IASCE Conference, *The Transformative Power of Co-operation in Education*, Scarborough July 2013
Presentations Summary

Session types key

Coloured pink – Workshops or Interactive Dialogue
Coloured blue – Papers
Coloured Grey - Roundtable Discussion or Interactive Dialogue (45 mins)
Coloured purple – Linked Paper Sessions

Strand 1

	Name and institution	Country	Title of Presentation	Level of experience needed
1.1	Kumiko Fushino, Ed. D. Rikkyo University Kumiko-	JAPAN	**How did Students' Attitudes Toward and Behaviors in L2 Group Work Change in an English Class, Taught by a Novice Teacher of Cooperative Learning?: A Case Study.** Employing a qualitative inquiry method using ecological perspectives as a theoretical guide, this study looks into the dynamic nature of students' attitudinal and behavioral changes in foreign language group work taught by a novice practitioner of cooperative learning in an English class at a university in Japan.	SOME
1.2	Yoseph Mezgebu University of Gondar	ETHIOPIA	**Effects of Cooperative Learning on Students' Reading Comprehension Performance: Ethiopian Universities, Gondar in focus.** In the conference, first I will give brief, but short background information on the teaching learning process in Ethiopian Universities, and then show the problems reflected regarding the teaching learning process, especially in reading skills. Then, I will indicate the significance of the study to the country's context. I will also show the objects of the research and the methodology. Later on, I will focus on a short summary of the findings, conclusions, summary and implications of the study.	A LOT
1.3	Gavin Clowes Teacher To Teacher UK Limited/Kagan UK &	ENGLAND	**Structures for Engagement: A Journey To Success** In this dynamic, interactive session you experience Kagan Cooperative Learning Structures for Active Engagement that transformed Mills Hill Primary School.	NONE

	Mr Darran Lee Executive Principal The Learning Federation Mills Hill Primary School (The Learning Federation)		Come and try on the instructional strategies that moved Mills Hill from eight years below floor targets to 20% above without changing teachers or curriculum!	
1.4	Don Plumb Great Lakes Association for Cooperation in Education (GLACIE)	CANADA	**Cooperative Learning and Effective Lesson Design** Many classrooms remain teacher-centred even if PowerPoint has replaced the chalkboard. The Learning Cycles approach applies cooperative learning structures in intentional lesson design to increase teacher effectiveness. If you are looking for ways to make your classes more energetic and your students more successful, come to this highly interactive workshop.	NONE
1.5	Don Plumb Great Lakes Association for Cooperation in Education	CANADA	**Active Structures for Powerful Learning** Working harder than your students? Tired of chalk-and-talk? Looking for two to ten minute activities that will engage students and energize your classroom? Come to this highly interactive workshop and experience quick structures like QuizQuizTrade, Sage-N-Scribe, TeamGraffiti and Signalling that make your students more active and your teaching more effective in Science, Math and Geography.	NONE
1.6	Celeste Brody	NZ, USA, ITALY	**The Legacy of Elizabeth Cohen: Cooperative Learning for Equitable Schools and Classrooms.** Session will orient participants to the significance of the work of the sociologist, Elizabeth Cohen, whose key book, Designing Groupwork; Strategies for the Heterogeneous Classroom (1994), directed the field of cooperative learning to consider the social barriers to achieving equity in small group interactions. Practitioners and researchers from three countries will consider why Cohen's work is even more relevant to today's classroom and school situations.	NONE
1.6A	Jill Clark	NZ	**Perceptions of status in diverse student project groups in New Zealand tertiary institutions: Elizabeth Cohen's legacy.** This paper examines the relevance of Elizabeth Cohen's concepts of status to an understanding of status and expectancy issues in New Zealand tertiary student groups. Cohen's ideas are used to identify status activators and to recommend actions and interventions to modify the activation of the status effect in	SOME

