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

22-24 March, 2019

Taipei, Taiwan

**IASCE, in partnership with
Japan Association for the Study of Cooperation in Education (JASCE),
Taiwan Cooperative Learning (TCL) of the
Ministry of Education, and
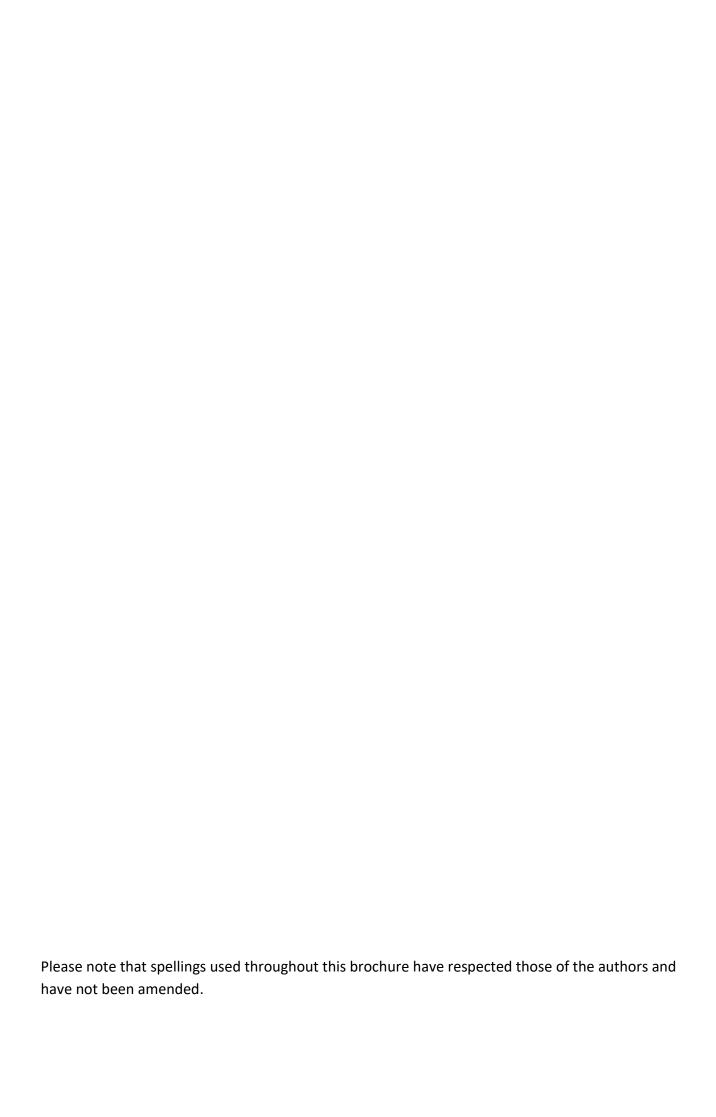National Taipei University of Education (NTUE)**

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Please note that spellings used throughout this brochure have respected those of the authors and have not been amended.

Welcome and Introduction to the Conference

A warm welcome to Taipei Taiwan and the 2019 conference, *Cooperative Learning in Far East Asia and the World: Achieving and Sustaining Excellence.* We are delighted to greet participants from approximately 25 countries in Asia, Europe, North America, the Middle East, and the Pacific Rim.

The IASCE Board and our partners for this conference—the Japan Association for the Study of Cooperation in Education (JASCE) and Taiwan Cooperative Learning (TCL) of the Ministry of Education (MOE), our host National Taipei University of Education (NTUE), and major sponsor the Ministry of Education of Taiwan, anticipate an energizing, inspiring, and motivating event.

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

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

Strand 1: Classroom Practices and Teacher Education
This strand focuses on (a) the practical implementation of cooperative learning in a wide variety of education settings and (b) teacher education and teacher professional development at all levels.

Strand 2: Responsible Citizenship in a Diverse and Interdependent World
This strand focuses on the role of cooperative learning in supporting (a) teaching and learning for diversity and inclusion; (b) social integration, social justice, and equity in schools and communities; and (c) explorations of the knowledge, skills, and values needed to develop global competency.

Strand 3: Cooperative Leadership and School Development
This strand focuses on the implementation and use of cooperative learning and cooperative strategies in whole school/institutional contexts and in regional or national programs. It includes the impact of innovative applications of cooperative vales, principles, and approaches on policies for educational improvement and management.

Strand 4: Creativity, Innovation, and Problem Solving
This strand focuses on the intersections of creativity, innovation, and problem solving with cooperation.

Strand 5: Information, Communication, and Technology
This strand focuses on the modern realities of technology and its impact on communication, the availability of information, and the heightened need for information literacy.

Acknowledgements

This conference has been organised through the wholly voluntary efforts of the IASCE Board and the conference planning teams at JASCE and TCL of the Ministry of Education (MOE), plus the support of National Taipei University of Education. Without these efforts and support, this conference would not have been possible.

We offer our heart-felt thank you to the:
- ❖ 120 presenters who have joined us to share their work and their ideas. Without your commitment and voluntary contributions, this conference would not be possible.
- ❖ student workers and staff at NTUE and TCL for their work and thoughtfulness throughout the conference.
- ❖ 230 conference participants who have come together to share, to learn, and to celebrate cooperative learning.

Keynote Speakers

President Shin-Jen Chang

Use Cooperative Learning to Achieve the Fundamental Beliefs of Taiwan 12-year Basic Education: Self-initiative, interaction and the common good

Starting August 2019, Taiwan will implement 12-year Basic Education reform which emphasizes the fundamental concepts of taking initiative, engaging in interaction and seeking the common good. New curriculum guidelines will stress learner-centered instruction and the cultivation of nine key competencies. In order to prepare school teachers for this curriculum reform, the Ministry of Education (MOE) has entrusted and funded President Shin-jen Chang of National Taipei University of Education (NTUE) to build Taiwan Cooperative Learning (TCL) team to promote Cooperative Learning to all junior high schools in Taiwan. This initiative began in 2012, and is being sustained for seven consecutive years. According to Taiwan Global Views Survey Research Center 2015 report, 77% of the surveyed school teachers (N=1072) used Cooperative Learning as an innovative teaching method in their classrooms. In this keynote speech, the context, input, process and outcome of TCL will be examined. Key Success Factors include MOE's funding and other support systems. A video will be used to depict how teachers and students have benefited from TCL.

President Shin-jen Chang adopted Cooperative Learning (CL) when she was an intern teacher in a junior high school in the 1980's. After she earned her Ph.D. degree in Curriculum & Instruction at University of Texas, Austin, she started to teach at National Kaohsiung Normal University in 1987. She had used CL in her classes for 22 years, accumulated rich experiences in implementing CL as well as supervised theses and dissertations on CL. Since 2012, she has been NTUE President and assisted MOE to promote several major curriculum and instruction reforms, including the lead director of TCL project, the coordinator of the elementary education section of 12-year Basic Education Curriculum guidelines, planning scheme for faculty promotion using teaching practices technical reports, publishing the Teaching Practice and Pedagogical Innovation journal for university faculty, and serving on the editorial board of three journals included in Taiwan Social Science Citation Index (TSSCI).

Professor Shuji Sugie

Evolution and Current State of Cooperative Learning in Japan

Professor Sugie will discuss why cooperation is necessary and will introduce how the theories and practices of cooperative learning (CL) in Japan have evolved in its long and unique history. He will focus on "Buzz Learning," which is one of the origins of CL in Japan. Then, he will explain what the Japan Association for the Study of Cooperation in Education (JASCE) is currently doing in practice and research of CL. In addition, he will introduce his theory of CL and practice. Finally, participants will watch a DVD clip that depicts an example of practices of CL in Japan.

