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

22-24 March 2019

National Taipei University of Education, Taiwan

The International Association for the Study of Cooperation in Education (IASCE)—in cooperation with co-sponsors, Taiwan Cooperative Learning (TCL) project and Japan Association for the Study of Cooperation in Education (JASCE), and our host National Taipei University of Education—is pleased to invite you to participate in this international conference

2019 will mark IASCE's 40th anniversary and, since its founding, the IASCE has led the way in highlighting and disseminating cooperative-learning research and practice in all aspects of education. JASCE, founded in 2004, has been the leader in supporting systematic implementation of cooperative learning in Japan through workshops, publications, and conferences. TCL project, sponsored by the Ministry of Education in Taiwan since 2012, has promoted the use of cooperative learning in school classrooms, to put into practice Taiwan's 12-year basic education philosophy of active learning, collaborative interaction, and common good.



This conference provides an opportunity 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;
- ◆ 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 conference is appropriate for academics, teachers and other educators at all levels in formal and non-formal education settings, educational policy makers, educational managers and administrators, and others with an interest in exploring cooperative learning and the application of cooperation in all aspects of education—locally, nationally, and globally.

The following sections of this document outline details for those wishing to submit a proposal to the conference.

Conference Strands

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

We welcome your proposals.

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.

Presentations might include explorations of:

- ◆ cooperative learning as a learner-centered approach;
- ◆ using cooperative learning to achieve active learning, collaborative interaction and common good;
- ◆ competency-based curriculum design, instruction, and assessment;
- ◆ strategies, methods, programs, and research that relate to the implementation of cooperative learning in all content areas and grade levels;
- ◆ strategies for developing self-regulated and self-motivated learners in the cooperative classroom;
- ◆ sustainable high-quality implementation and assessment;
- ◆ the integration of cooperative learning with a national curricula and standards;
- ◆ the quality and efficacy of cooperative learning and collaborative methods and strategies in teacher education;
- ◆ teacher collaboration and teacher learning in the work place.

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.

Presentations might include explorations of:

- ◆ differentiated instruction designs to facilitate learning and interaction for students with learning or behavioral differences;
- ◆ methods for enhancing cooperation and equity in schools and the community;
- ◆ the role of instruction, specific programs, and schools in supporting social integration, the development of global competencies, and commitment to social justice;
- ◆ case studies, models, programs, and research investigating student learning through direct civic engagement;
- ◆ curricula, learning, and school culture for multi-cultural, inter-cultural, and global education.

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 values, principles, and approaches on policies for educational improvement and management.

Presentations might include explorations of:

- ◆ the systematic implementation of cooperative learning in schools and regions;
- ◆ characteristic features of cooperative leadership in educational contexts;
- ◆ cooperative models of teacher professional development;
- ◆ organizational approaches that promote cooperation throughout a school;
- ◆ qualitative and quantitative studies of specific educational outcomes that integrate cooperative skills and values;
- ◆ collaborative approaches and solutions to the conflicts inherent in change efforts.

Strand 4: Creativity, Innovation, and Problem Solving

This strand focuses on the intersections of creativity, innovation, and problem solving with cooperation.

Presentations might include explorations of:

- ◆ case studies, strategies, models, programs, and research related to teaching critical and creative thinking and problem solving within collaborative contexts;
- ◆ links between cooperation and creativity, including examples of practice and qualitative and quantitative research studies;
- ◆ practice and research related to the role of collaboration in successful innovations;
- ◆ learning in and with the arts and how it can be strengthened and enhanced through cooperation;
- ◆ the arts as a tool for civic engagement and exploration of global diversities.

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.

Presentations might include explorations of:

- ◆ methods, tools, case studies, and research investigating how learning with technology can be strengthened and enhanced through cooperation;
- ◆ technology utilized to enhance communication and connections among students, teachers, classrooms, schools and organizations, and wider communities;
- ◆ digital communities as opportunities for collaboration; digital communities as impediments to interaction;
- ◆ the explosion of information and the varieties of information literacy needed to navigate learning and living in the interconnected modern world.

Session Formats

Workshop (90 minutes)

The purpose of a Workshop is to provide the opportunity for participants to learn by doing and reflection.

Workshop facilitators are asked to consider carefully how to link theoretical frameworks to carefully designed experiential work that is co-operative and interactive.

Workshop participants should expect to be active throughout most of the session.

Roundtable Discussion (45 minutes)

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.

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

The purpose of a Paper Session is to provide authors with an opportunity to share 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 25 minutes will be allotted to each paper. Authors 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.

The conference committee will group papers. However, groups who wish to propose a session with three related papers are encouraged to do so.

Participants should expect to have opportunities to ask questions and explore connections among the various papers. Authors are urged to read the document ***Ways to Make a Paper Session More Engaging and Interactive*** before submitting a proposal.

You can access this [here](#).

Each proposal must describe the format to be used (e.g., Fishbowl, Rotating Interviews, Revolving Panels) and the time to be allocated to each component.

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

Participants should expect to be interactive during the session.

Support for those new to the proposal submission process

We have IASCE Board members who will work with potential presenters to support the preparation of proposals. This offer is intended to support young scholars and others who have not attended an IASCE conference or are new to the proposal submission process.

Assistance might take the form of clarity of writing, appropriateness of content to theme, relationship of content to the 'study of cooperation in education,' or presentation design to ensure an interactive component.

Assistance is for the pre-review period only. Once submitted, proposals sent back for revision are the responsibility of the proposer—not the pre-review team.

If you would like assistance, please contact the IASCE secretary Celine Buchs – celine@iasce.net.

Proposals must be submitted for pre-review by 10 May 2018.

The Proposal Timeline

Proposals are welcome through the on-line submission form which can be accessed through the IASCE website.

| | |
|---------------------------|--|
| 1 April 2018 | Proposal process open |
| 10 May 2018 | Final date for proposals submitted for pre-review |
| 5 July 2018 | Closing date for submissions |
| 5 July-19 Aug 2018 | Blind review process |
| 20 August 2018 | All proposers will be notified of the outcome of their submission |
| 1 February 2019 | Final date for registration to conference. If you have not registered by this time, we cannot guarantee that you will be included in the conference programme. |