			cooperative groups.	
1.6B	Isabella Pescarmona University of Turin, Italy	ITALY	**Status problem and expectations for competence: a challenging path for teachers** Based on an ethnographic research, the paper investigates on how a group of Italian primary school teachers understands the status problem and in which terms they change their expectations for competence by using Complex Instruction. It analyses to what extent they meet the original goal of equity and the implications for teachers' professional development.	SOME
1.7	Dr (Mrs) Chaitali Basu Vidyasagar College for Women	INDIA	**Achieving Academic Progress through Cooperative Learning Techniques.** From my experience of conducting a mock parliament session with my undergraduate students of Political Science, I was convinced that application of Cooperative Learning as a supplement to the conventional lecture method holds great promise in higher education as a tool and resource to promote students' academic improvement and their teamwork skills. It was also evident to me that cooperative learning techniques reduce the drudgery of rote learning and even enhance the students' motivation to engage in self-study.	SOME
1.8	Sharon Ahlquist Kristianstad University	SWEDEN	**The Storyline approach: promoting learning through cooperation in the second language classroom**. In *Storyline* a fictive world is created in the classroom. Learners, in groups, create characters in a story, working together on tasks which develop the story. I will demonstrate how principles of cooperative learning, integral to the *Storyline* approach, contribute to the development of communicative skills in young language learners.	NONE
1.9	Dr Rachael Jesika Singh University of Limpopo	S. AFRICA	**Postgraduate support and development using co-operative learning – a case study.** This research reports on the use of co-operate learning within a postgraduate support programme. Due to the large class size and variety of content, students worked in small groups on various tasks. Co-operate learning in this context worked well because students shared and learnt at the same time.	SOME
1.10	Hiromasa Ohba	JAPAN	**Effects of cooperative learning on English speaking and writing tasks in Japanese university classrooms: Focusing on motivation for learning**	SOME

			English and human-relation construction	
	Joetsu University of Education		This study investigates the effects of cooperative learning on English speaking and writing tasks in Japanese university classrooms. The results showed that the students who performed the speaking task cultivated better human relation and obtained a higher quality of school life in the cooperative learning groups.	
1.11	Satyam Shankara Bhaktula

ZPPSS | INDIA | **The Impact of Cooperative Learning on School Education**

CL is a broad concept for an effective approach to education. CL is a classroom learning environment in which students learn in mixed ability heterogeneous group on academic tasks.
1. We will find that CL tends to improve pupil's academic learning.
2. CL affects the long term learning of knowledge and promotes understanding of concepts, principles and events.
3. CL provides pupils situations in which they can develop social and interpersonal skills
CL provides positive effects on pupils beliefs, attitudes and values related to school in general and to learning in particular | A LOT |
| 1.12 | Noriaki WADA

The University of Kindai Himeji | JAPAN | **Transforming an EFL class through a co-operative learning lesson using reading material 'Sherlock Holmes'-**

I transformed my English reading class of the 9th graders in a Japanese junior high school into co-operative learning. I found that co-operative learning is favourable to the students and effective for reading English materials. | SOME |
| 1.13 | Satoru Takahashi

Japan International Cooperation Agency (JICA) | JAPAN | **Is problem-based learning meaningful and transformative? : Examining the process and meaning of PBL from university students' perspectives.**

Is problem-based learning meaningful and transformative?: Examining the process and meaning of PBL from university students' perspectives
and how it contributes to broadening learners' perspectives and promotes their personal development. | SOME |
| 1.14 | Harumi Kimura

Miyagi Gakuin Women's University | JAPAN | **Scaffolding Learner Autonomy with Cooperative Learning: A New Role of Self-Access Centres**

Language learning takes a long time, and adult learners need to develop skills to carry out self-directed learning. Self-access centres should provide opportunities to form learning communities so that learners can take charge of their own | NONE |

			learning outside classrooms, where learners nurture autonomy. Cooperative principles will guide learner-centred activities there.	
1.15	Lynda Baloche West Chester University of Pennsylvania	USA	**Mentored Discussions: Developing Meaningful Small-Group Conversations in the University Classroom.** An exploration of the use of synchronous and asynchronous electronic media to prepare student "mentors" to lead small-group discussions about course readings. Qualitative, quantitative, and final exam data are examined—along with course instructor impressions of the overall quality of the discussions and how this quality influenced other course interactions.	NONE
1.16	Stuart Scott Collaborative Learning Project	ENGLAND	**Collaborative Learning – Inception, Survival, Expansion and Current Practice.** This workshop will employ collaborative learning strategies to examine the development of collaborative learning in the UK since its inception in the 1960s. We will examine its early development, survival in a hostile political and educational environment and the current rapid expansion of its teacher network in the last few years.	NONE
1.17	Christine Schmalenbach Technische Universität Dortmund (TU Dortmund University)	GERMANY	**Cooperative learning in a context of violence and poverty. A mixed-methods study in El Salvador.** Cooperation and solidarity are core values in most Latin-American cultures. However, there is little literature about CL in Latin-America, especially concerning schools in a context of violence and poverty. The paper will present a mixed-methods research project in schools in El Salvador and its first results.	SOME
1.18	Aidee Espinosa Pulido Universidad Autónoma de Baja California	MEXICO	**Group Investigation in Literature Teaching in Higher Education.** The paper presents the experiences gained from the use of Group Investigation (GI) in the university classroom and in distance education, in the program of Bachelor on Teacher of Language and Literature. The adaptation of the GI to the Blackboard system will be discussed during the presentation.	NONE
1.19	Katsuyuki Nishinaka Shibamata Elementary School	JAPAN	**Promoting thinking process in "Think Pair Share" with MindMap.** For some weaker students, yielding ideas on their own in the "Think" stage in "Think-Pair-Share" structure seem to be difficult. MindMap is considered to promote their thinking. The effectiveness of the use of MindMap in the individual	NONE

