

DOCUMENT RESUME

ED 422 303

SP 038 095

AUTHOR Geary, William T.
TITLE From Extrinsic Guidance toward Student Self-Control.
PUB DATE 1998-04-13
NOTE 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Cooperative Learning; Elementary Education; Elementary School Students; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Self Control; *Student Behavior; Teacher Attitudes; Teacher Behavior; Teaching Methods

ABSTRACT

This ethnographic study examined conditions affecting how six elementary teachers who were involved in an ongoing inservice program embraced, comprehended, and applied elements of classroom management via cooperative learning. The paper described factors that helped and hindered their attempts. Data collection included site visits with observations, questionnaires, individual interviews, and focus group discussions. The study lasted for 1 year, with data collected before, during, and after staff development sessions that helped them implement cooperative learning. Data analysis indicated that teacher beliefs and practices changed, but relatively little. The participants believed in cooperative learning before the study began. As the year progressed, they used it more often, were more confident in their practices, and were clearer about which teaching method and relevant classroom management techniques to use at any given time. For all six, teaching proper behavior was a high priority. Classroom management was not always distinct from their lessons but instead often integrated within. Behavior problems often became teaching opportunities. Teachers took more responsibility for solving student problems at the beginning of the year, but they delegated more as the year progressed. All used certain extrinsic motivators for behavior. Teachers' theories and beliefs affected their choices regarding grouping of students, pedagogy, and classroom management. (Contains approximately 123 references.) (SM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

From Extrinsic Guidance Toward Student Self-Control

William T. Geary

Co-Coordinator, Maui Outreach Programs

Teacher Education and Curriculum Studies Department

College of Education, University of Hawaii at Manoa

Mail: University of Hawaii Center, Maui.

310 Kaahumanu Ave., Kahului, HI 96732

Voice: (808) 984-3525

Fax: (808) 984-3201

E-mail: gearyw@hawaii.edu

Paper presented at the annual meeting of the

American Educational Research Association

San Diego, CA

April, 1998

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

W. Geary

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

38095
ERIC
Full Text Provided by ERIC

Purpose and Objectives

This paper investigates the conditions affecting how and to what degree teachers who are involved in an ongoing inservice program embrace, comprehend, and apply elements of classroom management via cooperative learning. The form of research is an ethnographic case study of six teachers in a metropolitan public elementary school who are working toward incorporating cooperative learning into their everyday classroom practices. The goal of the study is to identify and describe factors that help and hinder their attempts.

The school reflects the diversity of urban America. There are new immigrants and others whose families have several generations of citizens. Many are permanent residents of the community, while over half are military dependents whose families usually live nearby only one to three years. In working with a population of whites, blacks, various Asian ethnicities, and others, the teachers' challenge is to successfully integrate all, both academically and socially.

Most research on classroom management and cooperative learning focuses on the students and their behavior. This one emphasizes the change and growth of teachers in their search to improve their ability to support the students progress toward greater independence via interdependence.

Review of the Literature

Different authors' works discuss both relevant theoretical bases and different methods best used with certain educational purposes in mind. These ideas give some insight regarding why and how to implement certain practices.

Three major rationales support cooperative learning: learning theory, democracy, and preparation for careers and life. Vygotsky (1978) discusses the ability of an individual to improve by collaborating with more capable peers. Piaget (1932) feels that certain types of knowledge, such as social-arbitrary, can only be developed

through interaction with others. Constructivist cognitive psychology, as cited by the Sharans (1992) in Israel and Goodman (1991) in Arizona, also supports the value of social interaction in helping people expand their language base to interpret reality and build understanding, as does social interdependence theory (Johnson & Johnson, 1994). Several different authors argue that democracy is both supported by and a basis for cooperative learning. Francis Parker (1883, 1937), John Dewey (1916), John Goodlad (1994) and others conclude that social interaction is a critical element of democracy. Jeanne Gibbs (1994) and Spencer Kagan (1992) both conclude that cooperative learning and democracy must be integrated with each other. Dewey (1915) and Goodlad (1984), among many others, state that school should prepare students for careers and life. They cite the importance of school as a model of society in helping them become responsible citizens, the need to prepare them for team efforts in the workplace, and the need to interact with others throughout their lives. Behavior plays a critical part in one's role as a citizen.

