



IASCE CONFERENCE 2010

Cooperative Learning: Pedagogy, Policy and Practice

25-27 November, 2010 Brisbane, Australia

CALL FOR PROPOSALS

Cooperative learning is a proven and mature pedagogical approach, well-positioned to contribute positively to the ever-changing and complex educational environment of the 21st century. Educators' interest in the power of cooperation for learning continues to increase. With this comes the commitment to expand the use of cooperation, to deepen the understanding of how cooperation can be appropriately developed in differing contexts and to encourage educational innovation based on cooperative principles. For over thirty years conferences organized by the International Association for the Study of Cooperation in Education (IASCE) have led the way in highlighting and disseminating the progress of research and practice in cooperative learning. The 2010 conference aims to push the boundaries of existing knowledge and practice even further.

The program has been designed to be dynamically engaging and intentionally interactive. It will give voice to researchers and educators who are engaged in challenging and innovating pedagogy, policy, and practice through cooperative learning and cooperation.

With a focus on these commitments, The School of Education, University of Queensland, Brisbane is proud to join with IASCE to host this conference. The University of Queensland is a research and teacher education institution for southeast Australia. IASCE, established in 1979, is the only international, non-profit organization founded specifically to support educators who research and practice cooperative learning.

Previous conferences co-hosted by IASCE have been held in Europe, Australia, Asia, North America, and the Middle East. The University of Queensland is pleased to bring IASCE and this exciting conference opportunity to Australia for the second time.

If you are a researcher or an experienced teacher or educator, we invite you to join us at this conference to present papers, conduct interactive sessions on critical issues and topics or facilitate participative workshops.

In the spirit of the conference goals, we expect that you will utilize co-operative learning and interactive processes in your sessions to foster meaningful professional dialogue.

Please note the language of the conference will be English.

To guide and assist your conference proposals, the following information provides details of conference themes, presentation structures, proposal procedures and the proposal submission form.

We look forward to receiving your proposals and to the opportunity of working with you at the conference.

All enquiries can be addressed to:

IASCE Conference Committee
IASCE Conference 2010
School of Education
The University of Queensland
Brisbane, AUSTRALIA 4072.

Email: iasceconference@uq.edu.au

Closing date for the submission of proposals is 30 June, 2010

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TYPES OF SESSIONS

1. Workshops (90 or 180 minute sessions).

The purpose of a workshop is to provide the opportunity for participants to learn by doing and reflection. Workshop facilitators should consider carefully how to link theoretical frameworks to carefully designed experiential work that is cooperative and interactive. Workshop participants should expect to be active throughout most of the session.

2. Roundtable Discussion (45 minute sessions):

The purpose of a *Roundtable Discussion* is to maximize dialogue around a particular idea or project. A *Roundtable Discussion* takes place with "presenters" and participants seated around a table. The discussion format allows maximum interaction by eliminating a formal presentation and emphasizing dialogue. It is an ideal format to receive feedback about your work, to learn about the work of others, and to network. Several *Roundtables* are scheduled simultaneously in a large meeting room. Presenters are encouraged to bring posters, student work, and/or copies of their own work or papers to display or distribute at their table.

3. Paper Session (typically three papers will be grouped together in a 90 minute session):

The purpose of a *Paper Session* is to provide presenters with an opportunity to present the main ideas and conclusions of their work, whether these are theoretical, programmatic or the results from a study of any kind. A maximum of 20 minutes will be allotted to each presenter. Presenters are encouraged to make use of visual aids and to focus on a few main points about their work. Details related to statistical analyses, implementation design, and literature reviews, should not be presented orally and visually, but should be included in written papers to be distributed to interested participants at the conference or electronically afterwards. Within a 20 minute paper session presenters are encouraged to plan for interaction and active thinking. An opening organizing question, or a summarizing question at the end, will be helpful to your audience. Even adults have a hard time concentrating on one person for 20 minutes so it is often helpful to use simple strategies such as partner talk, an organizing question at the beginning of your talk, and a summarizing statement or question at the conclusion of your talk. The conference organizing committee will group papers. A facilitator will be assigned to each group of papers with the expectation that after the presentations attendees at the session will have approximately 30 minutes to ask questions and engage the presenters in dialogue. Groups of presenters who wish to propose a session with three related papers may do so.

4. Interactive Dialogue (45 or 90 minute sessions):

The purpose of an *Interactive Dialogue* is to address a specific topic or problem in a format meant to stimulate focused dialogue. Within the 45 or 90 minute session, the majority of time is devoted to interactive discussion among the participants. Facilitators can be innovative in how they plan the session. Each proposal must describe the format to be used and the time to be allocated to each component.