			thinking stage in "Think-Pair-Share" structure was investigated and will be presented.	
1.20	Lia Blaton Centre for Diversity & Learning – Ghent University	BELGIUM	**The quality of cooperative learning: planning-methods-analysing interactions.** In this workshop, participants discover in a cooperative way different elements of my research on cooperative learning in practice. These elements are: Quality of interaction, status, the influence of teaching materials, school policy, teacher-beliefs and in-service training practices (linked with school policy).	NONE
1.21	Diarmuid McDonnell Co-operative Education Trust Scotland (CETS)	SCOTLAND	**Inspiring co-operative enterprise through education: the Curriculum for Excellence in Scotland.** The Curriculum for Excellence in Scotland has opened up avenues for embedding co-operative approaches to education. Focusing on learning about co-operatives, this session will cover the main approaches to co-operative education, and provide evidence of the impact it has on pupil experience and the aims of Curriculum for Excellence.	NONE
1.22	Tefera Tadesse Jimma The University Of Queensland	AUSTRALIA	**Shifting an instructional paradigm in higher education classrooms in Ethiopia: What happens when we use cooperative learning pedagogies more seriously?** Based on the presentation, participants will be given opportunities to ask and discuss ideas and thoughts and the presenter will reflect upon that. The participants are supposed to be active throughout the session. In the end, the main lessons drawn from the session will be recorded and further disseminated.	SOME
1.23	Dr Ashley Tan Centre for e-Learning, National Institute of Education	SINGAPORE	**Blended Learning in Collaborative Classrooms: Creating Professional Development for Teacher Educators at the National Institute of Education (NIE), Singapore.** If you build "collaborative classrooms", will educators use them as expected and will they change their teaching strategies? The short answer is no. This presentation will reveal data on instructor use of collaborative classrooms and facilitate discussion on staff professional development ideas to promote blended and collaborative learning.	NONE

1.25	Khairiana Binte Zainal Abiden Madrasah Aljunied Al-Islamiah	SINGAPORE	**Continuing with Cooperative Learning** After initiating cooperative learning, schools face the challenge of how to sustain its use. This Roundtable session offers participants opportunities to learn about and share ideas about the administrators' roles, use of Lesson Study, favourite cooperative learning techniques and helping colleagues use cooperative learning.	NONE
1.26	Katia Lehraus University of Geneva	SWITZERLAND	**How to integrate cooperative skills' training into learning tasks: an illustration with young pupils' writing.** We explored how to integrate cooperative skills training into learning tasks in writing with young pupils (Grade 2), by creating tasks and tools aimed at developing both cooperative and cognitive skills. Forms of interactive dynamics likely to enhance pupils' involvement in constructive interactions and in the writing tasks are documented.	NONE
1.27	Abhaya Tol Sinhgad Jr College, Maharashtra	INDIA	**Co-operative learning for higher secondary chemistry students.** Cooperative learning was found beneficial for the experimental group of students regarding achievement, interactions between high achievers and other students.	SOME
1.28	Joe Kelly Cranbourne South Primary School	AUSTRALIA	**How an Australian primary school transformed its pedagogy through 'cooperative learning'.** Teachers at a Melbourne (Australia) primary school commenced an ambitious project in 2011 aimed at transforming its teaching practice to include cooperative learning structures. This session will outline the significant range of strategies employed by the school's principal to secure the 100% take-up and a paradigm shift in the way his teachers teach.	NONE
1.29	Laurie Stevahn	USA	**Transforming the Educational Leadership Doctorate Through Cooperative Community-Based Research (CBR)** Consider how university educational leadership programs can transform student learning by integrating cooperative community-based research (CBR) into the curriculum. The "wows" and "woes" of integrating cooperative CBR into graduate studies will be presented—particularly the "Do's" and "Don'ts" for best practice—	NOT INDICA-TED