The different types of cooperative learning and classroom management also may be understood in terms of teachers' educational goals. Some management systems provide more equal democratic interaction. Research shows cooperative learning useful in supporting academic gains, improving social interaction, developing racial integration, and increasing self-esteem, all of which may have a positive effect of student behavior. In studying different authors' methods, one may place each one's emphasis on a continuum from dependent to independent. Highly structured methods, in which the teacher makes the decisions regarding who does what, when, and how, are more appropriate for students and classes who are younger or more dependent upon others. For students who are older, experienced with solving problems and/or cooperative learning, or otherwise more self-sufficient, teachers may delegate more authority and responsibility for decision-making to the group, using a less structured format for such independent students. The teacher

assesses the needs, noting how able the students are at self-management, before deciding upon how best to manage the class.

Methodology

This is a multiple case study of six teachers in the same elementary school, with two second-grade teachers, and one each in grades three, four, five, and six. During the research, many relevant questions regarding classroom management emerged. The study uses evidence from a variety of data-gathering methods, including site visits with observations, questionnaires, many individual interviews, and a few focus group discussions. The study lasted for one school year, with data collected before, during, and after the staff development sessions designed to help them implement cooperative learning. It includes teacher self-report data, plus observations from the author and two others who visited the teachers' classrooms. The various methods, length of the study, and use of multiple observers are used as checks on accuracy of the data.

There are limitations. Case studies can be subject, at least in part, to the researcher's selective subjectivity. The use of triangulation may help mitigate the effect of any bias.

Data Analysis (also see 1 page handout with figures)

Evidence from the data is used to describe changes in teacher beliefs and practices, relevant applications of theory, and how theory impacts specific aspects of teacher beliefs and practices.

Teacher beliefs and practices changed, but relatively little. The six involved were volunteers; they already believed in cooperative learning. As the year progressed, they used cooperative learning more often, were more confident in their practices, and clearer about which teaching method and relevant classroom management technique(s) to use at any given time.

For each of the six teachers in the study, teaching proper behavior was a high priority. Classroom management was not always distinct from their lessons, but instead often integrated within, either as part of their plan, or dealt with naturally as it occurred. A behavior problem often became a teaching opportunity. In general, the teachers took more responsibility for solving student problems at the beginning of the year, but delegated more as the year progressed. Some conflicts, however, were evident. The teachers showed greater delegation in cooperative learning than in classroom management; a modified assertive discipline program was used by most throughout the year, and all used certain extrinsic motivators for behavior.

In the classroom, teacher theories and beliefs affected their choices regarding grouping of students, pedagogy, and classroom management. As the staff development emphasis was mostly concerned with the first two of these, at times some of the teachers made choices regarding how to handle student behavior that seemed to contradict what they were trying to do in terms of supporting student growth toward greater independence. Their beliefs influenced their practices more than theories did, but they were not aware of the inconsistency between choices of pedagogy versus choices of classroom management, nor that this conflict sometimes undermined goals in each.

Conclusions

Several conclusions follow from the research. They include a general suggestion regarding guiding students toward greater self-sufficiency that applies both to teacher decision-making with classroom management and cooperative learning. Other results pertain to the relative lack of influence of theories on the teachers; thus the greater potential for conflict when two aspects of a classroom, such as teaching behavior and cooperation, could work better if one theory guided both.

Educators should assess the climate of their classroom first, building a positive learning environment and teaching necessary social skills before and/or concurrently

with any cooperative learning methods. By addressing needs in this order, students are more likely to trust one another, and more able to interact effectively in groups.

