



WELCOME

Professor David Johnson





Role Of Cooperative Learning And Conflict Management In Developing And Maintaining Positive Relationships

Workshop

National Coalition Against Bullying
Conference

2:15 – 3:25 PM

November 3, 2007

Melbourne University, Australia



Cooperative Learning Center

60 Peik Hall

University Of Minnesota

Minneapolis, Minnesota 55455

Phone: (612) 624-7031

Fax: (612) 626-1395

<http://www.co-operation.org>



Two Responsibilities

- Make Sure You Learn Something Useful And Interesting From Session(s)
- Make Sure All Participants Learn Something Useful And Interesting

Life Is Give And Take

Will Rogers

Cooperation Is Give And Take

Roger T. Johnson

Turn To Partner

Give Him Or Her Something

Take Something From Him Or Her



Schedule

- Introduction
- Promoting Positive Relationships
- Creating Cooperative Context
- Teaching Students To Manage Conflicts Constructively
 - Constructive Controversy
 - Integrative Negotiations
- Inculcating Civic Values
- Conclusions



Form A Group Of Two

- Two People You Do Not Know
- Who Are Different From You:
 - Role
 - Age
 - Gender
 - Geographic Region
 - Culture, Ethnicity



Group Warm-Up

- Names
- Professional Role
- Favorite Place (Geographic, Specific)

- How Does Conflict Resolution Training Prevent Bullying?



Step One: Making School A Cooperative Community

- Maximize Use Of Cooperative Learning In All Classes
 - Definition: Operational & Conceptual
 - Five Basic Elements
 - Types Of CL
 - Research Support
- Highlight Positive Interdependence At All Levels
- Creating A Context For Conflict



Step Two: Ensuring Conflicts Are Managed Constructively

- Structure Academic Controversies And Teach Procedure And Skills
 1. Research And Prepare Position
 2. Present Persuasive Case For Position
 3. Open Discussion To Challenge Opposing Position
 4. Perspective Reversal
 5. Creating A Synthesis Representing Best Reasoned Judgment
- Structure Peacemaking Program And Teach Procedures And Skills:
 1. The Nature Of Conflict
 2. How To Negotiate To Solve The Problem
 3. How To Mediate Schoolmates' Conflicts
 4. Implementing Peer Mediation Program
 5. Follow-Up Lessons To Refine And Upgrade Skills



Constructive Outcomes Of Conflicts

- Increase Achievement & Long-Term Retention
- Increase Higher-Level Cognitive & Moral Reasoning
- Increase Healthy Cognitive & Social Development
- Focus Attention On Problems To Be Solved & Increases Energy To Do So
- Clarify Own & Other's Identity, Values
- Clarify How You Need To Change
- Release Feelings That If Repressed Make You Psychologically And Physically Sick
- Strengthen Relationships
 - Increase Confidence We Can Resolve Disagreements
 - Keep Relationship Clear Of Resentments
- Are Fun



Constructive Resolution Of Conflict

- Agreement That Maximizes Joint Outcomes, Both Sides Satisfied
- Relationship Is Improved
- Ability To Resolve Future Conflicts Improved



Types Of Conflict

- **Conflict Of Interests:** Incompatible Activities Based On Differences In Needs, Scarcity Of Resources, Competition For Rewards
 - **Developmental Conflicts:** Incompatible Activities Based On Opposing Forces Of Stability And Change In An Individual
- **Controversy:** Incompatible Ideas, Information, Theories, Conclusions, Opinions And An Agreement Must Be Reached
 - **Conceptual Conflict:** Incompatible Ideas Existing Simultaneously In A Person's Mind