	Name and institution	Country	Title of Presentation	Level of experience needed
			and lessons learned for productive applications will be provided.	
1.30	Prof. Dr. Claudia Finkbeiner University of Kassel	GERMANY	**Cooperative strategic reading: A video based research study.** The video study implements a cooperative strategic reading approach. It investigates the adequacy of strategy use. Results show that adequacy of the strategies used by the learners have a significant effect on the learning outcome when controlled for other predictors. Typical characteristics of students using strategies non–adequately could be identified.	SOME
1.31	Robert E. Slavin Johns Hopkins University and University of York	USA	**How Groupwork Works for Achievement.** A great deal of evidence supports the idea that under certain well-specified conditions, cooperative learning can enhance student achievement in a broad range of subjects at all grade levels. This interactive dialogue will discuss different explanations for the effectiveness of cooperative learning and how different mechanisms can work together to enhance learning. It will group the discussion around four key perspectives: *Motivational, Social Cohesion, Developmental,* and *Cognitive.* Brief simulations illustrating the alternative will be used	SOME
1.32	Ed Baines IoE	UK	**Teachers' experiences of implementing group-work in primary school classrooms and the particular challenge of including pupils with Special Educational Needs.** Paper draws on findings from two studies to discuss the experiences and challenges faced by teachers trying to implement group work into primary classrooms and to reflect on the importance of opportunities for pupils with Special Educational Needs to engage in positive learning experiences with peers in mainstream classrooms	SOME

STRAND 2

	Name and institution	Country	Title of Presentation	Level of experience needed

2.1	Lalita Agashe SNDT Women's University, India	INDIA	**Shavasan Dhyan Meditation to facilitate cooperative attitude.** I will share the essential elements of proper meditation and shavasan dhyan technique of meditaion. You will meditate in a comfortable posture. You will then learn and practice extending the peaceful meditative state in routine activities. Then we will discuss its use in generating the attitude of cooperation and reflection, that in turn helps understand and accept diversities and sustain cooperative approach.	NONE
2.2	Dr William Choy National Institute of Education	SINGAPORE	**Professional Development of Student Teachers via the Professional Learning Community Initiative at NIE (Singapore).** The relevance of establishing professional learning communities in the in a teacher training institution as part of the trainee teachers' professional development	SOME
2.3	Neil Davidson University of Maryland	USA	**Breaking the Cycle of Teaching the Way We Were Taught.** To reduce your talking and increase your students' active learning come to this lively, engaging and funny seminar balancing direct instruction with cooperative learning strategies. We will playfully work with a "twelve step program" for reducing lecturing and increasing active engagement. We'll feature cooperative learning, classroom assessment techniques, & management tips.	NONE
2.4	DANIELA PAVAN University of Turin	ITALY	**Developing As Teacher Trainers.** The paper reflects on the training of teacher trainers in Cooperative Learning by focusing on the role of this methodology in developing personal and professional competencies.The paper will examine a group of trainers (scintille.it), which operates in Italy, investigating how the group organizes itself and what allows longlife learning and professional competencies to improve.	SOME
2.7	Céline Buchs University of Geneva	SWITZERLAND	**Why students need training to cooperate: A test in statistics learning at university.** We compared three conditions during statistics workshop (90 min, 185 first-year psychology students): individual learning, cooperative dyadic instructions (basic) and cooperative dyadic interactions (including short preparation to cooperation). Results indicated competence perception mediated the linear trend in individual post-test learning (from individual training to cooperative instructions, to	NONE