Students mature, ideally becoming fully independent as adults. During the course of an academic year, each teacher serves as a guide for each student, helping each one take another step toward the ability to "fly solo". Relevance for this with respect to cooperative learning means that the teacher should gradually delegate more authority and responsibility to the groups. With younger students, or those with less problem-solving and cooperative learning experience, the teacher is more likely to make all decisions regarding who will do what, when, and how, in each group. As the year progresses, or with older students, the teacher should delegate more of the decisions regarding who settles the students' own problems.

Educational Importance

The study has relevance for any educators interested in effectively identifying and solving student problems. In the classroom, as elsewhere in society, the ideal is to move from decisions dictated by another, through arbitration, mediation, and (ideally) negotiation between the concerned parties, to whom the teacher can delegate with confidence. While this research included only elementary school teachers, both secondary teachers and university professors have found classroom applications useful. Testing such generalizations more formally is possible for future research.

The practical significance of the research lies in the guidance it offers educators on how to use theory to guide practice, work consistently toward goals, and solve problems. The concepts of learning theory, democracy, plus career and life preparation may serve as guides for all educational decisions regarding behavior and cooperation, in helping students progress toward greater self-management.

Note: These references are from a larger work used as a basis for the AERA papers. The complete dissertation reference is printed at the end of the last page. -Bill Geary

REFERENCES

- Adams, D. & Hamm, M. (1990). Cooperative learning: critical thinking and collaboration across the curriculum. Springfield, IL: Charles C. Thomas.
- American Heritage College Dictionary (1993). (3rd ed.) Boston: Houghton Mifflin.
- Aronson, E., Blaney, N., Stephan, C., Sikes, J., & Snapp, M. (1978). The jigsaw classroom. Beverly Hills, CA: Sage.
- Bayer, A. (1990). Collaborative-apprenticeship learning: language and thinking across the curriculum, K-12. Mountain View, CA: Mayfield Publishing.
- Bean, R. (1992). Cooperation, social responsibility, & other skills: using the four conditions of self-esteem in elementary and middle schools. Santa Cruz, CA: ETR Associates.
- Berg, K. F. (1992). Structured cooperative learning and achievement in a high school mathematics class. (Doctoral dissertation, University of Hawaii, 1992).
- Bogdan, R. C., & Biklen, S. K. (1982). Qualitative research for education. Boston: Allyn and Bacon.
- Bransford, J. D., & Vye, N. J. (1989). A perspective on cognitive research and its implications for instruction. In Resnick, L. B., & Klopfer, L. E. (Eds.), Toward the Thinking Curriculum: Current Cognitive Research. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bruner, J., & Haste, H. (Eds.). (1987). Making sense: the child's construction of the world. New York: Methuen.
- Burns, M. (1992). About teaching mathematics: a K-8 resource. Sausalito, CA: Math Solutions Publications.
- Burns, M. (1990). The math solution: using groups of four. In N. Davidson (Ed.), Cooperative Learning in Mathematics: A Handbook for Teachers. New York: Addison Wesley.
- Cloward, R. (1967). Studies in tutoring. Journal of Experimental Education, 36, 14-25.
- Cohen, E. G. (1986). Designing groupwork: strategies for the heterogeneous classroom. New York: Teachers College Press.
- Cook, S. W. (1978). Interpersonal and attitudinal outcomes in cooperating interracial groups. Journal of Research and Development in Education, 12(1), 97-113.