Peacemaker Program

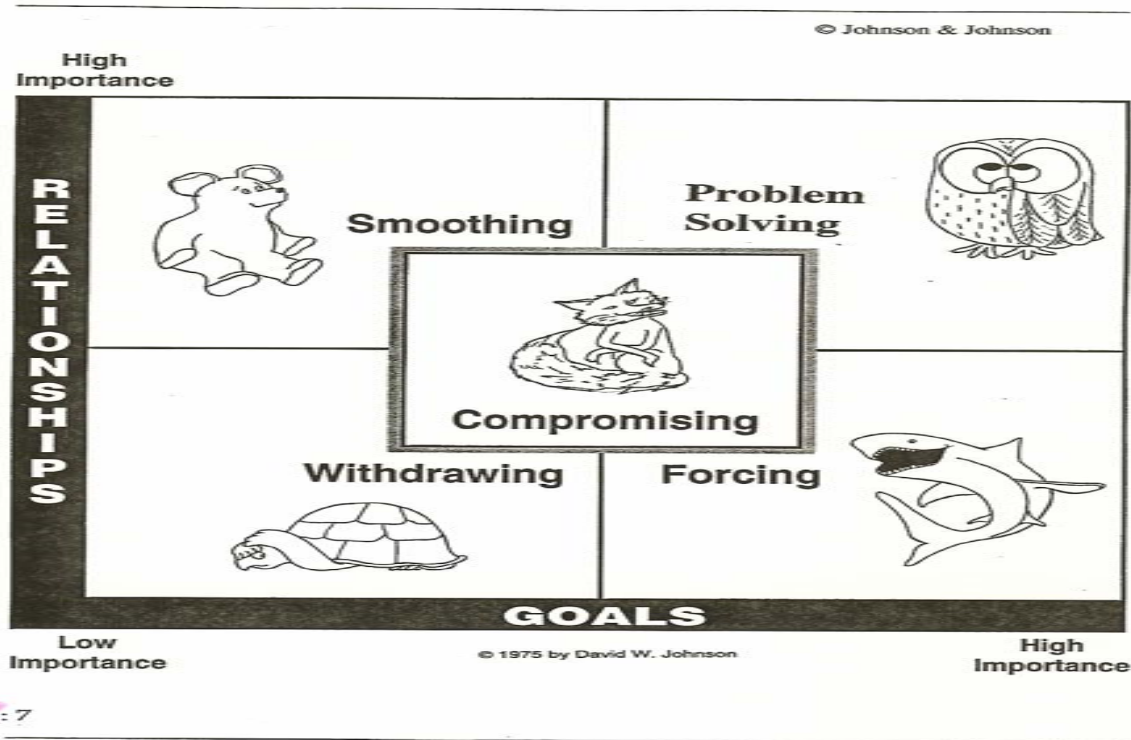
- What Is Conflict
 - Conflict Strategies
 - Learning To Negotiate
 - Learning To Mediate
 - Implementing Program
 - Follow-Up Lessons Integrated Into Academic Areas
- 2 Lessons
 - 4 Lessons
 - 8 Lessons
 - 6 Lessons
 - Daily
 - Daily



Nature Of Conflict

- Negativity Bias
- Students Need To Understand:
 - What Is And Is Not A Conflict
 - Conflicts Are Positive And Should Be Sought Out And Encouraged As Long As They Are Managed Constructively

Strategies Diagram





Negotiations

- **Definition:** Process By Which Person Who Have Shared And Opposed Interests And Want To Come To An Agreement Try To Work Out A Settlement
- **Win-Lose (Distributive):** Each Negotiator Has The Goal Of Reaching An Agreement More Favorable To Oneself Than To The Other Negotiator
 - Competitive Context
 - Short-Term Self-Interest
- **Problem-Solving (Integrative):** Each Negotiator Has The Goal Of Reaching An Agreement That Benefits Everyone Involved
 - Cooperative Context
 - Long-Term Mutual Interest



Which Books To Take

■ Tasks:

- Choose The Two Books That Are:
 - Most Important To Save
 - Most Helpful In Starting New Civilization
- Write Down Reasons Why
- Plan How To Convince Others To Agree

■ Procedure:

- Individual Decision And Rationale
- Form Pair, Negotiate Which Three To Take



Negotiating Steps

- I Want
- I Feel
- My Reasons Are
- My Understanding Of You Is
- Three Plans Are
- Let's Choose Plan B. Shake.

