

NEWSLETTER

Hong Kong Cooperative Learning Center



In this May and June, we are going to hold many times of workshop to introduce the Cooperative Learning methods by Karl Smith and David W. Johnson.

Karl A. Smith 30th May 2002, 2:30-4:30 pm

RM: TV Studio, 2/F, General Education Building, Lingnan University, Tuen Mun, Hong Kong

Karl Smith will also be doing workshops at UST and HKIED (31th May).

David W. Johnson June

Lingnan University, Chinese University and City University

University of Electronic Science & Technology of China. Chengdu, Sichuan Province, China.

Yun Nan University. Kunming, Yunnan Province, China.

Please contact with Ann Wong or Sofia Su if you would like to attend or ask for details.

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Last Workshop on 18th. Oct. 2002, Lingnan University



Evaluation:

- 73% strongly agree that they found the workshop useful;
- 66% strongly agree that they found the discussions interesting
- 60% strongly agree that the facilitator was familiar and comfortable with the content
- 60% strongly agree that the facilitator communicated effectively
- 66% strongly agree that the facilitator was enthusiastic about the topic
- 66% strongly agree that the quality of content is excellent.

Comments:

- I've enjoyed the seminar. Thank you!
- The participants can have a taste of what co-operative learning is and how it really works
- Excellent on every count
- Thanks to David and Dean
- I've thoroughly enjoyed the workshop. Thanks.



What Makes Cooperative Groups Work?



The first and most important element in structuring cooperative learning is positive interdependence.

Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. When positive interdependence is solidly structured, it highlights that (a) each group member's efforts are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.



The second basic element of cooperative learning is promotive interaction, preferably face-to-face.

Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning.



The third basic element of cooperative learning is individual and group accountability.

Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work



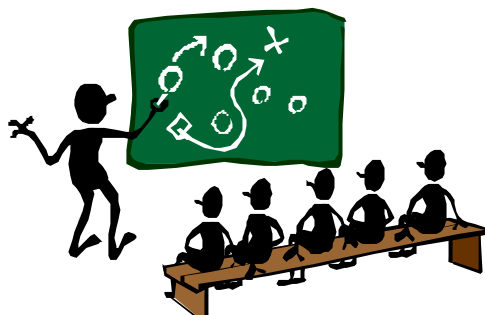
The fourth basic element of cooperative learning is teaching students the required interpersonal and small group skills.

Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in taskwork (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and taskwork successfully.



The fifth basic element of cooperative learning is group processing.

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.



Cooperative Faculty Structure

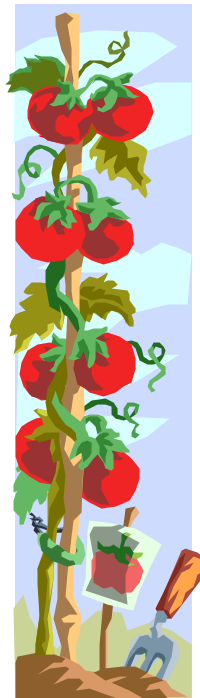
A cooperative faculty structure begins in the classroom with the use of cooperative learning the majority of the time.

Work teams are the heart of the team-based organizational structure and cooperative learning groups are the primary work team. Research-validated outcomes include increased student achievement, more positive relationships among students, and enhanced student psychological well-being.

Cooperative learning is also the prerequisite and foundation for most other instructional innovations, including thematic integrated curriculum, whole language, critical thinking , active reading, process writing, materials-based (problem-solving) mathematics, learning communities, and authentic performance-based assessment.