- Courtis, S. A., McSwain, E. T., & Morrison, N. C. (1937). Teachers and cooperation. Washington, DC: National Education Association.
- Cummings, C. (1990). Managing a cooperative classroom. Edmonds, WA: Teaching, Inc.
- Damon, W., & Phelps, E. (1989). Critical distinctions among three approaches to peer education. International Journal of Educational Research, 13, 9-19.
- Dareh, J., & LaPlant, J. (1984, April). The statue of research on administrator inservice. In Achilles, C., Epstein, M., Egelson, P., Dockery-Runkel, L., & Dickerson, C. (1992). Practical School Improvement: the Mary Reynolds Babcock Project. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Davidson, N. (Ed.). (1990). Cooperative learning in mathematics: a handbook for teachers. Menlo Park, CA: Addison Wesley.
- Deutsch, M. (1949). A theory of cooperation and competition. Human Relations, 2, 129-152.
- DeVries, D. L., & Edwards, K. J. (1973). Learning games and student teams: their effects on the classroom process. American Educational Research Journal, 10, 307-318.
- DeVries, D., Slavin, R. E., Fennessey, G. M., Edwards, K. J., & Lombardo, M. M. (1980). Teams-games-tournament: the team learning approach. Englewood Cliffs, NJ: Educational Technology Publications.
- Dewey, J. (1915). The school and society (Rev. ed.). Chicago: University of Chicago Press.
- Dewey, J. (1916). Democracy and education: an introduction to the philosophy of education. New York: Macmillan.
- Dillon-Peterson, B. (1986). Trusting teachers to know what's good for them. In Zumwalt, K. K., Improving Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Educational Research Service. (1990). What we know about cooperative learning. Arlington, VA: author.
- Elbow, P. (1981). Writing with power: techniques for mastering the writing process. New York: Oxford University Press.

- Farivar, S. H., & Webb, N. M. (1994). Are your students prepared for group work? Middle School Journal, 25(3), 51-54.
- Fullan, M., & Hargreaves, A. (1992). Teacher development and educational change. Bristol, PA: Falmer.
- Fuhrman, S., Elmore, R., & Massell, D. (1993). School reform in the United States: putting it into context. In S. L. Jacobson and R. Berne (Eds.), Reforming education: the emerging systemic approach. Thousand Oaks, CA: Corwin.
- Gibbs, J. (1994). Tribes: a new way of learning together. Santa Rosa, CA: Center Source Publications.
- Glasser, W. (1986). Control theory in the classroom. New York: Harper & Row.
- Goodlad, J. I. (1994). Educational renewal: better teachers, better schools. San Francisco: Jossey-Bass.
- Goodlad, J. I. (1984). A place called school. New York: McGraw-Hill.
- Goodman, J., Kuzmic, J., & Wu, X. (1992). Elementary schooling for critical democracy. Albany, NY: State University of New York Press.
- Goodman, K. S., Bird, L. B., & Goodman, Y. M. (Eds.) (1991). The whole language catalog. Santa Rosa, CA: American School Publishers.
- Goodman, K. S., Goodman, Y. M., & Hood, W. J. (Eds.). (1989). The whole language evaluation book. Portsmouth, NH: Heinemann Educational Books.
- Graves, D. H. (1983). Writing: teachers and children at work. Exeter, NH: Heinemann Educational Books.
- Greene, J. D., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. Educational Evaluation and Policy Analysis, 11(3), 255-274.
- Guba, E. G., & Lincoln, Y. S. (1981). Effective evaluation. San Francisco: Jossey-Bass.
- Haines, D. B., & McKeachie. (1967). Cooperative versus competitive discussion methods in teaching introductory psychology. Journal of Educational Psychology, 58, 386-390.
- Hanson, E. M. (1991) Educational administration and organizational behavior. (3rd ed.) Boston: Allyn and Bacon.

- Harste, J. C., & Short, K. G. (1988). Creating classrooms for authors. Portsmouth, NH: Heinemann.
- Harris, B. M. (1989). In-service education for staff development. Boston: Allyn and Bacon.
- Hertz-Lazarowitz, R. (1993). Using group investigation to enhance Arab-Jewish relationships. Cooperative Learning, 11(2), 13-14.
- Hickcox, E., & Musella, D. (1992). In Fullan, M. & Hargreaves, A. (Eds.), Teacher development and educational change. Bristol, PA: Falmer.
- Huberman M., & Miles, M. (1984). Innovation up close. New York: Plenum.
- Hull, G. A. (1989). Building an understanding of composing. In Resnick, L. B., & Klopfer, L. E. (Eds.), Toward the Thinking Curriculum: Current Cognitive Research. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, B. (1992, April). Documentation and evaluation of school restructuring: dilemmas of a new paradigm. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Johnson, D. W., & Johnson, R. T. (1994). Learning together and alone: cooperative, competitive, and individualistic learning. (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Johnson, D. W., & Johnson, R. T. (1989). Leading the cooperative school. Edina, MN: Interaction Book Co.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). The new circles of learning: cooperation in the classroom and school. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1988). Advanced cooperative learning. Edina, MN: Interaction Book Co.
- Joyce, B., Murphy, C., Showers, B., & Murphy, J. (1989). School renewal as cultural change. Educational Leadership, 47(3), 70-78.
- Joyce, B., & Showers, B. (1995). Student achievement through staff development. (2nd ed.) New York: Longman.
- Kagan, S. (1992). Cooperative learning. San Juan Capistrano, CA: Kagan Cooperative Learning.