Dr. Shuji Sugie is a professor of educational psychology at Chukyo University in Nagoya, Japan. He is also the current president of the Japan Association for the Study of Cooperation in Education (JASCE) and a founding member of JASCE. His interest in small-group learning began when he was in graduate school and became involved in Buzz Learning—a method of small group discussion that became well known throughout Japan. Professor Sugie has worked tirelessly to implement cooperative learning effectively in Japanese schools and universities. He has advised thousands of teachers on their research and practice and hundreds of school principals and administrators have consulted him about their school improvements.

Laurie Stevahn

Expanding Perceptions of Cooperative Learning for Innovative Practice

Grappling with provocative questions can challenge perceptions, stir imagination, and open pathways on our lifelong journey with cooperative learning. This interactive keynote celebrates 40 years of the International Association for the Study of Cooperation in Education (IASCE) by inviting reflection on five key questions that prompt deeper thinking about cooperative learning foundations and support efforts to expand innovative practice.

Laurie Stevahn holds a doctorate in Educational Psychology from the University of Minnesota and is Professor of Education at Seattle University where she teaches graduate courses on organizational leadership, social justice, and inquiry methods. Her life and work are grounded in cooperative foundations as she has taught in public schools, conducted professional development programs in educational settings, published research on cooperative conflict resolution, and innovated structures for community-engaged team-based doctoral dissertations in higher education. Laurie currently serves on the Board of the International Association for the Study of Cooperation in Education (IASCE) and is past Chair of the Cooperative Learning Special Interest Group of the American Educational Research Association (AERA). Published books include Cooperative Learning: Where Heart Meets Mind and Interactive Evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation.

IASCE Awards

The IASCE Awards are intended to recognise individuals or groups who have made outstanding contributions to the field of cooperative learning. There are two main types of awards—The Achievement Awards and the Award for Outstanding Dissertation/Thesis.

- *The IASCE Achievement Awards* are intended to recognise individuals or groups who have made outstanding contributions to the field of cooperative learning. Categories include: Lifetime Achievement, Research, Original Materials, Service and Activism, and Leadership.
- *The IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation* recognises researchers in the early stages of their career who demonstrate strong potential for contributions to the field.

Awards are typically announced in conjunction with IASCE Conferences, with applications being posted on the IASCE website, and announced in the IASCE newsletter, approximately one year in advance. We are pleased to announce the awards for 2019.

The IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation

2019 marks the first time that the IASCE presents the Elizabeth Cohen Award to three researchers who have recently completed Ph.D. dissertations related to cooperative learning. We are pleased that the field continues to be a focus for the types of robust and varied research that these three recipients exemplify.

Kate Ferguson-Patrick, currently works in the School of Education, University of Newcastle, Australia, where she also completed her PhD thesis. Her thesis was entitled *Establishing a democracy classroom: Cooperative learning and good teaching* and Dr. Ferguson-Patrick used a case-study approach and multiple data sources to investigate, over a seven-month period, how four early-career teachers understood and used cooperative learning. She paid particular attention to factors that may contribute to their use of cooperative learning (CL) as well as comparing CL with the Quality Teaching model implemented in many New South Wales' schools in Australia to ascertain how effective they can be. The research showed that democracy classrooms emerged because of a focus on Cooperative Learning.

One of her thesis examiners, Dr. Robyn Gillies, adds, "The study contributed more generally to the body of knowledge on quality teaching and, specifically, to an understanding of how early career teachers embed CL into their classroom curricula to promote good pedagogical and democratic practices."

Alexis Patterson completed her Ph.D. at Stanford University in California, USA. In the tradition of Elizabeth Cohen's contributions to equity in education, Dr. Patterson focused her dissertation on exploring how to make classrooms more equitable and students more engaged. *Emotional Intelligence in science: Pathway to improving equitable groupwork and enhancing engagement in scientific practices?* is a compilation of three related studies in which Dr. Patterson used linguistic-discourse analysis to explore how educators use rather simple and nominal explanations in regard to the complexity of social-emotional norms in groupwork in science classrooms. She cast a particular lens on the need to focus more directly on students' social-emotional intelligence as a

way to address challenges that arise during groupwork and ensure productive interactions, collaborative problem solving, and dialogic conversations. Dr. Patteron's nominator, Dr. Rachel Lotan, a student and colleague of Elizabeth Cohen, describes Dr. Patterson as a serious scholar with a passion for furthering equity in classrooms.

Dr. Patterson is currently on the faculty of the School of Education at the University of California, Davis, California.

Christine Schmalenbach spent much of her youth and adolescence in Mexico and, as an adult lived in and visited El Salvador and Peru regularly for several years. Her Ph.D. dissertation, *Learning Cooperatively under Challenging Circumstances: Cooperation among Students in High-Risk Contexts in El Salvador*, was completed at Technical University, Dortmund Germany. Dr. Schmalenbach utilized ethnography to examine the "nested" contexts of state, community, school, classroom, and teachers as a way to understand values and practices that contribute to and sustain cooperation at each level. In her nomination, Prof. Mechthild Kiegelmann emphasized that the results of this study can be generalized towards a global discussion of transformative teaching approaches that promote worldwide democracy and have the potential for sustaining impact on the field of cooperative learning.

Dr. Schmalenbach has worked as a researcher and teacher educator in the area of Inclusive Education and Emotional and Social Development at the TU Dortmund University and the University of Erfurt, Germany. She is currently working with an NGO in El Salvador (Nehemiah International) to develop and evaluate a program for students in high-risk contexts.

The IASCE Achievement Award for Outstanding Contributions through Service and Activism

Ghazi M. Ghaith

Dr. Ghazi Ghaith's journey in cooperative learning began in 1992. Since then he has served the Middle East and North Africa, in particular, through his teaching, research, and activism in the field of cooperative learning as it intersects with English as a Foreign Langue (EFL) instruction, language acquisition and teacher professional development. His systematic studies in cooperative learning and EFL have been the basis for numerous research publications, manuals, extensive in-service teacher development, text books for children and youth, and newly designed courses for higher education. These have had a lasting impact on the education in his region and beyond. He sustains his commitment to democratic education, peace education and social justice through his extensive work as a consultant to organizations such as the World Bank, Jaddah Dar Jana International Schools, Saudi Arabia, Syrian Refugee Camps, and Ahfad University for Women in Sudan.

Dr. Ghaith was a member of the Board of Directors for the IASCE from 2002-2005. He is currently Professor of Education at the American University in Beirut, Lebanon.

The IASCE Lifetime Achievement Award

Shuji Sugie

Professor Shuji Sugie's interest in small-group learning began when he was in graduate school and became involved in Buzz Learning—a method of small group discussion that became well known throughout Japan. He was the President of the National Association for the Study of Buzz Learning (Japan) from 2004-2008, when it constructively dissolved and merged into the Japan Association for the Study of Cooperation in Education (JASCE). Buzz Learning researchers, including Professor Sugie, introduced cooperative learning to Japan. Professor Sugie co-translated Circles of Learning (Johnson, Johnson and Holubec) in 1998 and Group Investigation (Sharan and Sharan) in 2001. He has worked tirelessly to implement cooperative learning effectively in Japanese schools and universities. He has advised thousands of teachers on their research and practice and hundreds of school principals and administrators have consulted him about their school improvements. He is the author of 23 book-length reports describing the implementation of cooperative learning in Japan. Written in Japanese, these are downloadable from the JASCE website.

Professor Sugie attended and presented at the IASCE Conference in Tel-Aviv, Israel in 1988. In 2004, Professor Sugie attended the IASCE conference in Singapore as a member of a JASCE delegation. In 2008, IASCE travelled to Japan for an international conference. We celebrated our 30th birthday with JASCE; Professor Sugie was Chair of the Planning Committee. While at the conference, participants had the opportunity to visit an elementary school where Professor Sugie had helped to create a culture where children and teachers worked together in an atmosphere of productive and joyous collaboration. He is the current President of JASCE and, under his leadership, JASCE has provided leadership and extraordinary support for the 2019 conference here in Taiwan.

Professor Sugie exemplifies vision, passion, and dedication—to education in general, and to cooperative learning specifically. It is an honor for IASCE to present Shuji Sugie sensei with the IASCE Lifetime Achievement Award.

