Cooperative Learning Conference

Meeting the Challenges of the 21st Century

Odense, Denmark, 1st - 3rd October 2015

DEVELOPING SOCIAL SKILLS TO PROMOTE ACADEMIC SUCCESS FOR ALL STUDENTS

Giovanna Malusà

Department of Psychology and Cognitive Science, University of Trento (Italy)

giovanna.malusa@unitn.it

giovanna@email.it

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UNIVERSITY COLLEGE Lillebælt

INTRODUCTION Theoretical framework

Data analysis

Data analysis of international and national surveys (MIUR, 2012; 2014a; OECD-PISA, 2010) confirms in Italy:

- the presence of immigrant students in Italian school system as a **structural data** (802.785 migrant students in 2013-14)
- **overtaking of the second generation**: pupils with non-Italian citizenship **born in Italy** represents the 51,7% of total of migrant students

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INTRODUCTION Theoretical framework

Data analysis

- students from first or second generation immigrant backgrounds **perform worse** than their Italian peers
- the **training channeling** characterizes the paths of migrants students, who the choose Professional Education Schools (CFP)

Introduction | Context | Method | Analysis | Results | Discussion

INTRODUCTION Theoretical framework

International documents: what kind of intercultural choices?

- Council of Europe (2008): **Intercultural Dialogue** as a model
- OECD-PISA (2010): Impossibility of separating an effective training program from building a **social justice context**
- Europe 2020 Agenda OECD (2012): **Equity as inclusion** and **equity as fairness**
- Clear indications in **Italian legislation**

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INTRODUCTION Theoretical framework

Critical research: from Intercultural Education to Social Justice Education

- From Intercultural Education to **Social Justice Education** as a necessary step (Gundara & Portera, 2008; Gorski, 2009; Tarozzi, 2011a; 2014).
- Centrale **role of Education** to facilitate processes of equity (Torres & Noguera, 2008; Suárez-Orozco & Todorova, 2008; Tarozzi, 2011b; 2015; Malusà & Tarozzi, 2015).
- **Social skills** such as founding the educational process (Council of the European Union, 2000)

IN YOUR OPINION… Question research

Which Social justice Education model to migrant students' inclusion?

Which **processes** can provide **quality learning for all pupils** living in difficult contexts?

Write in few words your response on your notebook…

(3 minutes)

RESEARCH PURPOSE Question research

Which Social justice Education model to migrant students' inclusion?

Which **processes** can provide **quality learning for all pupils** living in difficult contexts?

I PHASE

- What are the elements of effectiveness of Cooperative Learning in intercultural education?

II PHASE

- Which process supports effective strategies toward quality learning for all in multicultural contexts?

III PHASE

- What is the transfer process in the context of a new school?

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CONTEXT

Participants

Multicultural class of primary school:

19 pupils

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CONTEXT

Participants

Multicultural class of primary school:

19 pupils

Heterogeneous and multi-problematic class with different:

- ✓ **foreign origin** (India, Morocco, Tunisia, Venezuela, Algeria, Colombia)
- ✓ **religion**
- ✓ **levels of learning and disability**

The class was crossed by a climate of conflict:

- relational problems between pupils difficult to manage
- conflict between natives and migrants parents

Introduction | Context | Method | Analysis | Results | Discussion

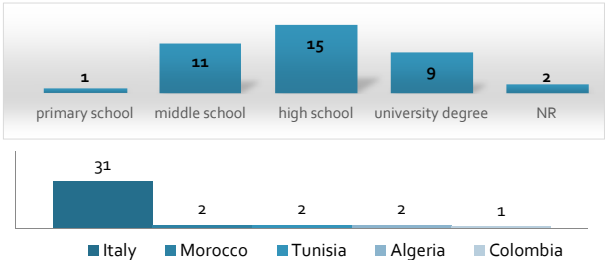
CONTEXT

Participants

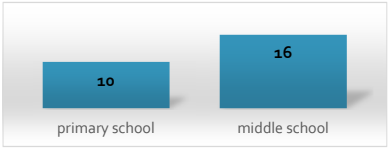
38 Parents

26 Teachers

➢38 parents



➢26 teachers



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CONTEXT Activities in primary school