- Kagan, S. (1990). The structural approach to cooperative learning. Educational Leadership, 47(4), 12-15.
- Kagan, S. (1988). Cooperative learning resources for teachers. Riverside, CA: University of California.
- Kincheloe, J. (1991). Teachers as researchers: qualitative inquiry as a path to empowerment. Bristol, PA: The Falmer Press.
- Knapp, N., & Peterson, P. (1991). What does CGI mean to you? Teachers' ideas of a research-based intervention four years later. East Lansing, MI: Michigan State University.
- Kohn, A. (1993). Punished by rewards: the trouble with gold stars, incentive plans, A's, praise, and other bribes. Boston: Houghton Mifflin.
- Kohn, A. (1992). No contest: the case against competition. (Rev. ed.) Boston: Houghton Mifflin.
- Kohn, A. (1990). The brighter side of human nature: altruism and empathy in everyday life. New York: Basic Books.
- Kouzes, J. M., & Posner, B. Z. (1987). The leadership challenge: how to get things done in organizations. San Francisco, Jossey-Bass.
- Krueger, R. A. (1994). Focus groups: a practical guide for applied research. (2nd ed.) Thousand Oaks, CA: Sage.
- Lickona, T. (1991). Educating for character. New York: Bantam.
- Lieberman, A. (1991). Early lessons in restructuring schools. New York: Columbia University.
- Lippitt, P. & Lohman, J. (1965). Cross-age relationships - an educational resource. Children, 12, 113-117.
- Lyman, L, & Foyle, H. C. (1990). Cooperative grouping for interactive learning. Washington, DC: National Education Association.
- Lyman, L, Foyle, H. C., & Azwell, T. S. (1993). Cooperative learning in the elementary classroom. Washington, DC: National Education Association.
- Maller, J. B. (1929). Cooperation and competition: an experimental study in motivation. New York: Teachers College, Columbia University.

- May, M. A., & Doob, L. W. (1937). Cooperation and competition. New York: Social Science Research Council.
- McTighe, J., & Lyman, F. T. Jr. (1988). Critical thinking in the classroom: the promise of theory-embedded tools. Educational Leadership, 45(7), 18-24.
- Mead, M. (Ed.). (1937). Cooperation and competition among primitive peoples. New York: McGraw-Hill.
- Mead, M. (Ed.). (1961). Cooperation and competition among primitive peoples. (Rev. ed.) Boston: Beacon.
- Moorman, C., & Dishon, D. (1983). Our classroom: we can learn together. Englewood Cliffs, NJ: Prentice-Hall.
- Morgan, G. (1991). Images of organization. Newbury Park, CA: Sage.
- Newkirk, T. & McLure, P. (1992). Listening in: children talk about books (and other things). Portsmouth, NH: Heinemann.
- Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In Newmann, F. M. (Ed.), Student engagement and achievement in American elementary schools. New York: Teachers College Press.
- O'Brien, J. (1993). An extension of the concept of triangulation from data collection to data analysis in a qualitative study of successful kindergarten teachers. (Doctoral dissertation, University of Hawaii, 1993).
- Orlich, D. C. (1989). Staff development: enhancing human potential. Boston: Allyn and Bacon.
- Parker, F. W. (1937). Talks on pedagogics: an outline of the theory of concentration. New York: John Day.
- Parker, F. W. (1883). Notes of talks on teaching. New York: E. L. Kellogg.
- Paul, R. W. (1995). Critical thinking: how to prepare students for a rapidly changing world. Santa Rosa, CA: Foundation for Critical Thinking.
- Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). Beverly Hills, CA: Sage.
- Pepitone, E. A. (1980). Major trends in research on competition and cooperation, 1897-1980. In E. A. Pepitone (Ed.), Children in Cooperation and Competition. Lexington, MA: D. C. Heath.

