

NEWSLETTER

Hong Kong Cooperative Learning Center

Principal Investigator: Dean Tjosvold;

Co-investigators: Chung-Ming Lau, Gilbert Wong, Margaret Poon, Jane Moy, Steven Nason; **Research Assistants:** Vincent LI, Jiafang LU.



Welcome to Our New Workshop!

- Topic:** Increasing Achievement Through Cooperative Learning
Speaker: Prof. David W. Johnson, Co-Director of Cooperative Learning Center, University of Minnesota
Sponsor: Prof. Dean Tjosvold, Principle Investigator, HKCLC, Lingnan University
Data: January 6th - 8th, 2003,
Time: 9:00-12:30, 14:00-17:00, Lunch provided from 12:30-13:50
Room: WLB805B, Hong Kong Baptist University, Kowloon Tong, Hong Kong

Please attend this workshop. Contact Fonsa Lau or Vincent LI for details.

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Vincent LI, Tel: (852) 2616-8308, Email: vincent@ln.edu.hk, Fax: 2467-0982

David will conduct two other workshops in Mainland China: in Shandong, December 31, 2002, and in Shanghai, January 3, 2003.



David W. Johnson, Newly Recognized by APA for His Contribution to Education

CONGRATULATIONS! David W. Johnson has just won the American Psychological Association Distinguished Contributions of Applications of Psychology to Education and Training Award.

David W. Johnson (PhD, Columbia University, 1966) is Professor in Psychological Foundations of Education and is co-director of the Cooperative Learning Center, University of Minnesota. He has published over 300 articles on cooperative learning, managing conflict, race relations, and other social, psychological, and educational issues. He has also published over 30 books, including *Joining Together: Group Theory and Group Skills*, *Reaching Out*, *Human Relations and Your Career* published by Prentice-Hall. With Roger Johnson, he wrote *Cooperation and Competition: Theory and Research*.



Prof. David W. Johnson



He is a Fellow of the American Psychological Association, has won the Gordon Allport Intergroup Relations Award presented by the Society for the Psychological Study of Social Issues, the 1986 Research Award in Social Studies Education, presented by the National Council for the Social Studies, and The American Educational Research Association, Cooperative Learning Special Interest Group, Award For Outstanding Contribution to Cooperative Learning, 1996. He is also a former editor the *American Education Research Journal*.

He has worked with school districts in the United States, Canada, Norway, Germany, Saudi Arabia, New Zealand, and elsewhere on cooperative learning in the classroom and leading cooperative schools.

Last Workshop in May 30, 2002, Lingnan University

Participant's Comments

- It's better to involve more teachers to attend this seminar.
- Would like to find out more about how Corporate Learning can cater for student diversities.
- On the whole, clear and easy to follow; it is good that some videos were shown which we can see how interaction was possible with large classes.
- Well done if only they could provide refreshment after the seminar.

Evaluations

| | Strongly Agree | Agree | Neutral | Disagree |
|---|----------------|-------|---------|----------|
| I found the workshop/seminar useful | 57% | 43% | | |
| The content was appropriate to the objectives | 71% | 29% | | |
| I have learned things that could be applied to real-life situations | 50% | 43% | 7% | |
| I found the discussions interesting | 43% | 57% | | |
| The facilitators were familiar and comfortable with the content | 57% | 43% | | |

Types of Cooperative Learning Group

● **Formal cooperative learning groups.**

Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture (informal cooperative learning groups), and to provide long-term support and assistance for academic progress (cooperative base groups). Any assignment in any curriculum may be done cooperatively. In formal cooperative learning groups the instructor structures the learning groups (deciding on group size and how to assign students to groups); teaches the academic concepts, principles, and strategies that the students are to master and apply; assigns a task to be completed cooperatively; monitors the functioning of the learning groups and intervenes to (a) teach collaborative skills and (b) provide assistance in academic learning when it is needed; and then evaluates student learning and guides the processing by learning groups of their effectiveness.

● **Informal cooperative learning groups**

During a lecture informal cooperative learning groups can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session,

ensure that students cognitively process the material being taught, and provide closure to an instructional session. Students can summarize in three-to-five minute discussions what they know about a topic in focused discussions before and after a lecture. Short three-to-five minute discussions in cooperative pairs can be interspersed throughout a lecture. In this way the main problem of lectures can be countered: The information passes from the notes of the professor to the notes of the student without passing through the mind of either one.

● **Cooperative base groups.**

Cooperative base groups can be used to provide each student the support, encouragement, and assistance he or she need to make academic progress. Base groups meet daily (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in college. The use of base groups tends to improve attendance, personalizes the work required and the school experience, and improve the quality and quantity of learning. The larger the class or college and the more complex and difficult the subject matter, the more important it is to have base groups.





Personalizing The Learning Environment

Learning is a personal experience. The more frequently cooperative learning is used, the more personalized the learning will be. Haines and McKeachie (1967) demonstrated that students in classes stressing competition for grades showed more tension, self-doubt, and anxiety than did students working in cooperative learning groups. There are a number of ways that the learning environment may be personalized.

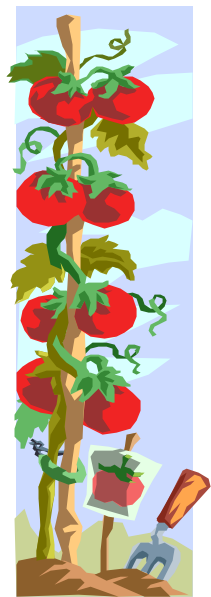
First, monitor cooperative groups closely. Circulate among the groups, systematically observe, and often stop to (a) join in and interact with group members or (b) intervene within a group . The more attentive instructors are to individual students the more effective and personal the teaching. It is easier to make a direct comment to a student in a small group than in a whole- class setting.

