

POSTER SESSIONS are on Tuesday morning (January 22) 9:00 - 13:00

Dr. Joan Hecht

Old Dominion University, Norfolk, VA, USA

Adapting Cooperative Learning for College Students in Pre-service Teacher Education Courses

This poster session explores effective approaches to using cooperative learning in the college classroom. Pre-service educators in Foundations of Education courses are part of a WIKIbooks project, creating a student generated textbook. Thus, college students are participating in writing, editing and using a Wikibook as their primary course textbook. In class, the professors demonstrate and model cooperative learning to: increase academic achievement and motivation in writing research papers; use new technology to write and submit research articles; share resources and support each other's efforts to become published authors; use the peer review editing process; encourage and promote higher thinking level about educational issues; and teach prospective teachers how to work together productively. The current project provides insights and experiences regarding effective integration of learning content, pedagogy, and technology into collegiate level instructional design. This cooperative learning project is jointly being carried out at two institutions of higher learning, Thomas Nelson Community College and Old Dominion University in Virginia, USA.

Dr. Cathryn Magno

Southern Connecticut State University, New Haven, CT, US

Visual Methods as a Cooperative Learning Tool

Educational systems are situated in the context of culture, knowledge and power. In situations where we wish to support intercultural understanding, we need to think critically, listen to each other, gather various perspectives and positions, and draw conclusions that give weight to power structures and equity/inequity. Engaging in visual methods with others necessitates taking account of what others have to say. In this presentation, I will demonstrate the potential of visual methods to uncover culture and power perspectives by summarizing an empirical study I recently completed with my colleague Dr. Jackie Kirk. We find the application of visual methodology an interesting, effective, and often provocative way to study contemporary society and politics.

We are bombarded with images constantly; youth are targeted more than ever before by marketers and new forms of media. This study rests on the premise that photographs are as inherently meaningful as the written word and concludes that images hold a myriad of pedagogical possibilities. We developed two tools in order to respond to the research question: What messages are conveyed/received through particular images by different readers? The first tool, used for one-minute, rapid response "readings," will be demonstrated during this presentation, and the second, longer reading tool, will be presented and described. Our results indicate that image-reading encourages critical thinking and we urge educators to use our image-reading tools to explore deeper meanings of identity and relationships. These tools can be applied to any images in classrooms to generate meaningful discussion of surface messages, underlying meanings, and oppositional meanings of person and place in what might appear to be relatively simple photographs.

Prof. Reuven Lazarowitz

Department of Education, Technion, Haifa, Israel

Dr. Mahmood Khalil

College of Sakhnin, Sakhnin, Israel

Microorganisms Learning Unit Developed in a STEPS Mode: Cooperative, Collaborative, Affective and Cognitive Achievements of Ninth Grade Students

In this study a learning unit on microorganisms was written in the Science Technology and Society (STS) approach, incorporating two new concepts, Environment and Peace education, enlarging the STS concept to Science-Technology-Environment-Peace- Society for teaching 9th grade students (STEPS; Khalil, 2001). The learning unit contains 15 learning tasks: types of microorganisms, structures and physiological processes, microorganisms' role in carbon and nitrogen cycles, their role in plants, animals, human life, food industry and society health .

The learning tasks included laboratory work, field trips, visits at industries and classroom instruction. The instructional methods integrated laboratory experiments in groups, reading scientific essays, watching videos, group games, and group trips in nature, group visits to food industries and searching knowledge from internet and library material. The learning process occurred in individual and cooperative group settings. The sample included 91 students of two heterogeneous classes, villages A and B, and a class of gifted students, all in Arab schools. Questionnaires on the cognitive and meta-cognitive skills and on attitudes toward environment and peace served for assessing students' achievements. Portfolios and semi-built interviews provided information for qualitative analysis of students' on the affective domain. Data were analyzed using quantitative and qualitative modes.