Everyone is warmly invited to the Awards Reception and Presentation on Saturday 23 March 2019, 17:15 to 18:20, in the Main Hall at NTUE.

Conference Special Events

Thursday 21 March

- ❖ **Morning visits to local schools:** *Pre-registration by 28 February is essential.*
  8:40 to 12:00: Check in at NTUE Library 1F: 8:40 to 8:55. The bus will leave promptly at 9:00.
- ❖ **Lunch**
  12:00 to 13:00: Participants will be given a map of easy places near NTUE to eat. It's time to explore with a new friend!
- ❖ **Afternoon City Tour:** *Pre-registration by 28 February is essential.* Check in at NTUE Library 1F: 12:40 to 12:55. The bus will leave promptly at 13:00.
- ❖ **Conference Registration/Check-in**
  18:30 to 19:30: Library 1F
  A conference registration/check-in desk will also be available each morning from 8:30 to 9:00.
- ❖ **Welcome event:** *All are welcome.*
  19:30 to 20:30: Library 1F
  Join us for an informal, cooperative-based gathering to meet other conference participants.

Friday 22 March

- ❖ **Conference Registration/Check-in for New Arrivals**
  8:30 to 9:00: Library 1F
- ❖ **Opening Ceremony**
  9:00 to 9:30: Main Hall
- ❖ **Dinner about town:** *Free information in Library 1F on Friday morning.*
  TCL will provide detailed transportation and restaurant information on two options: Yong Kang Street (mecca of Taiwanese cuisine) and Bitan (boating, suspension bridge, and lake-view restaurants). *You are encouraged to explore Taipei with old and new friends!*

Saturday 23 March

- ❖ **Conference Registration/Check-in for New Arrivals**
  8:30 to 9:00: Library 1F
- ❖ **Reception and IASCE Awards Presentation**: *All are welcome.*
  17:15 to 18:20: Main Hall
  A Conference Dinner: *Pre-registration, by 28 February, is essential.*
  18:35 to 20:30: Main Hall
  Take the opportunity to relax and socialize in a casual atmosphere, while enjoying a dinner that includes regional food and beer.

Sunday 24 March

- ❖ **Conference Registration/Check-in for New Arrivals**
  8:30 to 9:00: Library 1F
- ❖ **Closing Event**
  15:00 to 16:00: Library 1 F
  Please join us to reflect, plan, and celebrate! *All are welcome.*

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

22 March 2019 through 24 March 2019

Detailed Conference Schedule

Friday, 22 March 2019	
8:30 to 9:00: Library 1F	Registration/Check-in for New Arrivals
9:00 to 9:30 **Main Hall**	Opening Ceremony
9:30 to 11:00 **Main Hall**	**Opening Plenary:** *President Shin-Jen Chang*, NTUE **Use Cooperative Learning to Achieve the Fundamental Beliefs of Taiwan 12-year Basic Education: Self-initiative, interaction and the common good** 實踐自發、互動、共好的分組合作學習 Starting August 2019, Taiwan will implement 12-year Basic Education reform which emphasizes the fundamental concepts of taking initiative, engaging in interaction, and seeking the common good. New curriculum guidelines will stress learner-centered instruction and the cultivation of nine key competencies. In order to prepare school teachers for this curriculum reform, the Ministry of Education (MOE) has entrusted and funded President Shin-jen Chang of National Taipei University of Education (NTUE) to build Taiwan Cooperative Learning (TCL) team to promote Cooperative Learning to all junior high schools in Taiwan. This initiative began in 2012, and is being sustained for seven consecutive years. According to Taiwan Global Views Survey Research Center 2015 report, 77% of the surveyed school teachers (N=1072) used Cooperative Learning as an innovative teaching method in their classrooms. In this keynote speech, the context, input, process and outcome of TCL will be examined. Key Success Factors include MOE's funding and other support systems. A video will be used to depict how teachers and students have benefited from TCL.
11:00 to 11:15: Main Hall	Refreshments and Informal Networking

Session 1: Friday 11:15 to 12:45		
Room Student Center 4th floor; 406	**Workshop**	**The Storypath Approach: Engaging Learners in a Cooperative Learning Narrative to Understand and Protect our Oceans** 故事線取向：引導學習者投入合作學習敘述以瞭解並保護海洋 (Strand 2) *Margit McGuire and Laurie Stevahn* (USA) This session will demonstrate the narrative structure of Storypath whereby learners become the characters in a story. Cooperative learning and creative controversy are embedded within the plot of the "story" as learners confront issues of living and working on the Great Barrier Reef and the importance of protecting our oceans.
Room Main Hall	**Workshop**	**Developing Rank Awareness in the Classroom: A Workshop for Facilitators in Cooperative Education** 發展「教室內的階級」覺察：為合作教育促進者而設的工作坊 (Strand 1) *Yoshinori Iwata* (Japan) "With cooperation comes conflict. How conflict is managed largely determines how successful cooperative efforts tend to be" (Johnson & Johnson, 1995). Conflict is often provoked by a lack of awareness of power differentials (rank). Workshop participants will learn to transform conflict into cooperation by raising rank awareness in the classroom.
Room Duxing 6th floor; 603	**Paper Presentations** Cooperative Learning Across Regions and Cultures	**CoGI Program: Model and Research** CoGI程式：模式及研究 (Strand 5) *Miri Shonfeld* (Israel) This session will present an online cooperative learning program in an international context which is called CoGi. This is based on the Learner-Moderator-Researcher plus (LMR plus) Model and the TEC (Technology, Education, and Cultural) Model. We will present the results of a mixed methods research study on cooperative learning challenges met during the cooperative international journey.
		Awareness of the Wealth Gap among Thai and Japanese University Students through an Intercultural Exchange Program 泰國與日本大學生經由跨文化交流方案瞭解彼此的財富差異 (Strand 2) *Panida Anantanakom* (Thailand), *Makiko Hashinaga* (Japan), *and Don Hinkelman* (Japan) Thai and Japanese university students experienced a cultural exchange program with urban families and rural village school communities around Chiang Mai, Thailand. The personal impact of this program was studied qualitatively as students discovered an alternate view of wealth, based on human relations and the concept of gross national happiness.
		We are… photographers. A school correspondence around the world 我們是攝影師：一所學校和世界的聯繫 (Strand 4) *Fabienne Serina-Karsky and Louise Michel* (France) This paper reports on an ongoing research around a school correspondence program designed to facilitate cooperation between schools around the world through the use of an artistic medium: photography. Beyond school fundamental learnings, the program allows children to develop psychosocial skills and to open up to the world from an early age.

Room Duxing 8th floor; 803	**Paper Presentations** Language Learning in Higher Education	**Cooperative Language Learning and How It Effects University Students' Self-Regulated Learning** 合作語文學習及其對大學生自我調節學習的影響　(Strand 1) *Yukiko Yasuda* (Japan) This presentation will share how a cooperative learning environment affected self-regulated learning by first year Japanese university students' in a low proficiency level English class.
		Effects of English Language Teaching Method Incorporating Cooperative Group Learning on Japanese EFL Students 運用合作學習教導英語對日本EFL學生之影響　(Strand 1) *Keiko Hirose* (Japan) This presentation reports on whether and how 16 Japanese university students changed their English-language self-efficacy and perceptions of learning behaviors during group activities in a semester-long English course that incorporated cooperative group learning principles. Questionnaire data are analyzed to examine the possible effects of the activities on student learning.
		Reflective Thinking on Self and Peer Contribution in PBL—A Case Study from a Foreign Language Classroom in Japan 對「PBL中自我及同儕貢獻」的反省思考：日本外語教室的個案研究　(Strand 1) *Yumi Gomez* (Japan) This presentation is a case study from an English as a foreign language classroom in a Japanese university. It focuses on reflective thinking by Japanese students on their self and peer contribution in a content-based group project. The presentation will provide information on students' metacognitive aspect in cooperative learning.
Room Duxing 8th Floor; 802	**Interactive Roundtable** (45 minutes) 11:15-12:00	**Cooperative Learning: The key to preparing our learners for a globalised world** 合作學習：培養全球化世界人才的關鍵 (Strand 2) *Wendy Jolliffe* (UK) and *Kate Ferguson-Patrick* (Australia) In this discussion, we will argue that cooperative learning is an ideal vehicle for preparing learners for the globalized world. It will present an analysis of findings from case studies of schools using cooperative learning successfully worldwide. Delegates will review factors that are common to each and reflect on their own experiences.
	Interactive Roundtable (45 minutes) 12:00-12:45	**Site-based professional learning with action research as an important tool to support teachers to implement cooperative learning**　運用行動研究為學校自主專業學習的重要工具以支持教師採用合作學習　(Strand 1) *Beathe Liebech-Lien* (Norway) How can site based professional development through an action research project support teachers implementing cooperative learning, and lead to change in their teaching practice for student learning.
12:45 to 1:45: Main Hall		Lunch and Informal Sharing