Second, work to establish classroom norms that promote individuality, creativity, and sensitivity to students' needs. All students need to feel respected, free, and motivated to make the maximum contributions of what they are capable.

Third, demonstrate a willingness to learn from students. Every teacher- student interaction carries potential for learning for both the teacher and students. When faculty accept and learn from students' contributions, the learning experience becomes more personal for the students.

Fourth, present students with a realistic assessment of what they have learned and with high expectations as to what they can learn if they make the effort. Faculty offer students a tension between present and future, actuality and possibility. In a detailed and practical study of skills possessed by effective teachers of adults, Schneider, Klemp, and Kastendiek (1981) concluded that effective teachers (a) believe that average students are competent, (b) identify and affirm students' capabilities, (c) express the view that students are capable of change, and (d) accept student suggestions for changes in learning plans when the changes are consistent with the students' learning objectives. Daloz (1987) found that effective instructors were described by students as "giving me confidence in myself," "kept pushing me and telling me I could do it," and "having faith in me even when I did not."

Fifth, send them out of class feeling happy. John Wooden, the basketball coach at UCLA for many years, wrote out a detailed lesson plan for every one of his practices. At the end of each lesson plan he wrote "Send the players to the showers happy." Similarly, Durward Rushton (a principal in Hattisburg, Mississippi) states that each student should feel personally secure, have a sense of belonging, and experience some success each class session (SBS). Instructors should adopt similar attitudes toward creating a positive atmosphere for each class session. One step to doing so is eliminating put-downs. Being put-down by a instructor is the most common response given to the question "What is your most memorable experience from high school?" (Kohl personal communication, 1989). Many students are afraid to contribute in class, some for lack of confidence, others because they fear their ideas are not worthy. The simple procedure of



Progress at HKCLC

● New Research Grant

Project Title: Hong Kong Cooperative Learning Center: Effective Learning Strategies, Project Code: TDG01-04/LU2 (TD03A2), assigned by UGC. Dean Tjosvold with Jane Moy, Ching Ming Lau, Gilbert Wong, Margaret Poon, and Steven W. Nason. 2002-2005.

● New Journal Articles

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., 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., Johnson, D. W., & Sun, H. (in press). Can interpersonal competition be constructive within organizations. *Journal of Psychology*.

Chen, G. & Tjosvold, D. (2002). Conflict management and team effectiveness in China: The mediating role of justice. *Asia Pacific Journal of Management*, 19, 557-572.

Chen, G. & Tjosvold, D. (2002, September-October). Cooperative goals and constructive controversy for promoting innovation in student groups in China. *The Journal of Education for Business*, 78(1), 46-50.

Liu, C. H., Yu, Z. Y., & Tjosvold, D. (2002). Production

and people values: Their impact on relationships and leader effectiveness in China. *The Leadership & Organization Development Journal*, 23, 134-144.

Wong, A. Tjosvold, D. & Zhang, P. (2002). Commitment and conflict management for relational marketing in China. *International Journal of Technology and Management*, 24, 88-105.

Tjosvold, D., (2002). Managing anger for teamwork in Hong Kong: Goal interdependence and open-mindedness. *Asian Journal Social Psychology*, 5, 107-123.

Tjosvold, D. (2002). Cooperation and competition research. *Management World*, Beijing, 7, 126-133. (In Chinese)

● Books

Tjosvold, D., & Leung, K. (in preparation). *Leadership in Asia Pacific: Managing Relationships for Teamwork and Change*. London: Imperial College Press.

West, M. Tjosvold, D., & Smith, K. G. (in preparation). *International Handbook of Organizational Teamwork and Cooperative Working*. Chichester, UK: John Wiley & Sons.

Tjosvold, D., & Leung, K. (in preparation). *Cross-Cultural Foundations: Traditions for Managing in a Global World*. London: Ashgate Publishing.

New Staff of HKCLC

Hello, everyone, nice to meet you. I am Vincent LI, the new Research Assistant at the Hong Kong Cooperative Learning Center. I will be working in HKCLC until July.

I am a PhD candidate of Shanghai University of Finance and Economics. My master's degree is in management. I have published nearly 10 articles about management and finance. I am glad to work for HKCLC and hope to have good cooperation with you.

Dr. Sofia SU has returned to Shanghai. She worked very hard last year and contributed much to our Center. She will continue to work with us and conduct research on cooperative learning. She is now in the faculty of Shanghai University of Finance and Economics. Now, I'll build on the foundation that Sofia established and do more for our Cooperative Learning Center.

If you have any questions, please don't hesitate to contact me. Tel : (852) 2616 8308
Email: vincent@ln.edu.hk



Hi, dear colleagues, I am Jiafang LU, the new 3-month Research Assistant in the Cooperative Learning Center.

I am a PhD candidate in the Institute of Psychology, Chinese Academy of Sciences in Beijing, majoring in Industrial and Organizational Psychology. Most of my work is focused on people's work-related attitudes and teamwork in organization. I like the effective and cooperative work environment at the Management Department, Lingnan University, and I hope that my knowledge background, training and ambition will contribute.

Feel free to contact me at your convenience. Office Tel: 852-2616-8308;
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