D., Bortolotti, I., & Buglass, S. (2019). Teaching technology-mediated collaborative learning for trainee teachers. *Technology Pedagogy and Education,* pp1-30. https://doi.org/10.1080/1475939X.2019.1623070

In a knowledge-driven society, secondary education should let students develop appropriate and meaningful skills to live, think and work. To attain this aim, teachers require specific knowledge and competences about technology-mediated collaborative learning strategies while overcoming preconceptions and a general sense of

inadequacy towards these learning approaches. This exploratory study focuses on a learning path based on the 'Trialogical' Learning Approach to consider the role of technology-mediated collaborative learning in the educational development and classroom practices of trainee teachers. A multi-methods approach was used to analyse the collected data. Results indicate a good level of active participation in the activities leading to a general perception of effective learning. Participants report having acquired knowledge and skills which will improve their professional practice. The positive value of introducing collaboration and technology in the learning path is highlighted.

Shi, W., & Han, L. (2019). Promoting learner autonomy through cooperative learning. *English Language Teaching 12*(8), 30-36. DOI: 10.5539/elt.v12n8p30

Learner autonomy has become a hot topic and goal in the research of foreign language education. However, it is the most difficult question to define language learner autonomy and any answer to it is likely to be subjective. On the basis of expounding upon the different definitions concerning the research on learner autonomy in language teaching and learning, this study was to explore how cooperative group learning helps to improve learner autonomy. The survey's findings indicate that the group work helps to improve students' learning attitude, interest and motivation. It also reveals that students' language competence and awareness of using learning resources are improved. This article discusses plausible explanations for the survey findings and makes recommendations on the roles and knowledge that language teachers should play and have to facilitate the development of learner autonomy.

Strods, G. (2015) Promotion of student self-direction in cooperative learning in university. *Society. Integration. Education. Proceedings of the International Scientific Conference, 1*, 396-414. http://journals.ru.lv/index.php/SIE/article/view/60

This article presents results of implementation of principles of direction and liberalization in cooperative learning in teacher training. The purpose of the study was to work out and implement an educational model for promotion of student self-directed learning skills in teacher training in university and explore the relationships between the cooperative learning process and self-directed learning development. Empirical data were collected through self-directed learning-readiness tests (SDLRS/LPA), student self-assessment questionnaires, and interviews at the beginning and the end of the semester. The data of the experimental group were compared with control group data, and 170 students were involved in the study. Results indicate that self-directed learning readiness improves through cooperative learning processes for students of all levels, while in traditional process below average and average level students' readiness improves, and above average level students' readiness expressions are limited and readiness for self-direction decreases.

Tran, V.D. (2019). Does cooperative learning increase students' motivation in learning? *International Journal of Higher Education, 8*(5), 12-20. doi: 10.5430/ijhe.v8n5p12

The present study examines the impacts of cooperative learning on the motivation for 72 second-year Vietnamese higher education students in the Research Methods in Education over the nine-week course. Seventy-two students were allocated into two smaller groups of 36 students. The same lecturer was assigned to teach these two groups of students. Cooperative learning was applied for the experimental group, while lecture-based teaching was utilized in the control group for the whole course. The study outcome demonstrated significant higher learning motivation in the experimental group than that in the control group. Implications for innovation in teaching methods and further research are suggested to popularize more cooperative learning for better learning outcomes.

Virgana, V. (2019). Understanding of mathematical concepts through cooperative learning, and learning styles. *Journal of Education and Learning (EduLearn), 13*(2), 212-221.doi: 10.11591/edulearn.v13i2.9917

The results of the mathematics learning of junior high school students have not been satisfactory. This is due to the low understanding of students' mathematical concepts. The purpose of this research is to identify the influence of cooperative learning model and learning style towards the understanding of the mathematical

concepts of Junior High School students. The method is factorial experiments with 2 x 3 and sample of the study is 60 students of 8th grade junior high school. The analysis results of variance (ANOVA) indicate the following: the use of cooperative learning model of type Student Team Achievement Division influenced the understanding of the mathematical concepts significantly, there is an significant influence of the learning style towards an understanding of mathematical concepts, and there is also a significant influence of the interaction of cooperative learning model of type Student Team Achievement Division and learning style towards the understanding of mathematical concepts. So it can be concluded that the cooperative learning model can improve understanding of students' mathematical concepts and learning styles is a individual differences of learning students in absorbing mathematics subject matter. We hope that this study can be beneficial for further research to improve student's achievements in mathematics.

Yu, Y. (2019). The research on cooperative learning in English reading teaching in college. *Theory and Practice in Language Studies 9(*6), 678-687. doi: 10.17507/tpls.0906.10

There are four basic skills in English learning, namely, listening, speaking, reading and writing, while reading is the most fundamental and important skill. It is also the main and effective way to learn English, so improving the quality of reading teaching is the key to improve the quality of foreign language teaching. However, in traditional teacher-centered teaching method, students gain knowledge passively and cannot effectively show their personality and abilities. Cooperative learning is a new strategy in English teaching, which can make improvement by the application of interactive teaching dynamic factors, so cooperative learning is an effective way to solve the problems in education. Data analysis points out that cooperative learning strongly promotes the efficiency and has good prospects for development. The study also finds out the problems in the application of cooperative learning in English reading practice.

Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative learning strategies to enhance writing skills among second language learners. *International Journal of Instruction, 12*(1), 1399-1412.

The mastery of the writing skills is crucial, not only among the school children, but also to everyone. The use of Cooperative Learning (hereafter, CL) has become increasingly popular in recent years as pedagogy trends worldwide. It has shifted from teacher-centred to learner-centred methods. Among the methods endorsed in teaching writing is the application of CL. This research investigated the effects of CL to improve the writing skill of ninth grade students in a middle school in Kuala Lumpur. This research used the quasi experimental design, with pre-test and posttest of the narrative essays as the instruments. The data were further analysed by employing descriptive and inferential statistics. The students' writing were scored on the five writing components, they are vocabulary, organization, grammatical accuracy and mechanics. The results showed that the students had increased in their writing scores from the pre-test to the posttest after the application of CL in the class. Subsequently, the results indicate positive effects of CL in improving the writing skill of students at the school, and they are also discussed in the paper.

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