The second level in creating a cooperative faculty is to form collegial teaching teams, task forces, and ad hoc decision-making groups within the school

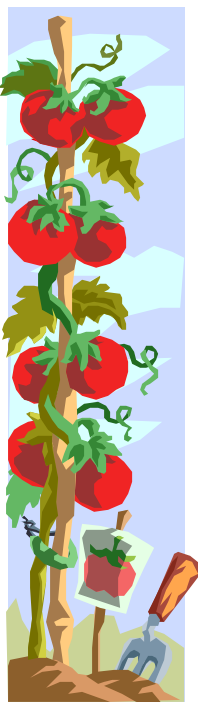
The use of those types of cooperative teams among faculty members tends to increase teacher productivity, morale, and professional self-esteem. The groups are structured for (a) continuously improving instructional practice, (b) school-based decision making, and (c) staff meetings.



Just as the heart of the classroom is cooperative learning, the heart of the faculty is the collegial teaching team. Collegial teaching teams are small cooperative groups (from two to five faculty members) whose purpose is to increase instructors' instructional expertise and success. The focus is on improving instruction in general and increasing members' expertise in using cooperative learning in specific. Collegial teams are first and foremost safe places where (a) members like to be, (b) there is support, caring, concern, laughter, camaraderie, and celebration, and (c) the primary and mutual goal of continually improving competence in using cooperative learning is never obscured.

The third level in creating a cooperative faculty is to implement administrative cooperative teams within the university.

Administrators are organized into collegial teams to improve continuously their administrative expertise and success. Administrative task force and ad hoc decision-making teams are used for making shared district-wide decisions. And in administrative meetings, cooperative procedures dominate to model what the university should be like. The more the university and faculty personnel work in cooperative teams, the more the environment supports teacher use of cooperative learning in the classroom.



New Publication of Hong Kong Cooperative Learning Center

✦ Chen, G. & Tjosvold, D. (in press). Conflict management and team effectiveness in China: The mediating role of justice. *Asia Pacific Journal of Management*.

✦ Liu, C. H., Yu, Z. Y., & Tjosvold, D. (in press). Production and people values: Their impact on relationships and leader effectiveness in China. *The Leadership & Organization Development Journal*.

✦ Wong, A. Tjosvold, D. & Zhang, P. (in press). Commitment and conflict management for relational marketing in China. *International Journal of Technology and Management*.

✦ Poon, M., Pike, R. & Tjosvold, D. (in press). Budget participation, goal interdependence and controversy: A study of a Chinese public utility. *Management Accounting Research*.

✦ Tjosvold, D., (in press). Managing anger for teamwork in Hong Kong: Goal interdependence and open-mindedness. *Asian Journal Social Psychology*.

✦ Tjosvold, D., & Sun, H. (2001). Effects of influence tactics and social contexts in conflict: An experiment on relationships in China. *International Journal of Conflict Management*, 12, 239-258.

✦ Tjosvold, D., & Sun, H. (2001). Relationships among Chinese in conflict: Effects of influence tactics and social contexts. *International Journal of Conflict Management*.

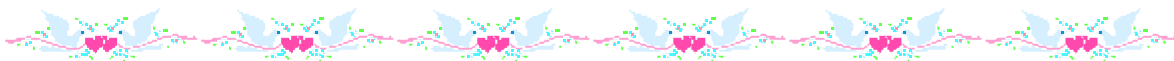
✦ Tjosvold, D., & Sun, H. (in press). Social face in conflict among Chinese: Effects of affronts to person and position. *Group Dynamics: Theory, Research, and Practice*.

✦ Tjosvold, D., Hui, C., & Ding, D. (in press). Conflict values and team relationships: Conflict's contribution to team effectiveness and citizenship in China. *Journal of Organizational Behavior*.

✦ Tjosvold, D., Coleman, P. T., & Sun, H. (in press). Effects of organizational values on leader's use of information power to affect performance in China. *Group Dynamics: Theory, Research, and Practice*.

✦ Tjosvold, D., & Sun, H. (in press). Openness among Chinese in conflict: Effects of direct discussion and warmth on integrated decision making. *Journal of Applied Social Psychology*.

✦ Tjosvold, D. (2002). Theory-oriented reviews for applied psychology. *Applied Psychology: An International Review*, 51, 388-394.



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