Learning Together Model (Johnson, Johnson & Holubec, 1994):

- ✓ Heterogeneous team work of 4-5 pupils

- ✓ Roles rotation
  - Leader
  - Speaker
  - Reporter
  - Observer

Introduction | Context | Method | Analysis | Results | Discussion

CONTEXT Activities in primary school

Learning Together Model (Johnson, Johnson & Holubec, 1994):

- ✓ Activities to facilitate social abilities

- ✓ Interdisciplinary multicultural projects

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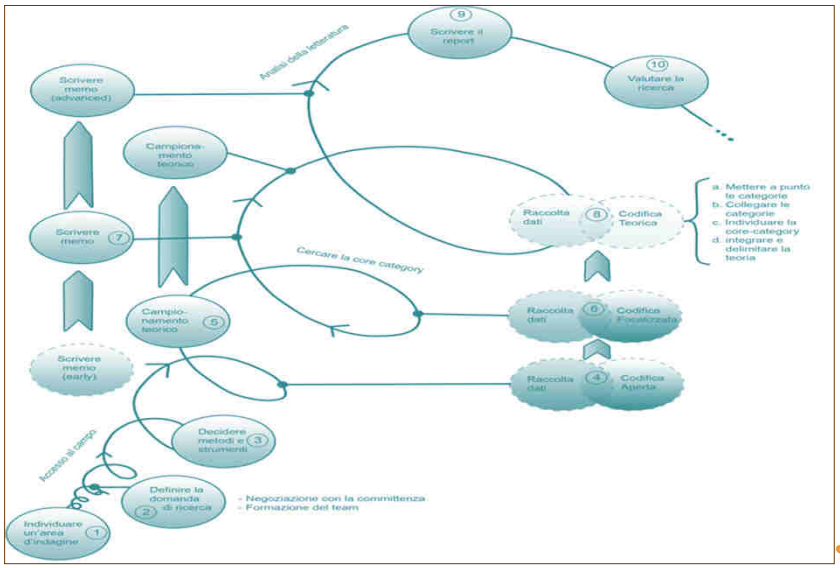
METHOD
Grounded Theory
(Charmaz, 2005)



Source: Tarozzi, 2008, p. 40.

METHOD

Phases

Longitudinal research with three phases:

I PHASE
2005-2008
✓ Case study

II PHASE
2008-2010
✓ GT in III and IV class

III PHASE
2010-2011
✓ GT in 4 classes of middle school

METHOD

Data

DOCUMENTAL DATA (2005-2011)

- Archival records
- Grey documents

VERBAL DATA

- 43 FOCUSED INTERVIEWS
  - teachers
  - parents
  - experts
- 19 SMALL GROUP INTERVIEWS
  - pupils
- 167 QUESTIONNAIRES
  - pupils

OBSERVATIONS (2007-2011)

- PARTICIPANTS OBSERVATIONS

VISUAL DATA and PRACTICES DOCUMENTATIONS

- photos
- videos
- poster

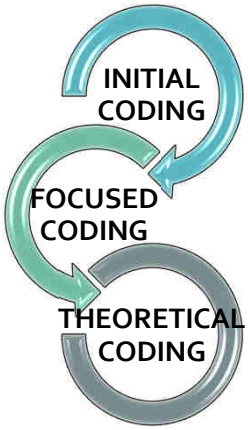
MEMOS

- Annotations

ANALYTICAL PROCESS

Support of *QSRNVivo9*

- All the material (sources) transformed into text
- Interviews **verbatim** written and encoded according to GT procedures