Session 2: Friday 1:45 to 3:15		
Room Student Center 4th floor; 406	**Workshop**	**How to imply a cooperative learning approach to whole school development?** 合作學習取向對全校發展的暗示 (Strand 3) *Ferenc Arató* (Hungary) Supporting the Prevention of Early School Leaving (SPESL) is a large-scale Hungarian initiative for school development based on CL. Through role play, participants will explore CL for dynamic-systemic whole-school development by designing a school program based on elements and network supports of the SPESL model. Participants will discuss questions/constraints from personal socio-cultural perspectives/contexts.
Room Main Hall	**Workshop**	**The Challenges of Creating a Culturally Diverse Cooperative Classroom: An experiential workshop** 創造一個具文化差異又合作的教室所面臨的挑戰：一個體驗工作坊 (Strand 1) *Yael Sharan* (Israel) Participants in this workshop will (a) explore and share the elements they value as essential for quality implementation of CL; (b) discuss the challenges of implementing these elements in a culturally diverse classroom.
Room Duxing 6th floor; 603	**Paper Presentations** Technology and Cooperation	**Information, Communication and Technology: Building Participation** 資訊、傳播與科技：建立參與 (Strand 5) *Li-Ying (Iris) Chiu, Hao Teng Chang, Shu Hui Wu, and Chuan-Lin Huang* (Taiwan) Nan Jung junior high school's core education purpose is to prepare students to become future world citizens. We incorporate technologies based cooperative learning in teaching to stimulate students' desire to learn and preference to work and grow as a team with the goal of achieving key traits of whole person education—taking the initiative and engaging each other.
		Building Online Portfolio with a Cooperative Learning Partner 和合作學習夥伴一起建立線上學習歷程檔案 (Strand 5) *Sammy Ming* (Hong Kong) This presentation shares the concept of building an online portfolio to record students' speaking training progress in an English Speaking course at college level. This relies on pair work with the adoption of technology, peer feedback and self-reflection. Participants can adapt the pedagogical strategies for their own teaching context.
		Collaboration in virtual worlds 在虛擬世界的協同 (Strand 5) *Elaine Hoter* (Israel) This paper will discuss the use of virtual worlds for collaboration and cooperation between students. Different models and types of collaborative activities used in virtual worlds will be presented and discussed including a new model for collaborative learning on a MOOC incorporating virtual worlds
Room Duxing 8th floor; 803	**Paper Presentations** Cooperative learning in Japan	**Intergroup Cooperative Social Skill Training: A practice of mutual training among groups** 跨組合作社會技巧的訓練：組間互相訓練 (Strand 1) *Yoshifumi Nakanishi and Hui Wu* (Japan) In this study, we will report the practice of Intergroup Cooperative Social Skill Training in which learners' groups mutually train one another. We implemented this practice at a university psychology class. We will report the details of the practice, examples of training programs, and evaluation of the practice.

		FAM (Formative Assessment Matrix for Lesson Design) Approach Theories and Case Studies for High-Quality Learning 單元教學研究形成性評量矩陣 (FAM)取向之理論與高品質學習之個案研究 (Strand 1) *Masao Mizuno* (Japan) The purpose of this research is to develop formative assessment method of knowledge building process. We will propose "Formative Assessment Matrix for lesson design" approach. Teachers can learn principles of lesson design through verbalizing their viewpoints of assessment, and improve lessons based on the results of students' self-assessment.
		The Process of Realizing the Importance of Self-Directed Active Learning in Japanese Language Class 瞭解自我導向主動學習的重要：日本語文教室內的歷程 (Strand 1) *Masakazu Saishu* (Japan) This presentation is about a series of activities aimed at self-directed, active learning, which I conducted in the opening lesson at a junior high school. I will explain how I ensured that all students equally obtained the learning outcomes without depending on lectures by describing the process step by step.
Room Duxing 8th floor; 802	**Paper Presentations** Cooperative Learning Across Ages and Stages of Education	**Practical Use of Cooperative Learning, ICT, and Venn diagram in Geography Lessons to Promote High School Students' Understandings of their Area** 在地理課使用合作學習、ICT及維恩圖以提升中學生對自己所在區域的瞭解 (Strand 1) *Eiji Suzuki* (Japan) In a high school geography class, I used Venn diagrams and ICT to help students understand their local area. Making Venn diagrams cooperatively on a computer software enabled them to interconnect various aspects of geographical knowledge. ICT streamlined the process of learning together and helped saving and sharing of findings.
		Cooperative activities based on pupils original languages in order to boost equity in diverse primary classrooms 使用學生的母語進行合作活動以在具差異性的小學教室中促進平等 (Strand 2) *Céline Buchs* (Switzerland) We present a collaborative research to promote inclusive practices in one primary plurilingual class. Cooperative activities rely on the complex instructions approach (Cohen, 1994) mobilizing pupils' native languages during regular curriculum. We study status, participation types and rates and how the relationship between these variables changes over the intervention period.
		A Tool to Support Declarative Knowledge Acquisition of Cooperative Learning Concepts for University Professors in the Workplace 大學教授在職場上支持學生習得合作學習陳述性知識的工具 (Strand 5) *Rosa Maria Pons Parra* (Spain) An electronic tool to support university professors in the acquisition of declarative knowledge on Cooperative Learning in the workplace is presented. Participants can explore the tool and reflect on strategies to optimize time and resources, particularly in countries or institutions where the practice of Cooperative Learning is scarce.
15:15 to 15:30		Refreshments and Informal Networking

15:30 to 17:00 Main Hall	**Plenary:** *Professor Shuji Sugie*, President of JASCE; 2019 Recipient of the IASCE Lifetime Achievement Award **Evolution and Current State of Cooperative Learning in Japan** 日本合作學習的演化及現況 Professor Sugie will discuss why cooperation is necessary and will introduce how the theories and practices of cooperative learning (CL) in Japan have evolved in its long and unique history. He will focus on "Buzz Learning," which is one of the origins of CL in Japan. Then, he will explain what the Japan Association for the Study of Cooperation in Education (JASCE) is currently doing in practice and research of CL. In addition, he will introduce his theory of CL and practice. Finally, participants will watch a DVD clip that depicts an example of practices of CL in Japan. Sugie教授將討論為何合作是必要的，並介紹日本合作學習理論與實踐的漫長及具個殊性的演化，聚焦於日本合作學習的起源之一，Buzz Learning。他還將介紹日本協同教育協會推動合作學習實踐與研究的現況。同時，Sugie教授將介紹他個人的合作學習理論與實踐。最後，與會者將觀賞一段日本實踐合作學習的影片。
17:30	Dinner Around Town (make a plan to spend an informal evening with colleagues and sample local cuisine)