- I Want
- I Feel
- My Reasons Are
- My Understanding Of You Is
- Three Plans Are
- Let's Choose Plan B. Shake.



Mediation

- **Mediation** Exists When An Impartial Third Party Assists Two Or More People In Negotiating A Constructive Resolution To Their Conflict.
- Two Basic Goals:
 - Help Disputants Negotiate Resolution
 - Improve Disputants' Negotiating Skills
- Procedure:
 - End Hostilities And Cool Down Disputants
 - Ensure All Parties Are Committed To Mediation Process
 - Facilitate Problem-Solving (Integrative) Negotiations
 - Formalize Agreement



Approaches To Peer Mediation

- **Cadre Approach** Where A Small Number Of Students Are Trained To Be Mediators For The Whole School.
- **Total Student Body Approach** Where All Students In The School Are Trained In Negotiation And Mediation Procedures And Serve As Mediators An Equal Amount Of Time.

Implementing Peer Mediation Program



- Select Two Mediators Daily, Give Them T-Shirts (Armbands) To Wear.
- Rotate Mediator Role So All Students Are Mediators An Equal Amount Of Time.
- Establish Mediation Procedures: How To Request Mediation, Where It Will Take Place, What Forms To Complete, And So Forth.
- Teach Follow-Up Lessons Daily To Refine Skills.
- Conduct Ongoing Assessment Of Program's Effectiveness.



Research On Peacemaking

- Began In 1960s, Current Version Formalized in Late 1970s
- Research In Schools: 18 Studies
- Findings:
 - Students Learned And Retained Negotiation And Mediation Procedures
 - Students Used Procedures Skillfully In Simulated And Actual Conflicts
 - Student Use Of Procedures Transferred To Non-Classroom And Non-School Settings
 - Attitudes Toward Conflict Became More Positive
 - When Placed In General Conflict Situations, Used Problem-Solving Rather Than Win-Lose Negotiation Procedure
 - When Integrated Into Academic Units, Increased Student Academic Achievement And Retention
 - Discipline Problems Decreased
- Life-Long Developmental Advantage

Peacemaker Meta-Analysis: Mean Effect Sizes

<i>Dependent Variable</i>	<i>Mean</i>	<i>s.d.</i>	<i>n</i>
Academic Achievement	0.88	0.09	5
Academic Retention	0.70	0.31	4
Learned CR Procedures	2.25	1.98	13
Procedures Retention	3.34	4.16	9
Strategy Constructiveness	1.60	1.70	21
Constructiveness Retention	1.10	0.53	10
Strategy Two-Concerns	1.10	0.46	5
Two-Concerns Retention	0.45	0.20	2
Integrative Negotiations	0.98	0.36	5
Positive Attitude	1.07	0.25	5
Negative Attitude	-0.61	0.37	2
Quality Of Agreement	0.73	0.00	1



Peacemaker Conclusions

- Frequency Of Conflicts Is Not Problem--How Conflicts Are Managed Is Problem
- Every School Citizen Must:
 - Know How To Resolve Conflicts Constructively
 - Use The Same Procedure For Resolving Conflicts
- Teaching Students How To Manage Conflicts Does Work:
 - Students Learn And Retain Negotiation & Mediation Procedures
 - Students Are Able To Use Procedures Skillfully In Real Conflicts
 - Student Use Generalizes To Nonschool Situations
 - Integrating Training Into Academic Units Increases Academic Achievement
 - Students Use Integrative Not Distributive Procedure In Ambiguous Situation
 - Students' Attitudes Toward Conflict Become More Positive
 - Teachers, Administrators, Parents See Value Of Conflict Training
- Managing Conflicts Constructively Is Hallmark Of Cognitive, Social, Moral Development And Enhances Self-Regulation
- There Are Strengths And Weaknesses In Each Study's Methodology
- It Is Possible To Train All Students In All Schools How To Manage Conflicts Constructively, Although It May Take Some Time
- Doing So Will Change The Future



Controversy

- When One Person's Ideas, Information, Conclusions, Theories, Or Opinions Are Incompatible With Those Of Another --
- And The Two Seek To Reach An Agreement.