			cooperative interactions).	
2.8	Mijal Golub University of Geneva	SWITZERL AND	**Working on cooperative skills during cooperative controversy to increase constructive interactions and learning.** 32 pupils in 6th grade were involved in dyadic cooperative controversy. To half of the pupils we presented a short introduction on how to show social support and we explained cooperative rules for controversy. Results indicated that preparation to cooperate, conducted in a short time, elicited more constructive interactions.	NONE
2.9	Einat Rozner TEC Center at the Mofet Institute	ISRAEL	**Collaboration between Teacher Educators in an On-line Environment.** The current study examines developing patterns of interactions between teacher educators from different colleges who taught collaboratively in a joint online course. Using online protocols of teacher meetings, the study shows how the Internet environment can further communication and interaction. The results point to emerging patterns in the collaboration process.	SOME
2.10	Helen HONG Nanyang Technological University National Institute of Education, Singapore	SINGAPO RE	**Teacher professional identifications within collaborative school cultures: A reconceptualization of collaborative learning.** This paper proposes an upcoming research effort to re-conceptualise teacher collaborative learning in Singapore schools. We intend to examine the interplay between collaborative learning and school culture at influencing teacher professional identifications	NONE
2.10A	Daphnee Hui Lin LEE Nanyang Technological University	SINGAPO RE	**The State-Led Implementation of Professional Learning Communities (PLC) in Singapore Schools.** Introducing the three-part series on a baseline study of professional learning communities in Singapore schools, this paper situates the state-led initiative within international scholarship contributing to the multiple trajectories of PLCs, and makes sense of how the implementation shapes perceptions of teacher professionalism and collaborative learning in Singapore.	NONE
2.10B	Wan Ying TAY Nanyang Technological University wanying.tay@nie.edu.sg	SINGAPO RE	**Examining the quality and efficacy of collaborative learning in teachers' professional learning communities: Findings from four Singapore schools** This paper reports on the findings of the pilot phase of our baseline study on teachers' Professional Learning Communities (PLC) in Singapore schools. Using a mixed-methods approach we examine the nature of collaborative learning and	None

			the factors that influence the quality and efficacy of collaborative learning in these PLCs.	
2.11	Dr.Madhura Kesarkar S.N.D.T. Women's University	INDIA	**Development of Competence in Planning Lessons based on Cooperative Learning.** The workshop will expose participants to some CL strategies (CLS). It will provide first-hand experience about learning through CLS. Reflecting on learning process will help them to understand the importance of CLS. The workshop also aims at developing competence for planning lessons based on CLS.	NONE
2.12	Dr. Usha A. Borkar S.N.D.T. Women' University	INDIA	**Development of a Training Package for Student Teachers Based on Cooperative Learning.** Despite the world wide popularity of Cooperative Learning Strategy (CLS), neither pre-service teachers nor in-service teachers in India have experienced or received much training in using CLS as a teaching/learning strategy. The Training Package based on CLS has been developed to provide training to the participants in implementing CLS.	SOME
2.13	Marialuisa Damini FISPPA Department, University of Padova	ITALY	**Enhancing intercultural sensitivity through the Group Investigation approach.** The paper presents a 2-year research project aimed at investigating how teachers observe, trigger and experience the development of intercultural sensitivity by their students through the *Group Investigation* approach, to understand the possibility of planning *curricula* that contribute to develop intercultural sensitivity within mainstream teaching activities.	SOME
2.14	Dr. Vidyagauri Joshi Ashoka International Centre for Educational Studies and Research	INDIA	**An experiment in progress : Use of cooperative strategies in different activities at Ashoka International Centre for Educational Studies and Research.** We are trying to bring about a change in the mentality and outlook of our student teachers - by trying to put less emphasis on competitions and individual achievement or merit and more emphasis on the use of cooperative strategies in most of the curricular and co-curricular aspects of the teacher education course.	SOME
2.15	Dr. Mridula Ranade P.G. Dept. Of Education (Pune), SNDT Women's University, India.	India	**Multidimensional questions (e.g. Fertile, Strategic, Socratic, Cloze, Discussion Questions) were used in a co-operative setting, with minimum focused lecturettes, for a topic in Guidance and Counselling with M. Ed. students.** The method led to mastery learning and extremely positive student-	SOME

			reactions.	
2.16A	Professor Bette Chambers University of York	ENGLAND	**Overall session title: Co-operative Learning: The Power is in the Pedagogy** Paper title: Without These, It's Just Group-work! In this session you will experience, learn, and reflect upon the factors that change group-work into effective co-operative learning. These factors include grouping strategies, teambuilding, structuring positive interdependence and individual accountability, teaching co-operative skills, and reflecting upon and evaluating the process.	SOME
2.16B	Chris Comber Taylor Road Primary School	ENGLAND	**Overall session title: Co-operative Learning: The Power is in the Pedagogy** Paper title: The Journey to Success An ambitious and passionate leadership team embraced co-operative learning and embedded the practice across the school. We will describe how and achieved impressive results. The school has recently been judged outstanding.	SOME
2.16 C	Paul Prest Success for All Foundation	ENGLAND	**Overall session title: Co-operative Learning: The Power is in the Pedagogy** Paper title: Implementing Success for All at the School Level	SOME
2.17	Mrs Manjiri M Saraf SNDT University	INDIA	**Development of a co-operative learning programme for content-cum-methodology of teaching mathematics in D.T.Ed. curriculum (Diploma in Teacher Education) at Parvatibai adhyapak vidyalaya, Pune, India.** I will present a research study of a cooperative learning programme for teaching student teachers of mathematics to use co-operative learning methods for D.T.Ed students (Diploma in Teacher Education).	SOME
2.18	Christine Lee National Institute of Education, Nanyang Technological University	SINGAPORE	**High Quality Sustainable Implementation: Developing Communities of Practice in Cooperative Learning (CoPCl)** The Communities of Practice in Cooperative Learning (CoPCL) as a school-based teacher development programme was developed in an effort to bring about sustainable high quality implementation of cooperative learning in schools in Singapore. CoPCL promotes collaborative learning communities of teacher group enquiry through Lesson Study. This session will explore the design elements of the CoPCL programme as well as discuss the effects of CoPCL on teachers learning and development. Conditions for sustainable high quality implementation	SOME