Saturday, 23 March 2019	
8:30 to 9:00: Library 1F	Registration/Check-in for New Arrivals
9:00 to 10:30 **Main Hall**	**Plenary:** *Laurie Stevahn*, Member, Executive Board of International Association for the Study of Cooperation in Education (IASCE) **Expanding Perceptions of Cooperative Learning for Innovative Practice** **拓展合作學習的認知以創新實踐** Grappling with provocative questions can challenge perceptions, stir imagination, and open pathways on our lifelong journey with cooperative learning. This interactive keynote celebrates 40 years of the International Association for the Study of Cooperation in Education (IASCE) by inviting reflection on five key questions that prompt deeper thinking about cooperative learning foundations and support efforts to expand innovative practice. 啟發性的問題可以挑戰觀點、激盪想像、並為我們終生投入的合作學習開闢道路。為慶祝國際合作學習學會成立四十周年，這場具互動性的大會演講邀請學員反思五個重要問題以激發有關合作學習基礎的深度思考及支持創新實踐的努力
10:30 to 10:50: Main Hall	Refreshments and Informal Networking

Session 3: Saturday 10:50 to 12:20		
Room Student Center 4th floor; 406	**Workshop**	**The Structural Approach to Cooperative Learning** 合作學習的結構途徑取向 (Strand 1) *Spencer Kagan* (USA) The Structural Approach to Cooperative Learning is used in over 47 countries. The approach is based on cooperative learning structures that implement four basic principles. Participants experience a number of cooperative learning structures, analyzing them for the four principles. The importance of each principle is illustrated via active participant experiences.
Room Duxing 8th floor; 802	**Workshop**	**Two Tools of Friendship: Yoga-meditation and cooperative learning. How do they complement each other?** 友誼的兩種工具：瑜珈冥想與合作學習。它們如何互相效力？ (Strand 3) *Lalita Agashe and Sanhita Karmalkar* (India) This workshop invites participants to (a) explore yoga-meditation and CL as tools of building friendship with self and others in school settings, (b) experience yoga-meditation and CL firsthand, (c) consider their complementary relationship, and (d) discuss possible applications in one's own context toward fostering cooperative schools.
Room Duxing 8th floor; 801	**Interactive Roundtables**	**Integration of animation and Jigsaw technique for peace education on colonialism by using an animation DVD, "The Story of Inde Island."** 統整「印度小島故事」動畫DVD及拼圖法策略進行「殖民主義」主題的和平教育 (Strand 2) *Takehito Ito, Akihiro Sugita, Yuko Takabe and Takayo Inoue* (Japan) Participants will watch 11-minute animation DVD with English (and Japanese) script to get started. Then the authors will read a paper to explain the process and evaluation of the seminar class, followed by the general discussion for further development by all the participants.
		Contextual Factors to Motivate Learners in Cooperative Learning 合作學習中激勵學習動機的情境因素 (Strand 1) *Hiromi Tsuda and Tohru Matsuo* (Japan) This session examines the effects of cooperative learning on EFL classes in university settings. This session specifically focuses on how cooperative learning enhances motivation to participate in cooperative group activities. Subsequently, the presenters discuss possible motivating factors and hindrances for active participation in collaborative group works.
Room Duxing 6th floor; 603	**Paper Presentations** Cooperative Learning and Motivation	**An effective teaching method that facilitates discussion among students of lower grades in elementary school** 一種有效促進小學低年級學生討論的教學法 (Strand 1) *Junichi Yano* (Japan) This presentation reports on how students of lower grades in elementary school comprehended the concept of shapes through discussing with peers in a geometry lesson. In addition, by reflecting on the lesson, I would like to suggest an effective teaching method which facilitates discussion among students.
		Effects of Collaboration on Students' Motivation 協同對學生學習動機之影響 (Strand 1) *Rosa M. Pons* (Spain) This research is part of the project funded by the Erasmus+ Programme of the European Union called "CARMA-RMA and other non-formal learning methods for Student Motivation". Although seven European countries (Italy, Spain, France, Turkey, Belgium, Portugal and Austria) have participated in this project, in this paper we present the impact that collaborative techniques have in the motivation of Spanish students.

Room	Paper Presentations	Cooperative learning lights up high-quality teaching: A case study of Taipei Municipal Minzu Elementary School
Library Creative Futures Classroom # 1	Cooperative Learning in Taiwan	運用合作學習達成高品質教學：臺北市民族國小個案研究　(Strand 1) *Nay-ching Tyan, Ya-wen Chang, Yu-Ming Ling, Chen-Yu Tu, Min-Ling Hsu, Chia- Ming Hsu, Hui-Wen Hsiao, and Yu-Ting Wang* (Taiwan) Taipei Municipal Minzu Elementary School has participated in the Taiwan Cooperative Learning (TCL) project since 2014. Its Professional Learning Community (PLC) focused on enhancing cooperative learning. Teachers collaborated to refine/observe/discuss classroom implementations. Participants will examine the program and its positive impact on teacher participation, curricular subjects, student achievement on a government exam, and teacher-student-parent relationships.
		Inquiry Social Studies in a Grade 3 classroom in a Taiwanese elementary school 在臺灣三年級班級進行社會領域探究教學 (Strand 1) *Nay-ching Tyan and Ya-Wen Chang* (Taiwan) Combining Inquiry Learning and Gallery Walk, a third-grade, social-studies teacher used pictures, news reports, and role playing to stimulate her students to think about the "Holy Pig Competition" (a traditional folk celebration in Taiwan), through multiple perspectives. The teacher will summarize the major student learning outcomes as well as her own professional learning.
		The individual accountability issue encountered in a Group Investigation project 一個團體探究方案中的個人績效議題 (Strand 1) *Nay-ching Tyan and Li-Juing Wu* (Taiwan) This session describes a project where two university professors led 11 students to a foreign country to conduct a curriculum-development practicum using Group Investigation. This course lasted for two semesters and a winter break. During their oversea field study (winter break) and the second semester, confrontation and conflict emerged related to individual accountability.
12:20 to 13:30: Main Hall		Lunch and Informal Sharing

Session 4: Saturday 13:30 to 15:00		
Room Student Center 4ᵗʰ floor: 406	**Workshop**	**Academic, social, and emotional abilities and skills in groupwork** 團隊合作中的學術、社交及情緒能力與技巧 (Strand 1) *Rachel Lotan and Alexis Patterson* (USA) Participants will engage in a groupwork activity in science with an emphasis on how to create an equitable environment by redefining and recognizing the intellectual, academic, social, and emotional abilities and "smarts" of all students. We will explore the implications of this redefinition for creating equitable and productive classroom interactions.
Room Library Creative Futures Classroom #1	**Workshop**	**Digital Reading in the Cooperative Classroom** 合作教室中的數位閱讀 (Strand 5) *Grace Tsai* (Taiwan) I teach English from Grade 7 to 9 in Taiwan. To pursue deeper reading, I adopt CL, Extensive Reading and E-learning in my English as a Foreign Language classroom. Students' communication skills, higher-order thinking and literacy competencies are enhanced, both in everyday participation and Comprehensive Assessment Program in Taiwan. I'd like to present how I achieve these goals through the lesson "The Earth Day." *Please bring an IPad or tablet to this session.*
Room Duxing 8ᵗʰ floor: 801	**Paper Presentations** Cooperative Learning in Higher Education	**Modifying the Jigsaw Method to Improve Attitudes toward Learning among Nursing Students** 修改拼圖法策略以提升護理學生的學習態度 (Strand 1) *Takumi Ogata, Tsuneko Makino and Mieko Taira* (Japan) We modified and used the Jigsaw method to teach the injection technique in our nursing techniques classes. We added a teacher demonstration of injection before and a peer understanding check after the expert session. The questionnaire results revealed that these modifications positively affected students' attitudes toward learning positively.
		The Effects of Cooperative Learning on First-Year Japanese University Students 運用合作學習對日本大一學生的影響 (Strand 1) *Tamami Wada and Keiko Hirose* (Japan) This presentation reports on how Japanese university students feel about studying English at the beginning and the end of a one-year EFL reading course. Their self-ratings on the English Self-efficacy Scale are compared. Their feelings about cooperative group work are also examined with the Measure Belief in Cooperation.
		The Role of Cooperative Learning in the First-Year Educational Program of a Japanese University (Strand 1) 一所日本大學第一年學程中合作學習的角 (Strand 1) *Terumi Sameshima and Fumi Sudo* (Japan) Japan is facing the major issue of students not being able to make "the smooth transition" from high school to university. In this study, we report a case where cooperative learning was introduced as a First-Year Educational program to solve the issue, and we consider the role of cooperative learning.