Difference Of Opinion Leads
To Inquiry, And Inquiry Leads
To Truth

Thomas Jefferson



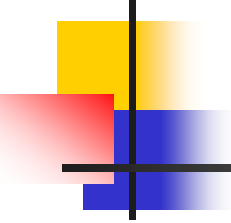
Controversy Test

- An Argument A Day Makes Student Involvement Stay.
_____ True _____ False
- Controversy Is The Instructor's Best Friend.
_____ True _____ False
- A Lesson Without Controversy Is Like A Day Without Sunshine. Things Are Gloomy, Depressing, And Drag Along Slowly.
_____ True _____ False
- All Intellect Growth Depends On The Collision Of Adverse Opinions.
_____ True _____ False
- It Is Controversy That Adds To Instruction The Spark Of Curiosity, The Flame Of Interest, The Heat Of Involvement, And The Power Of Creativity.
_____ True _____ False

Controversy Procedure

Step

Phrase

- 
-
- Prepare
 - Present
 - Open Discussion
 - Perspective Reversal
 - Synthesis
- Our Best Case Is...
 - The Answer Is...
Because...
 - I Disagree Because...
You Should Agree With
Me Because...
 - Your Position
Is...Because...
 - Our Best Reasoned
Judgment Is...



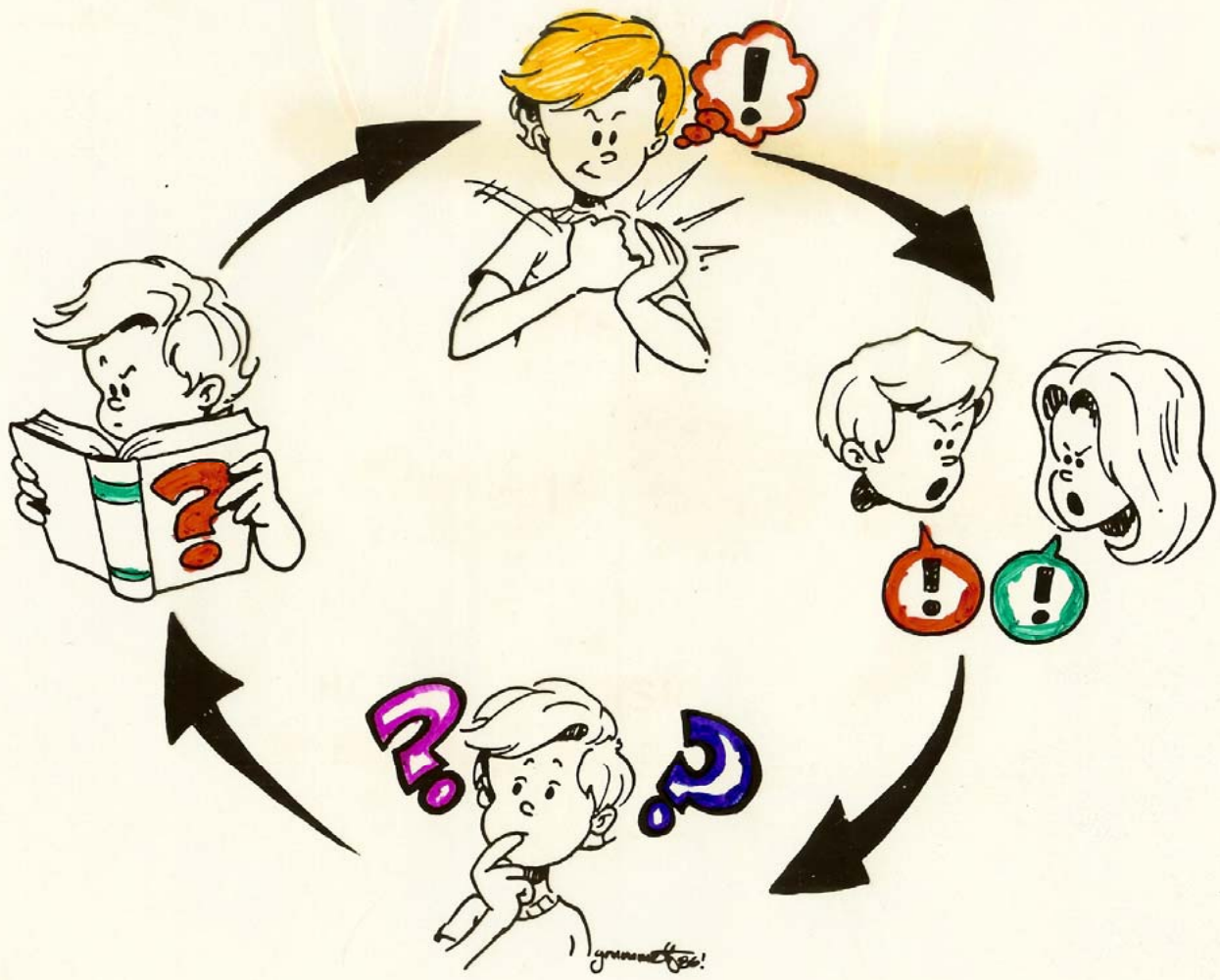
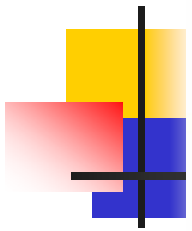
Was Peter Pan Right Or Wrong?