			of cooperative learning will be explored.	

STRAND 3

NO	Name and institution	Country	Title of Presentation	Level of experience needed
3.2	Dr. Vrushali Dehadray Indian Institute of Education	INDIA	**Curriculum-based Linkages between School and Tribal Community.** The paper describes an intervention introduced in 20 schools from a tribal area of India to give a local context based cooperative learning experience to students. It helped increase students' understanding of history, geography and environmental issues and created awareness in the community of wildlife conservation.	NI
3.3	Dr.Rajashri Y.Bam Prof.Mrudul P. Karni G.E.s College of Education	INDIA	**Educational exhibitions: a cooperative activity for creating learning community.** "Aapanach," a Pune based organisation, working voluntarily on educational and environmental issues, organises educational exhibitions in Pune and around. Some of the issues are: Mathematics in relation to life, Educational Game-fair, Flowering of mother tongue, and environmental issues. Our objectives are empowerment through research based cooperative activities and raising teachers', parents', students' and others' awareness of society's problems.	SOME
3.4	Julie Thorpe The UK Co-operative College	ENGLAND	**Co-operative Identity: embedding values in schools.** The Co-operative Identity Mark, which has been developed by the Co-operative College is a quality framework to help co-operative schools to embed values in every aspect of their work. This paper will reflect on the experiences of its 'early adopters'.	NONE
3.5	Chloë Darlington Woodcraft Folk	ENGLAND	**Co-operation for social change: supporting young people to lead the change they want to see in society.** Explore how children as young as ten can co-operate to lead social change, and how you can empower them to do this. Co-operative youth movement Woodcraft Folk will share our methods for youth-led social change, with co-operation at its heart.	NONE

3.6	Paul Warwick University of Leicester	ENGLAND	**Towards a pedagogy of love – transformative learning through a community action education initiative.** This paper presents the innovation and reform in education insights that have been gained through the development of a co-operative educational programme whereby young people learn through leading positive change in their communities. It seeks to explore notions of learners as critical creatives and educators as learning space transformers.	NONE
3.7	Sara Bahia University of Lisbon	PORTUGAL	**A land art constructivist transformative experience with adolescents.** This presentation describes a land art experience in an old watermill and exemplifies the impact of an artistic cultural activity in all spheres of development of a group of adolescents and shows how this type of partnership between individuals and the community highlight the effect of non-formal educational contexts.	NONE
3.8	Stefania Lamberti University of Verona (Intercultural Studies Centre)	ITALY	**Neuroscience foundations and practical approaches of cooperative learning as a philosophy of life for the individual And his or her community.** The most recent neuroscientific reflections enhance the interconnection that exists between genetics, brain, behaviour and environment, emphasizing the importance of contexts for a healthy and well-balanced integral development of each individual. In our session we would like to share the importance of living in cooperative environments in which the individual is part of the community.	SOME
3.9	Ashley Simpson University of Leeds	ENGLAND	**Breaking the mould: An exploration of how Co-operative schools can democratise learners to challenge dominant power structures in society.** session will explore the relationship between education and democratic citizenship from a former co-operative student's perspective. We will explore how young people can engage with the co-operative model of education in order to develop a sense of political and personal agency as a foundation for engendering a sense of democratic identity and psychological well being.	SOME
3.10	Tom Woodin IoE	ENGLAND	**Co-operative schools: policy, visions and practices.** The recent development of co-operative schools in England highlights key tensions and dilemmas which have arisen as schools have begun to adapt co-operative values and principles. The session will question whether this movement represents a new historical departure.	NONE