Room Duxing 8th floor: 802	**Paper Presentations** Action Research	**Teachers working in interdisciplinary teams through an action research project for the support for implementation of cooperative learning. A case study from a lower secondary school in Norway** 跨領域團隊教師運用行動研究支持合作學習：一個挪威初中的個案研究　(Strand 1) *Beathe Liebech-Lien* (Norway) How can proactive action research in interdisciplinary teacher teams support the implementation of cooperative learning? Findings from a research project in lower secondary school in Norway, where teacher researcher and teachers collaborate by using a conceptual approach to cooperative learning and how this led to change in teaching practices
		An action research on applying cooperative learning to improve university students' English abilities 運用合作學習策略改進大學生英文能力之行動研究 (Strand 1) *Sansarmaa Lkhagvasuren* (Mongolia) *and Nay-ching Tyan* (Taiwan) An action research on improving English speaking skills through cooperative learning approaches for NTUE delegation team to New Zealand.
		An Action Research on Applying Cooperative Learning in Teacher Program in Taiwan 在臺灣師培教育學程運用合作學習之行動研究　(Strand 1) *Chin-Kuo Wang* (Taiwan) A teacher educator implemented cooperative learning in his class to help his students to learn cooperative learning. After one semester, 18 weeks, his students knew cooperative learning more by real experiencing and gave positive evaluation to this learning method.
Room Duxing 6th floor: 603	**Paper Presentations** Cooperative Learning: Challenges and Opportunities	**The Role of Cooperative Learning in a Competitive Setting - Students' Voices in Hong Kong** 合作學習在一個競爭環境中的角色: 香港學生的聲音　(Strand 1) *Sammy Ming* (Hong Kong) Not all students of Confucian-heritage culture welcome co-operative learning tasks. One major obstacle can be boiled down to the emphasis on assessments. Classroom becomes students' battlefield and their peers are competitors. Participants will gain insights in terms of hurdles to effective group work and their related successful strategies.
		Training the Stage Play in a Summer Camp with Cooperative Learning 在夏令營中使用合作學習訓練舞台劇 (Strand 4) *Tsu-chia Julia Hsu* (Taiwan) Quickly motivating ESL preservice teachers is a crucial issue in EFL Cooperative Learning. We investigate the experience of preservice teachers with no previous exposure to cooperative methodologies who, in 3-day period, are both introduced to, and implement, cooperative methodologies to teach Grade 3-6 pupils to put on a stage play.
		Competency-Based Education: Implementing Cooperative Learning with Role-Play in 9th Grade Chinese Class in Taiwan 能力本位教育：使用合作學習策略於臺灣九年級中文課的角色扮演活動 (Strand 4) *Fu-Nan Su and Jui-Pi Ting* (Taiwan) Cooperative learning with role-playing was applied to Chinese class in one middle school in Taiwan. The method was designed not only to cover both basic knowledge and learning skills, but also to offer students exciting opportunities to explore their own multi-intelligence. It enhanced students' core competences.

15:00 to 15:30: Main Hall	Refreshments and Informal Networking

Session 5: Saturday 15:30 to 17:00

Room Student Center 4th floor; 406	**Workshop**	**Cooperative Strategies to Support Learning and Well-being** 支持學習及幸福感的合作策略 (Strand 1) *Stefania Lamberti and Marta Milani* (Italy) The workshop aims at sharing some cooperative structures which have been created by the Cooperative Learning Study-Training-Research Group of the University of Verona –Italy, with the participants. Specifically, the people in the room will test how useful these structures are for the direct teaching of social abilities and for the promotion and development of knowledge, skills and abilities.
Room Duxing 8th floor; 801	**Workshop**	**Intervention as a means to improve assessment practice in cooperative learning** 運用介入改進合作學習中的評量實務 (Strand 1) *Eva Hammar Chiriac and Karin Forslund Frykedal* (Sweden) In this workshop we invite you to participate in a short educational intervention for improving assessment skills in cooperative learning. We will, during this interactive workshop, work in different constellations, such as pairs, groups and cross-groups, thus, giving you a unique experience in the interdependence between assessment and CL.
Room Duxing 8th floor; 802	**Workshop**	**How Hungary's Complex Basic Program (CBP) Trains Teachers in Cooperative Classroom Practices to Prevent Students from Leaving School Early** 匈牙利如何運用CBP教育改革方案訓練教師實踐合作學習以預防學生中輟 (Strand 3) *László Révész, Emese Kovácsné Nagy, Ilona Oláhné Téglási, and Timea Kőházi* (Hungary) The CBP is part of the Hungarian National Reform Program. It uses Differentiated Development in Heterogeneous Learning Groups (DDHLG) for meaningful student engagement. Participants will learn about the CBP and its implementation, observe a DDHLG demonstration class, and participate in a cooperative activity to plan future applications.

Room	Paper Presentations	Content
Room Library Creative Futures Classroom #1	**Paper Presentations** Cooperative Learning Research in Japan	**Qualitative Analysis of the Impact of an Educational Internship Program** 一個教育實習方案影響力的質性分析 (Strand 3) *Miyuki Yoshikawa and Kazutaka Yamada* (Japan) This research aims to examine attitude changes of undergraduate students participating in an internship program. By qualitative analysis on students' journals and supervisors' observations, a lot of events were found to trigger their attitude changes. Such events should be incorporated into the program in order to promote students' personal growth.
		Quantitative Analysis on the Impact of an Educational Internship Program 一個教育實習方案影響力的量化分析 (Strand 3) *Kazutaka Yamada and Miyuki Yoshikawa* (Japan) This presentation looks at student attitude changes towards learning. The aim of the project is to improve classes to motivate students to engage in civic learning. 27 students of a Global Internship program demonstrate five patterns of attitude changes through a questionnaire completed during their employment period.
		Qualitative Research of Collaborative Learning with the Self-selected Learning Strategy for Diverse Learners in a Regular Class 在協同學習中具差異的學習者自選學習策略之質性研究 (Strand 1) *Megumi Wakui (Japan)* The purpose of this study is to analyze the effects of collaborative learning with the self-selected learning strategy for diverse learners in a regular class. Even if no physical rewards, to select the ways of learning by themselves regarding the theory of multiple intelligences promote interactions between the diverse learners.
Room Duxing 6th floor: 603	**Paper Presentations** Using Cooperative Learning to Meet Challenges	**Implementing a cooperative learning design in the transition from the primary to the secondary French school** 使用合作學習策略於法國的中小學教育銜接 (Strand 1) *Guillaume Escalie and Pascal LeGrain* (France) The recent school reform in France centered on the transition from the primary to the secondary schools raises the following question: How teachers will work cooperatively to help children to find a continuity within the curriculums? An implementation of an expert-group design (Jigsaw) was used to answer to this question.
		Cooperative learning for Physical education pre service teacher education and novice teacher professional development 運用合作學習培訓體育職前教師與發展新手教師之專業 (Strand 1) *Pascal LeGrain and Guillaume Escalie* (France) Research focused on CL at the elementary and secondary levels regularly stressed students' involvement in academic learning. Nevertheless, CL designs are rarely used for pre-service teacher training. Thus, what are the effects of a Jigsaw configuration in comparison with Direct Instruction on PE pre-service teachers' knowledge and motivation to teach?
		Problem Solving Using Cooperative Learning Structure in Mathematics Class 數學課堂使用合作學習架構以進行問題解決 (Strand 1) *Tomohiko Shima* (Japan) Many mathematical units are taught by teachers explaining and students solving the question. However, this study reports how high school students acquire mathematical probability through three steps: prediction, experience, and verification. Students individually predict the answer, in pairs experience the probability, and in groups verify the math problem collaboratively.