On the cognitive and meta-cognitive domains, the findings showed significant gains on students mastering skills of asking questions, higher order cognitive skills and positive attitudes toward environment and peace. The analysis of the portfolios content and the interviews proved students' mastery of knowledge and cognitive skills, their satisfaction from the learning material and the instructional/learning methods of cooperation and collaboration. The triangulation procedure comparing the results obtained enhanced their reliability. It is assumed that learning units developed on the STEPS mode may provide answers to the heterogeneity nature of our school students' population and their societal needs.

Dr. Eduard Khakimov

Udmurt State University, Udmurt Republic, Russia

Ms. Svetlana Khakimova

National Museum of the Udmurt Republic, Russia

Organizational and Psychological Conditions for Teachers' Transition from Monocultural to Intercultural Educational (in Russia)

Context of transition of intercultural education in Russia:

- Insufficient approach of state politics in policultural education development.
- Needs of different social groups in Russia in intercultural education development.
- Distribution of intercultural education in Russia at different levels.

Main problems of intercultural education in Russia:

- Psychological unavailability of teachers to intercultural education.

- Insufficient methodical preparation of teachers.
- Prevalence of “monocultural” context in humanitarian education (in programs, textbooks and others).
- Coordination of activity between teachers and science representatives, between teachers and minority representatives (national, handicapped people and others);
- Weak interaction between schools with national-cultural communities and other non-governmental organizations.

Our model of organizational and psychological conditions for teachers' transition from monocultural to intercultural educational in Russia:

- Development of teachers understanding of multiculturalism in modern society and sense of intercultural education for different social groups and for the whole society.
- Group psychological training of intercultural sensitivity of teachers, actualization of connections with “native” consulting (Balent groups).
- Organization of educational plans on intercultural basis (“opening” of cultural variety value in modern society development and education quality increasing in everyday pedagogical practice; acquaintance with intercultural education theory and realization methods; achieving competencies through the project).
- Organization of external control and teachers' self-esteem in intercultural education realization (collective estimation of educational system in schools from the point of multicultural education paradigm, “actualization” of social order for intercultural education among children and youth).

Research results of working techniques with teachers in monocultural villages and in multicultural city.

Dr. Marie Teodosio

EB1/JI Agra do Amial, Portugal

Interaction is the Key Word

I will present my experience in a primary school with children between 3 and 10 years old, in a very poor neighborhood. Most of them are from monoparental families with parents with drug addiction and most of time they are alone. There are many problems concerning violence, failure and a lot of social problems. The school has an important mission with these students: listen them always and trust them. If they don't have this support, how can they grow up?

The staff is learning about CL. We all felt that we could have good results in school, but of course we need time and we have to learn with the experience. Educators wrestle with substantive issues concerning democracy, equity, and social justice. New strategies for instruction, assessment, and classroom management must be provided in order the success of school.

The aim of this presentation is to show my experience with Cooperative Learning, share and learn with other persons from other countries. For me it's very important to interact face to face, respect and listen to student's ideas so they feel good and happy. This is a good way to have positive results in school. Does school give a positive answer to the actual problems of our society? What is wrong? It's time to think and try to change.

Dr. Daina Skuskovnika

School of Business Administration Turība, Riga, Latvia

Prof. Ina Tiltina Kapele

Riga Teacher Training and Educational Management Academy, Latvia

Cooperative Learning in Math: Improving Social Skills

Our goal is to use cooperative learning in math lessons not only to better acquire the subject, but also to pay special attention in development social skills for conflict resolution. Teachers of mathematics and school psychologists are worried about how to eliminate different obstacles that prevent better mastering of mathematics. Sometimes pupils feel math anxiety that creates inconveniences and does not let to work effectively. It causes more problems if there is negative reaction about his problems from other pupils that could be intensified by different ethnical belonging. In joined work of school psychologists and teachers a programme for students of pedagogy has been developed and approbated. It's goal is to promote to future pedagogues the cooperative learning not only as a way of better mastering of mathematics but also to pay special attention to development of social skills for conflict resolution.