3.11	Mrs.Suman P Shenoy JNANA PRABODHINI NAVANAGAR VIDYALAYA	INDIA	**The effect of student leadership program held in JPNV school in India on the development of cooperative learning in the adolescent student leaders**. The adolescent student leadership program of JPNV-an established school in India- has been revived recently to adopt more structured and student centred approach. Feedback from the student leaders and faculty at the various levels of hierarchy provide interesting inputs regarding cooperative learning with the student leaders.	NONE
3.12	Mags Bradbury The co-operative	ENGLAND	**Beyond sponsorship - a co-operative business, values based approach to supporting schools.** The Co-operative Group is a large UK based consumer co-operative. This session will case study its approach to working with schools and its development of co-operative academies. It will explain its values driven motives and outline the challenges and impact of the work. Participants will reflect on the role of co-operative businesses within education.	NONE
3.13	Sue Waite Plymouth University	ENGLAND	**Learning together outside: evaluating collaborative learning in natural environments.** The Natural Connections Project is intended to enhance the use of local natural environments for learning outside the classroom across the curriculum. Outdoor spaces support greater inter-child dialogue and thus cooperative learning. We will invite participant comments about possible developments by sharing some examples and our methods of evaluation.	SOME
3.14	Rob Bowden Lifeworlds Learning Community Interest Company	ENGLAND	**Transforming learning through co-operative dissensus: values, education and future-ready learners.** Using 'hands-on' approaches this workshop explores insights, learning and challenges from a national pilot project, 'Leading through values'. It shares an emerging values language, and methodologies developed to improve the efficacy of values education in schools. Where does co-operative learning coincide/conflict? How might it add to the working dissensus?	NONE
3.15	Mark Latus	ENGLAND	**A personal view of the work of Richard Sennett and his ideas and writings on the evolution of cooperative forms of living.** A personal view of Richard Sennett's ideas and writings on the evolution of cooperative forms of living. Sennett aims to identify cooperative skills, to explain	NONE

			how they emerged and why they withered, and to propose practical, sociable methods to "repair" our cooperative skills.	

STRAND 4

	Name and institution	Country	Title of Presentation	Level of experience needed
4.1	Yael Sharan GRIP Group Investigation Projects	ISRAEL	**What Can Cooperative Learning Contribute To The Intercultural Classroom?** Cooperative learning is gaining popularity as the methodology most suited to the increasing diversity of today's student population. This calls for careful consideration of the essential elements of CL and of the ways we implement them in different countries and contexts. In this workshop participants will (1) *explore* the elements they value as essential for qualitative understanding of cooperative learning, and the essential features of an intercultural classroom; (2) *design* several ways of implementing these elements in a culturally sensitive CL classroom.	SOME
4.3	Phill Burton Dynamix	WALES	**Children's Rights & Education – a cooperative approach.** Dynamix will provide a range of creative methods for informing other professionals and for informing children and young people of all ages about children's rights and the UNCRC, sharing the full range of our celebrated and renowned methods and approaches. This will equip participants both with a toolkit of adaptable methods and broaden their understanding of children's rights in the field of cooperative education.	NONE
4.4	Caterina Emilia Foppa Pedretti University of Verona	ITALY	**Conflict Management Starting with Cooperative Learning.** This session will present the essential role of Cooperative Learning in improving dialogue and positive social interaction, in managing conflicts and developing a framework for active citizenship and democratic behaviours. It will provide some innovative pedagogical approaches and tools, teaching methods, practices and strategies to assess the contents and the definitions of good citizenship.	NONE

4.5	Shanthini Pillai National University of Malaysia	MALAYSIA	**Literature in English and its role in the creation of Sustainable Interethnic Engagement in Malaysian schools.** This paper intends to show how Multicultural Literature in English can be gainfully employed to create inter-ethnic awareness and engagement within the Malaysian English Language classroom. It concludes that such an approach can facilitate engagement, inclusion and dialogue amongst ethnically diverse learners, and subsequently generate sustainable inter-ethnic engagement.	NONE
4.7	Jordi Molina Tomás UNIVERSIDAD DE CÓRDOBA	SPAIN	**Education, inequality and diversity. A case study in Andalusia.** This paper analyzes the social transformation processes in cities of the post-industrial society. Specifically, in those processes that occur in the field of education and promote the relationship between school and community. Furthermore, this study attempts to explore how schools and communities recognize and manage diversity in the transformation processes.	NI
4.8	Shelagh Hetreed Bath University	ENGLAND	**Using cooperative values to develop strong identities in young people.** This workshop will encourage dialogue and reflection on building a strong identity. It will focus firstly on creating a comfortable environment and will continue by exploring the value of using participative learning methods to develop co-operative learning and inclusivity with diverse audiences.	NONE