17:15 to 18:20 **Main Hall**	**Awards Reception and Ceremony　頒獎典禮** *All are welcome and encouraged to attend.*
18:35 to 20:30 **Main Hall**	**Conference Dinner and Cultural Performances 研討會晚餐(憑票入場)** *Preregistration is essential.*

8:30 to 9:00: Library 1F	Registration/Check-in for New Arrivals

Sunday 24 March, 2019: Schedule for TCL Teachers

9:00 to 12:00 Main Hall	**Workshop # 1 for Local Teachers 臺灣老師工作坊一** **Modifying the effects of status in cooperative learning groups** 如何在合作學習中確保小組成員各盡所能平等參與 *Jill Clark* (New Zealand) The extent to which students benefit from working cooperatively depends on the nature of their participation in the work of the group. The use of cooperative learning can encourage the activation of status differences leading to reduced participation for low-status students. Status is often based on largely unconscious beliefs about the personal characteristics of group members such as gender, academic ability and popularity. Status differences can lead to reduced socio-emotional wellbeing for low-status students and to unequal student learning outcomes. In this workshop we will examine status differences and recommend interventions, many pioneered by Elizabeth Cohen, to reduce status effects and to encourage equal participation in student groups. 學生參與小組工作的性質決定他們於合作中受益的程度。合作學習促使階級差異顯現導致階級低的學生參與受限。階級通常奠基於潛意識對組內成員個人特質的信仰，如：性別、學術能力及受歡迎的程度。階級的差異可導致低階學生的社會情緒幸福感降低及不公平的學生學習成就。在此工作坊中，我們將檢視階級差異並推薦介入的方法(許多來自Elizabeth Cohen的研究)，以降低階級的影響，鼓勵全體成員公平參與

12:00 to 13:00 Main Hall	**Lunch and Informal Sharing**

13:15 to 16:15 Main Hall	**Workshop # 2 for Local Teachers 臺灣老師工作坊二** **Tell Me a Story: How the Storypath Approach and Cooperative Strategies Create Meaningful Real-World Learning in Classrooms** 如何運用故事探究與實作建構真實世界的學習 *Margit McGuire and Laurie Stevahn* (USA) This session provides interactive experiences to demonstrate cooperative learning through the Storypath approach. The curriculum structure is the story form—setting, characters, and plot. As an example, participants will imagine themselves as characters creating a museum, which will be the setting for this story. Controversies arise in the museum, which require cooperative teamwork to problem solve successfully. The Storypath approach can be used to teach a wide range of academic content in elementary and secondary schools. Students in Storypath are actively involved in learning content knowledge, literacy, social, and conflict resolution skills. 本工作坊提供與會者互動的經驗並示範如何在故事線取向中展現合作學習。課程的架構以故事形態呈現：情境、角色及情節。學員想像他們將創造一所博物館（情境）。在過程中出現爭議，需要團隊合作以成功解決問題。故事線取向可以用在中小學許多領域的教學，學生主動參與學習內容知識、素養、社交及衝突解決技巧。

Sunday 24 March, 2019: Schedule for Main Conference Participants		
Session 6: Sunday 9:00 to 10:30		
Room Student Center 4th Floor; 406	**Paper Presentations** The IASCE Dissertation Award Recipients	**Establishing a Democracy Classroom using Cooperative Learning** 使用合作學習建立一個民主的教室 *Kate Ferguson-Patrick* (Australia) This thesis explored the links between cooperative learning and the pedagogical strategies employed by four early career teachers. Data from interviews, observations, reflections and professional development sessions was used, employing an action research approach, to develop four rich case studies. A democracy stance emerged in classrooms where CL was embraced.
		Equity in groupwork: The social and emotional process of creating justice in a science classroom 團隊合作中的平等：在一間科學教室中創造平等的社交及情緒歷程 *Alexis Patterson* (USA) This presentation features the results of a qualitative study. Images from video-recorded data, event maps from student dialogue, and data from interviews are used to examine the role of visibility, voice, and authority in creating equitable interactions in groupwork and to consider how social emotional learning can facilitate these factors.
	學習	**Cooperative Learning at the interface between pedagogical ideals and local reality** 在教學法的理想及本地的現實中磨合的合作學習 *Christine Schmalenbach* (Germany) For the dissertation "Learning Cooperatively under Challenging Circumstances", a mixed-methods study was conducted at high-risk schools in El Salvador to find out how local context and culture influence the use of Cooperative Learning and how these can be considered to implement it in a meaningful way.
Room Duxing 6th floor; 603	**Paper Presentations** Language Learning	**Reducing Anxiety through Public Speaking in the EFL Classroom**　在EFL教室中運用公開演說降低焦慮　(Strand 1) *Tsu-chia Julia Hsu* (Taiwan) and *Ron Madigan* (UK) The research explores the effects of cooperative learning. The findings are as follows: (1) Through cooperative learning, students' learning motivation becomes better. (2) Cooperative learning can promote students' classroom participation and attention by working together. (3) Cooperative learning lets students' writing better and richer by discussing and sharing with classmates.
		Cooperative Activities between Students in Different Classes　跨班級合作學習活動　(Strand 1) *Chie Tsuzuki and Takako Moroi* (Japan) This presentation explains some situations in a foreign language class when face-to-face interaction does not necessarily promote students' learning, and introduces an inter-class cooperative activity between students in two different classes to overcome the issues.
		An Action Research of Applying Cooperative Learning to Enhance Student's Participation in One Taiwan 5th Grade Classroom (Strand 1) 運用合作學習增進臺灣五年級學生課堂參與的行動研究 *Ni-Chia Chang and Chin-Kuo Wang* (Taiwan) The purpose of this research is to explore the process and the outcome of applying cooperative learning with picture books to enhance students' participation in one fifth grade English class in Taiwan. After 8 classes, 4 weeks, students have more motivation and chances to interact with peers.

Room Duxing 8th floor; 801	Paper Presentations Positive Interde-pendence	**Positive resource interdependence for young students: A nudge for cooperation but a pitfall for learning** 小學生的正向資源互賴：合作的微調卻是學習的陷阱 (Strand 1) *Céline Buchs* (Switzerland) One key element to structure cooperative learning is positive interdependence that stresses the complementarity. Two interventions were carried out. Primary students (Grade 5) worked on two texts either on identical or complementary information in pairs. Results point that resource interdependence constitute a nudge for cooperation but a pitfall for learning.
		Using Positive Interdependence　使用正向互賴　(Strand 1) *Po-hung Lu* (Taiwan) The purpose of the study was to explore the application, how instructors put positive interdependence in place, of cooperative learning with the three positive interdependences (Positive Environmental, Task, and Source Interdependence) in Taiwan classes. I'd like to share and discuss about what I've implemented from the three types and provide examples.
		Utilizing Multiple Intelligences in Cooperative Learning in Elementary School Classroom 在小學教室統整使用多元智能及合作學習　(Strand 1) *Shinichi Obata* (Japan) This presentation aims to look at the effects of utilizing multiple intelligences in cooperative learning. By explaining the theory of multiple intelligences to the pupils, they realized their strength and promoted their self-esteem. Also, by realizing others' intelligence, enhancing the positive interdependence among pupils could be expected.
10:30 to 10:45: Duxing and Library		**Refreshments and Informal Networking**

Session 7: Sunday 10:45 to 12:15

Room Library Creative Futures Classroom #1	**Workshop**	**TEC Model using online cooperative learning** 於線上合作學習使用TEC (科技、教育與文化差異)模式 (Strand 5) *Miri Shonfeld, Asmaa Ganayem and Elaine Hoter* (Israel) This workshop will present an online cooperative learning program. It will explain the TEC Model (Technology, Education, and Cultural Diversity). Participants will experience online collaboration with colleagues from different cultures and practice this unique pedagogy.
Room Duxing 8th floor; 801	**Paper Presentations** Social-Emotional Intelligences	**"Attentive listening to understand" : Experiments of being friendly with self and others for the teaching staff of an inclusive school** 專注聆聽以瞭解:教導融合學校教職員對自我及他人友善的實驗 (Strand 3) *Lalita Agashe* (India) Participants will examine a professional development programme in a school that had more students with disabilities than without. Training engaged teachers in cooperative learning, meditation, and attentive listening to develop friendship with self and others. Outcomes reveal increased cooperative mindsets and practices for inclusive schools. Details, viewpoints, and possible applications in personal contexts will be discussed.
		SeELe – Integrating individual and interactive learning to facilitate socio-emotional development 統整個人及互動學習以增進社會情緒發展 (Strand 2) *Christine Schmalenbach* (Germany) The project SeELe (Sozial-emotionale Entwicklung mit Lernleitern – Socio-emotional development with ladders of learning) combines elements of the MultiGradeMultiLevel-Methodology from Rishi Valley, India, and elements of CL to develop a ladder of learning that aims to facilitate socio-emotional learning in high-risk and inclusive settings. This approach holds both opportunities and challenges.