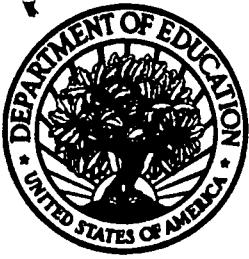
- Phillips, B. N., & D'Amico, L. A. (1956). Effects of cooperation and competition on the cohesiveness of small face-to-face groups. Journal of Educational Psychology, 47, 65-70.
- Piaget, J. (1932). The language and thought of the child. (2nd ed.) New York: Harcourt Brace.
- Pink, W., & Hyde, A. (1992). Effective staff development for school change. Norwood, NJ: Ablex.
- Resnick, L. B. & Klopfer, L. E. (1989). Toward the thinking curriculum: an overview. In Resnick, L. B. & Klopfer, L. E. (Eds.), Toward the Thinking Curriculum: Current Cognitive Research. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rodriguez, S., & Johnstone, K. (1986). Staff development through a collegial support group model. In Zumwalt, K. K., Improving Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ruddock, J., & Hopkins, D. (1985). Research as a basis for teaching: readings from the work of Lawrence Stenhouse. London: Heinemann Educational Books.
- Sapon-Shevin, M., & Schniedewind, N. Cooperative learning as empowering pedagogy. In Sleeter, C. E. (Ed.). (1991). Empowerment through multicultural education. Albany, NY: State University of New York Press.
- Sharan, S., (Ed.). (1994). Handbook of cooperative learning methods. Westport, CN: Greenwood Press.
- Sharan, Y., & Sharan, S. (1992). Expanding cooperative learning through group investigation. New York: Teachers College Press.
- Slavin, R. E. (1991). Synthesis of research on cooperative learning. Educational Leadership, 48(5), 71-82.
- Slavin, R. E. (1990). Cooperative learning: theory, research and practice. Englewood Cliffs, NJ: Prentice Hall.
- Slavin, R. E. (Ed.) (1989). School and classroom organization. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Slavin, R. E. (1980). Using student team learning. (Rev. ed.) Baltimore, MD: The Center for Social Organization of Schools, Johns Hopkins University.

- Slavin, R. E., Madden, N., Karweit, N., Dolan, L., Wasik, B. (1992). Success for all: a relentless approach to prevention and early intervention in elementary schools. Arlington, VA: Educational Research Service.
- Sleeter, C. E. (Ed.) (1991). Empowerment through multicultural education. Albany, NY: State University of New York Press.
- Spaulding, R. (1970). Educational improvement program. Durham, NC: Duke University Press.
- Stake, R. E. (1978). The case study method in social inquiry. Educational Researcher, 7(2), 5-8.
- Stake, R. E. (1988). Case study methods in educational research: Seeking sweet water. In R. M. Jaeger (Ed.), Complementary methods for research in education (pp. 253-265). New York: American Educational Research Association.
- Stallings, J. (1989). School achievements effects and staff development: what are some critical factors? Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Strauss, A. L. (1987). Qualitative analysis for social scientists. New York: Cambridge.
- Stendler, C., Damrin, D., & Haines, A. C. (1951). Studies in cooperation and competition: 1. The effects of working for group and individual rewards on the social climate of children's groups. Journal of Genetic Psychology, 79, 173-197.
- Stewart, D. W., & Shamdasani, P. N. (1990). Focus groups: theory and practice. Newbury Park, CA: Sage.
- Tharp, R. G. (1989). Psychocultural variables and constants: effects on teaching and learning in the schools. American Psychologist, 44(2), 349-359.
- Tobin, J. (1995). Youth development project: a text for teachers. Honolulu, HI: University of Hawaii, Manoa.
- Tobin, J., Jacobs, A., Marker, N., Kimura, C. (1993). Youth development project in the schools: a course of study. Honolulu, HI: University of Hawaii, Manoa.
- Tobin, J., Wu, D., & Davidson, D. (1989). Preschool in three cultures. New Haven, CN: Yale University Press.
- Totten, S., Sills, T., Digby, A., & Russ, P. (1991). Cooperative learning: a guide to research. New York: Garland.
- Valencia, S. W., & Killion, J. P. (1988). Overcoming obstacles to teacher change: direction from school-based efforts. Journal of Staff Development: 9(2), 2-8.