STRAND 5

	Name and institution	**Country**	**Title of Presentation**	**Level of experience needed**
5.1	Richard Cangro Western Illinois University	USA	**Music in us all: Building community through cooperative music making.** Through active music learning, participants will experience music making activities that will revitalize a form of artistic expression found in us all. Activities from this session will enable teachers of any subject to develop an understanding how to incorporate meaningful, authentic music activities that promote community and musical expression	NONE

5.2	Grace Dong Enping Educational Technology Division	SINGAPORE	**Reflections on the use of ipads in enhancing co-operative learning in English Language Lessons.** Ever wondered how ipads can provide students with opportunities to foster co-operative and self-directed learning? Glean insights on how blended learning and co-operative learning strategies can be adapted with the use of ipads in an English Language classroom.	NONE
5.4	Clotilde Lomeli Agruel Universidad Autónoma de Baja California	MEXICO	**Technology based resources to prepare students for Co-operative Learning in higher education.** The purpose of this interactive dialogue is to focus on the topic of preparing higher education students for co-operative learning both in face to face and in distance learning programs. Technology based resources to prepare students for co-operative learning will be presented.	NONE
5.5	Rashmi Kumar University of Pennsylvania	USA	**First Initiative, then Momentum; Metal Sheets into Rotary Axles.** The proposed presentation will share findings from a research study focused on engineering design, grounded in activity theory and communities of practice, and conducted among students aged 13-18. The findings of this study are of value because extant research indicates learning environments which emphasize socially-engaging work and complex interactions among learners are highly correlated with success in fields of engineering and physical sciences.	NONE
5.6	Peter Seow National Institute of Education	SINGAPORE	**How teachers foster collaborative learning in the classrooms with 1-to-1 technologies.** This presentation examines teachers' experiences in integrating 1:1 technology in their classroom lessons to promote collaborative learning among the students. The aim of the presentation is to better understand how teachers integrate 1:1 technologies to foster collaboration and share approaches on how collaborative learning can be implemented with 1:1 technologies.	NONE
5.7	Vicky Anderson-Patton West Chester University, PA, U.S.A vpatton@wcupa.edu	USA	**Building Classroom Community and Engagement through Story Telling and Creative Pedagogy** This roundtable will examine ways that educators can build classroom community and engage learners through storytelling and creative pedagogy, by demonstrating how to teach in a more cross-curricular manner, embedding the creative process into the curriculum, and using cooperative strategies to develop more authentic learning experiences for all students	None

STRAND 6

	Name and institution	Country	Title of Presentation	Level of experience needed
6.1	Dr Patrick McGovern The Helston and Lizard Peninsula Co-operative Education Trust	ENGLAND	**Achieving more together. Building strong schools through the creation of a rural Education Co-operative** This interactive workshop will present a case study of the evolution of a large rural education co-operative in Cornwall that is transforming its member schools. It will describe the journey and explore the challenges and lessons learned. Additionally it will consider the formation of a county-wide Education Co-operative Society.	SOME
6.3	Dr Wendy Jolliffe University of Hull	ENGLAND	**Reinventing the wheel? Networks and Teaching Schools: a story of school improvement and cooperation.** This paper brings together previous research into networks of schools and a more recent evaluation of teaching school alliances, to help illuminate important aspects in schools cooperating to initiate change in communities of practice.	SOME
6.5	Peter Duncan CLADA	WALES	**'Winning Hearts and Minds'- Becoming a 'Co-operative School'.** The process of becoming a 'co-operative school' is a complex journey, from winning hearts and minds to applying co-operation throughout a learning community. Delegates will explore processes to assist schools meet this challenge with a training co-operative committed to co-operative values and learning involved with UK schools.	NONE
6.6	Saeed Albuhairi University of Hull	Saudi Arabia	**Links between Cooperative Learning and Islamic Principles** This paper investigates the roots of cooperation in Islamic culture which may convince Saudi educationists to improve the quality and quantity of cooperative learning practice in Saudi schools. This may also inspire researchers in the cooperative learning field to consider the cultural aspects when trying to develop cooperative learning practice in any country	None