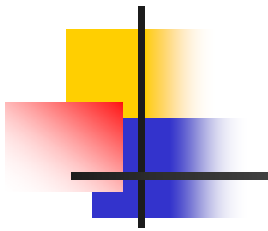
- Peter Pan Believed That Staying Young In Never-Never Land Was The Ideal Way To Live. Was He Right Or Wrong? Is It Better To:
 - *Stay Young And Never Grow Up?*
 - *Grow Up And Leave Childhood Behind?*
- Be Ready To Present The Best Case Possible For One Of These Positions.



Process Of Controversy

- **Organizing Information And Deriving Conclusions**
- **Presenting And Advocating Positions**
- **Uncertainty Created By Being Challenged By Opposing Views**
- **Epistemic Curiosity And Perspective Taking**
- **Reconceptualization, Synthesis, And Integration**





*Have You Learned Lessons Only
Of Those Who Admired You,
And Were Tender With You,
And Stood Aside For You?*

*Have You Not Learned
Great Lessons From Those
Who Braced Themselves
Against You, And
Disputed The Passage With You?*

Walt Whitman, 1860



Research Results

- *Motivation To Search For More Information*
- *Insight Into Others' Perspectives, Reduction Of Egocentric Reasoning*
- *Higher-Level Reasoning*
- *Higher Achievement And Retention, Productivity*
- *Higher-Quality Problem Solving And Decision Making*
- *Greater Creativity*
- *Greater Exchange Of Expertise*
- *Greater Task Involvement*
- *More Positive Relationships*
- *Greater Self-Esteem*

Meta-Analysis Of Academic Controversy Studies: Mean Effect Sizes

<i>Dependent Variables</i>	<i>Controversy / Concurrence Seeking</i>	<i>Controversy / Debate</i>	<i>Controversy / Individualistic Efforts</i>
<i>Achievement</i>	<i>0.68</i>	<i>0.40</i>	<i>0.87</i>
<i>Cog Reasoning</i>	<i>0.62</i>	<i>1.35</i>	<i>0.90</i>
<i>Perspective Taking</i>	<i>0.91</i>	<i>0.22</i>	<i>0.86</i>
<i>Motivation</i>	<i>0.75</i>	<i>0.45</i>	<i>0.71</i>
<i>Attitudes Task</i>	<i>0.58</i>	<i>0.81</i>	<i>0.64</i>
<i>Liking For Others</i>	<i>0.24</i>	<i>0.72</i>	<i>0.81</i>
<i>Social Support</i>	<i>0.32</i>	<i>0.92</i>	<i>1.52</i>
<i>Self-Esteem</i>	<i>0.39</i>	<i>0.51</i>	<i>0.85</i>