Room Duxing 6th floor; 603	**Paper Presentations**	**Cooperative Learning: Proven Pedagogy and Implementation Challenges** 合作學習：經證實的教學法及實踐時遇見的挑戰 *Ghazi Ghaith* (Lebanon) **The 2019 IASCE Achievement Award Winner for Service and Activism** This session focuses on the implementation challenges of concrete and conceptual cooperative learning. We will discuss and explicate with examples the congruence, cost, difficulty, and importance of structures and methods ranging for the structural approach and student-team learning techniques to the learning together and group investigation methods.
		Implementing Collaborative Group Work in schools: Lessons from a UK Knowledge Exchange Study stemming from the SPRinG project 在學校中落實協同團隊合作：由英國知識交流研究(SPRinG專案)學到的功課 (Strand 1) *Peter Blatchford* (UK) This paper first briefly describes the large scale 4 year ESRC funded research project (the SPRinG project) and a year-long quasi-experimental longitudinal evaluation of its effectiveness before describing lessons learned from a follow up Knowledge Exchange (KE) project about integrating group work into the curriculum and across the school.
Room Duxing 8th floor; 802	**Paper Presentations** Applications of Cooperative Learning in Different Settings	**Promoting International Understanding by Exchange Program via Cooperative Learning** 透過交換計畫及合作學習促進國際理解 (Strand 2) *Kenichi Matsuura* (Japan) The purpose of this study is to investigate the promotion of international understanding in the youth exchange program using the principle of cooperative learning. I will compare the survey between Japanese youth and international students in East Asia about the programs conducted at youth education facility.
		Effects of Cooperative Learning in Chinese Learning Motivation and Writing to Elementary Students 運用合作學習以激勵小學生中文學習動機與寫作 (Strand 1) *Sheng-Chung (Scott) Wang* (Taiwan) The research explores the effects of cooperative learning. The findings are as follows: (1) Through cooperative learning, students' learning motivation becomes better. (2) Cooperative learning can promote students' classroom participation and attention by working together. (3) Cooperative learning lets students' writing better and richer by discussing and sharing with classmates.
		SMER Strategies on Teaching Scientific Reasoning in High School History Class: A Case of Heterogeneous Grouping 使用SMER策略在中學歷史課教導科學推理：一個異質分組個案 (Strand 1) *Hung Chih-Cheng* (Taiwan) The practical implementation of cooperative learning combined with SMER (Scaffolding, Mapping, Enjoying, and Reasoning) instructional strategies in a history class of a high school in Taiwan.
12:15 to 13:15: **Main Hall**	Lunch and Informal Sharing	

Session 8: Sunday 13:15 to 14:45		
Room Student Center 4th floor; 406	**Workshop**	**Research Based Cooperative Learning Structures: Part of Any Lesson** 奠基於研究的合作學習架構　(Strand 1) *Spencer Kagan*
Room Duxing 6th floor; 603	**Paper Presentations** Community and Organizational Climate	**Professional Collaboration and Teacher Social Networks in Subject Groups: Secondary School Case Study of Japan and New Zealand** 專業協同及教師領域社群網絡：日本及紐西蘭中學個案　(Strand 3) Linamaria Valdivia (New Zealand) Teacher collaboration is identified as a key to strengthening teachers' professional development and schools' capacity to transform practice towards learner-centeredness calling for higher degrees of teacher professional collaboration to take place. This study discusses critical issues at the heart of teacher professional collaboration and communities of learning at a secondary school.
		Applying Cooperative Learning to Promote Students' Motivation and Achievement: A Study in Gong Ming Junior High School 運用合作學習提升學生動機及成就：公明國中研究 (Strand 3) *Fang-e (Carolyn) Chien, Chin-Kuo Wang, Hsia-Hao Liou, Li-Juan Chiang, Yen-Hua Huang, Hsiang-En Hung, and Hsia-Hao Liou* (Taiwan) Gong Ming Junior High School in Taichung City has participated in the Taiwan Cooperative Learning (TCL) project since 2011. The principal's leadership and a professor's monthly support promoted teacher collaboration to enhance cooperative learning in classrooms. Participants will examine this project's impact on students and teachers, including motivation/interest/achievement in learning across subjects and confidence/joy in teaching.
		Project "Co-"llaboration + "Operation" Between Students And Teachers = Teaching and Learning "Cooperation" 教師與學生間的協同與運作等於教與學的合作　(Strand 3) *Chiu –Chin Huang, Yi-Hsiu Hsieh, and Shou- Huan* (Taiwan) Since 2013, our school has transformed itself, from individual to collaborative efforts for effective use of cooperative learning among teachers and students and across school networks. We describe different projects we integrated for success, discuss the role of supportive administrative leadership, and share how working together changed our school atmosphere.

Room Duxing 8th floor; 801	Paper Presentations Teacher Education and Professional Development	**College teachers in Pune, India, begin to use cooperative learning in various subjects : Teacher education initiative by a college** 印度普那市的大專教師開始在各科使用合作學習：由一所大專開始的師資培育 (Strand 3) *Narendra Naidu, Sushama Joag and Lalita Agashe* (India) The presentation will share details of a training programme for college teachers in tertiary education. End-of-programme evaluation indicated that nearly 60% of the teachers adopted CL in their courses. Participants will discuss the importance of the programme, learn how CL was used, and consider factors that encouraged and discouraged implementation.
		Examples of systemic implementation of cooperative learning in the Hungarian context 在匈牙利的情境下有系統的實踐合作學習的例子 (Strand 3) *Ferenc Arató* (Hungary) I describe two models for large-scale change in Hungarian schools based on cooperative learning (CL): (a) Inclusive System of Education, and (b) Supporting the Prevention of Early School Leaving. These models reveal elements, dynamism, and critical points of systemic implementation of CL for whole-school development. Participants will consider how leaders/policymakers/teachers may apply/adapt these to their own contexts.
		Cooperative Learning Starting from Youth Junior High School 青年國中開始合作學習 (Strand 3) *Shih-Yi Liu, Chou-Hsiu Chen and Shu-mei Fang* (Taiwan) We will share how we systematically used cooperative learning and a collaborative model of teacher professional development to become a cooperative organization characterized by teacher professional community. Participants will consider how we established our teacher support system that resulted in deeper dialogue for curriculum design and student-centered learning.
14:45 to 15:00: Library 1F		**Refreshments and Informal Networking**
15:00 to 16:00: Library 1F		**Closing Event** *All are welcome and encouraged to attend*

The conference ends. Make plans to enjoy the sites and food of Taipei with old and new friends and to connect once you go home!

IASCE Board

The work of IASCE is possible because of the commitment of its members and its volunteer board. We are always pleased to receive nominations from IASCE members interested in joining and working with our board. If you would like to know more about becoming a member or joining the board, please speak to a board member at the conference or contact Christine Schmalenbach at christines@iasce.net.

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