An example (based on 90 minutes) might be: A brief, introductory presentation to establish the context for the discussion (15 minutes), followed by topical discussions among participants at

separate tables (40 minutes) with one person at each table keeping notes and acting as a facilitator. This is followed by a report back from each group to the large group in a facilitated discussion (15 minutes). There is a culminating period of questions and/or comments by the facilitators (20 minutes).

If proposals for this type of session have multiple facilitators, one person should be designated as the organizer.

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CONFERENCE STRANDS

The conference strands offer a stimulating array of topics relevant to cooperative learning theory and practice, empirical and action research.

STRAND 1

Cooperative Learning in the School, College and University Classroom

This strand invites sharing of methods, materials, programmes, projects and research that relate to the implementation of cooperative learning in all content areas and grade levels, in formal learning contexts. It addresses issues such as students' academic, social and emotional development and learning; how to achieve sustainable high quality implementation; the integration of cooperative learning with a national curriculum; and the assessment of cooperative learning.

STRAND 2

Cooperative Learning beyond the Classroom

This strand focuses on the role of cooperative learning in supporting social integration, social justice and equity in schools and the community. It centres on the promotion and development of cooperative social competence in and out of the classroom to enhance participation, resolve conflicts, promote action citizenship, and develop intergroup social capital.

This strand focuses on the application of cooperative learning in informal learning contexts. Presentations could focus on developmental aspects concerning learner's skills, attitudes and behaviours that support, for example: social integration; action citizenship; and life-skill development.

This is intended to embrace a wide range of activities such as, student councils, extra-curricular activities and outdoor education

STRAND 3

Cooperative Learning for Inclusion and Diversity

This strand focuses on ways that cooperative learning supports and facilitates teaching and learning for diversity and inclusion. Sessions will address how cooperative learning helps meet the challenges of issues such as: inter- and multi-cultural education, (curricula, language learning, development of identity, school adjustment, etc.); populations that have historically been disenfranchised or challenged in mainstream education (e.g. indigenous, immigrant, socio-culturally different populations); populations with learning difficulties or disabilities.

STRAND 4

Cooperative Learning and Teacher Education

This strand focuses on the most effective ways for prospective and practicing teachers to learn and experience the various aspects of the teacher's role in cooperative learning, such as mediated-learning behaviours, design of group tasks, guiding reflection, group composition, etc. The strand applies to education of teachers of all grade levels and content areas.

STRAND 5

Connecting Cooperative Learning, Technology, Creativity, and Innovation

This strand focuses on ways that interaction online and via other technologies strengthens cooperation and communication among teachers, students, classrooms, schools, and communities. Presentations may address the link between cooperation, creativity, and innovation in all types of learning environments and at all levels of education, separately or in conjunction with technology.

STRAND 6

Cooperative Learning in Educational Policy

This strand focuses on the use of cooperative learning in whole school/institutional contexts, or in large scale district, regional or national programmes. It highlights the impact of innovative application of cooperative principles and approaches on policies for educational improvement and management. Presentations may include evaluation studies of programmes or policy implementation, and qualitative and quantitative studies of specific educational outcomes that integrate cooperative values and skills.

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PROPOSAL FORM COVER SHEET

Name of presenter/ facilitator <i>(or session organiser if co- presenters are involved):</i>		Title of proposal:	
Affiliation/Organization/Institution:			
Email address:			
Please note the above information will be distributed to conference participants - Please place a cross in the box if you do NOT want this information to be shared			
Telephone number:		Fax Number:	
Correspondence/ postal address:			
Details of any co-presenters: (Name, title, affiliation/organization/ institution and email addresses). <i>(The conference organizers will communicate with the session organizer. It is the responsibility of the session organizer to relay information to co-presenters)</i>			

PROPOSAL FORM SESSION DETAILS

Title of presentation/session:	
Type of presentation (please tick one and note if proposal is for a team): <input type="checkbox"/> Workshop session 90mins <input type="checkbox"/> Workshop session 180mins <input type="checkbox"/> Roundtable Discussion 45mins <input type="checkbox"/> Paper 20mins <input type="checkbox"/> Interactive Dialogue 45mins <input type="checkbox"/> Interactive Dialogue 90 mins	
Aim/purpose of presentation/session:	
Presentation methods <i>(Please describe how your presentation facilitates interaction)</i>	
Content of presentation/session: <i>(Please provide a summary or abstract - maximum 200 words - of your presentation/session ideas)</i>	
Summary for conference programme: <i>(maximum 50 words)</i>	
Learning outcomes for participants/audience: <i>(What experience do you want the participants/ audience to have and what do you expect them to have learned at the end of the session?)</i>	

What level of [previous] knowledge/experience would you recommend participants/the audience has?

- None
- Some
- A lot

Special equipment required for use during presentation (please tick)

- Lap-top and Computer projection system
- VCR
- DVD
- Other - please specify. We will make every effort to provide this for you.

Please forward proposals to:

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