- Vygotsky, L. S. (1978). Mind in society. (M. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds.). Cambridge, MA: Harvard University Press.
- Webb, N. M. (1989). Peer interaction and learning in small groups: a research summary. International Journal of Educational Research, 13(1), 21-39.
- Webb, N. M. (1984). Stability of small group interaction and achievement over time. Journal of Educational Psychology, 76(2), 211-224.
- Webb, N. M. (1982). Peer interaction and learning in cooperative small groups. Journal of Educational Psychology, 74(5), 642-655.
- Weigel, R. H., & Cook, S. W. (1975). Participation in decision-making: a determinant of interpersonal attraction in cooperating interracial groups. International Journal of Group Tensions, 5(4), 179-195.
- Weigel, R. H., Wiser, P. L., & Cook, S. W. (1975). The impact of cooperative learning experiences on cross ethnic relations and attitudes. Journal of Social Issues, 31(1), 219-244.
- White, M. (1987). The Japanese educational challenge: a commitment to children. New York: Free Press.
- Yin, R. K. (1981). The case study crisis: some answers. Administrative Science Quarterly, 26, 58-65.
- Yin, R. K. (1989). Case study research: Designs and methods (Rev. ed.). Newbury Park, CA: Sage.

(Author's dissertation, from which these are all the references, is listed below):

- Geary, W. T. (1996). Cooperative learning, staff development and teacher change. (Doctoral Dissertation, University of Hawaii, 1996). Dissertation Abstracts International, 57/07. AAC 9700521.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>FROM EXTRINSIC GUIDANCE TOWARD STUDENT SELF-CONTROL</i>	
Author(s): <i>GEARY, WILLIAM THOMAS</i>	
Corporate Source: <i>UNIVERSITY OF HAWAII</i>	Publication Date: <i>April, 1998</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

<p>The sample sticker shown below will be affixed to all Level 1 documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p align="center"><i>Sample</i></p> <hr/> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p align="center">1</p> <p align="center">Level 1</p> <p align="center">↑</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">X</div>	<p>The sample sticker shown below will be affixed to all Level 2A documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p align="center"><i>Sample</i></p> <hr/> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p align="center">2A</p> <p align="center">Level 2A</p> <p align="center">↑</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>	<p>The sample sticker shown below will be affixed to all Level 2B documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p align="center"><i>Sample</i></p> <hr/> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p align="center">2B</p> <p align="center">Level 2B</p> <p align="center">↑</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>
---	---	---

<p>Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.</p>	<p>Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only</p>	<p>Check here for Level 2B release, permitting reproduction and dissemination in microfiche only</p>
--	---	--

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>William T. Geary</i>	Printed Name/Position/Title: <i>William T. Geary</i>
Organization/Address: <i>UNIVERSITY OF HAWAII CENTER 310 KAAHUMANU AVE. KAHULUI, HI 96732</i>	Telephone: <i>(808) 984-3525</i> FAX: <i>(808) 984-3201</i>
E-Mail Address: <i>gearyw@hawaii.edu</i>	Date: <i>July 3, 1998</i>

Sign here →
please



July 3, 1998 (over)