Important Conditions

- Cooperative Context
- Heterogeneity Of Group Members
- Conceptual Conflict
- Social Skills
- Rational Argumentation



Citizen In A Democracy

- Every Citizen Has The Opportunity To:
 - *Advocate His Or Her Ideas*
 - *Challenge And Criticize Others' Ideas*
- Vote Is Taken, Majority Rules
- Minority Willingly Commits To Implementing Decision Because:
 - *They Received A Fair And Complete Hearing And Had The Opportunity To Persuade Others*
 - *They Will Have Another Chance To Advocate Their Views In Two Or Four Years*
 - *They Are Confident Their Rights Will Be Protected*



Knowing How To Be A Citizen

To Be A Citizen In Our Democracy, Individuals Need To Master Process Of:

- Researching, Conceptualizing, Organizing One's Views
- Advocating One's Views
- Challenging Opposing Positions' Information And Logic
- Deriving A Reasoned Judgment
- Making Decision
- Committing Oneself To Implement Decision (Whether Or Not He Or She Agrees)



Controversy Conclusions

- Frequency Of Conflicts Is Not Problem--How Conflicts Are Managed Is Problem
- Every School Citizen Must Be Skilled In Engaging In Controversy Procedure:
 - Students Learn And Retain Controversy Procedure
 - Students Are Able To Use Procedures Skillfully
 - Builds Positive, Supportive Relationships Among Students
 - Increases Academic Achievement, Motivation, Level Of Reasoning
 - Builds Positive Attitudes Toward Learning
 - Increases Self-Esteem
- Managing Controversy Constructively Is Hallmark Of Cognitive, Social, Moral Development
- Controversy Teaches Citizenship Skills



He That Wrestles With Us
Strengthens Our Nerves, And
Sharpens Our Skill. Our
Antagonist Is Our Helper

Edmund Burke



Step Three: Inculcating Civic Values

- Values Inculcated By Cooperation:
 - Commitment To Others' Success And Well-Being
 - Commitment To Common Good
 - Obligation To Do One's Fair Share Of The Work
- Values Inculcated By Controversy:
 - Diverse Viewpoints And Intellectual Opposition Are Resources
 - Every Side Receives A Fair Hearing
 - Conclusions Are Tentative, Based On Current Information & Logic
- Values Inculcated By Peer Mediation:
 - Seek To Maximize Joint Outcomes
 - See Issues From All Perspectives
 - Open-Minded Search For Integrative Solutions



Self-Regulation

- **Self-Regulation:** Ability To Act In Socially Approved Ways In The Absence Of External Monitors.
- Occurs When Students:
 - Monitor Their Own Behavior
 - Assess Situations And Take Other People's Perspectives To Make Judgments As To Which Behaviors Are Appropriate
 - Master The Procedures And Skills To Engage In The Desired Behavior
 - Engage In The Desired Behavior
- Allowing Students To Decide How To Behave And Act Accordingly Promotes:
 - Self-Control And Autonomy
 - Higher-Level Moral Reasoning
 - Self-Regulation



Resilience In The Face Of Adversity

- Cooperative (As Opposed To Oppositional Or Disruptive)
- Problem Solving Approach To Conflict Resolution
- Proactive & Involved (As Opposed To Withdrawn)

Once Learned, Conflict Skills Are Available Forever And Cannot Be Taken Away



Life-Long Advantage

Knowing How To Cooperate And Resolve Conflicts With Skill And Grace Gives Students A **“Developmental Advantage”** That Tends To Increase Their:

- Academic Success
- Career Success (Employability, Promotability)
- Quality Of Life (Friends, Marriage, Parenthood)
- Happiness, Psychological Well-Being



We Are All Angels With
Only One Wing,
We Can Only Fly While
Embracing Each Other

L. DeCresenzo