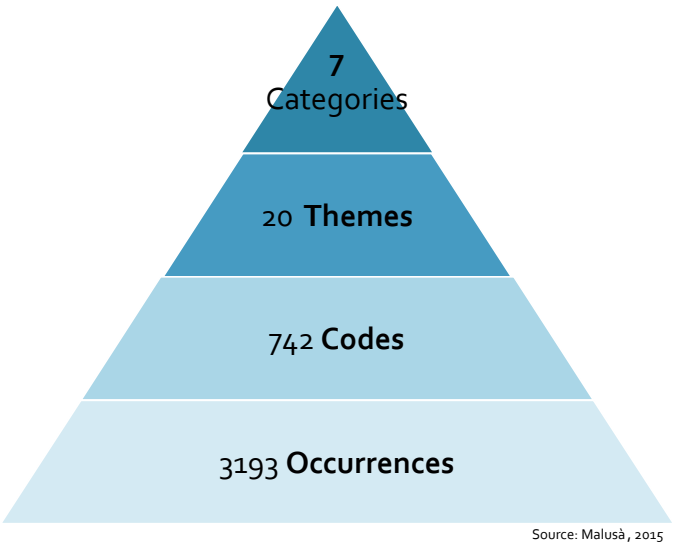


ANALYTICAL PROCESS Theoretical sampling*

- Italian **citizenship** and not
- different degrees of **involvement in the relationship with the school** (from opposed to active explicit collaboration)
- different **teaching methods** (active other frontal)

*Richards & Morse, 2007, p.241.

ANALYTICAL PROCESS Coding



Source: Malusà, 2015

Introduction | Context | Method | **Analysis** | Results | Discussion

ANALYTICAL PROCESS 7 Categories

Teachers' ethical choices

Experience of difficulties

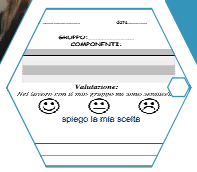
Local e global sociopolitical contexts

Quality learning for all

Teachers' strategies and effective skills

Creating multicultural experiences

Construction of social skills in the students



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Introduction | Context | Method | **ACTIVITIES** | Results | Discussion

ANALYTICAL PROCESS *Some codes invivo…*

Feeling like brothers and sisters

(Student)

I've felt the big responsibility for efficiently managing the class

(Teacher)

Facilitating inclusion through effective methodologies, thought and shared within the team

(Teacher)

Difficulties haven't changed, but what has changed is the way in which we perceive them

(Teacher)

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AND IN YOUR EXPERIENCE?

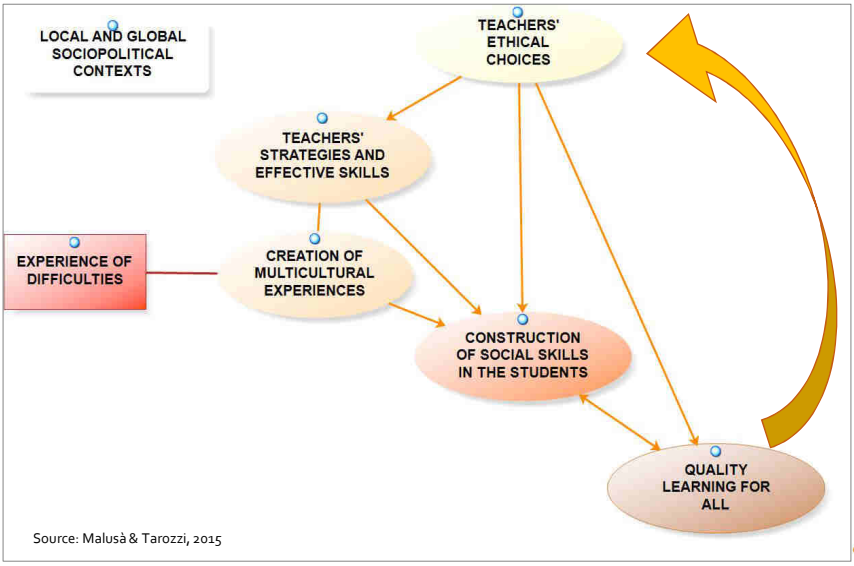
Write in few words some ideas about these categories behind the tickets that are in the envelope..

(5 minutes)

Which is the relationship between these categories?

Create your tree diagram

RESULTS
Theoretical model



Source: Malusà & Tarozzi, 2015

RESULTS
4 Phases

Which are the 4 successive stages of an effective teaching/learning process

RESULTS
I Phase

1. Taking sides ethically

PRECONDITIONS

- Reality choices in everyday practice
- Pervade all other categories

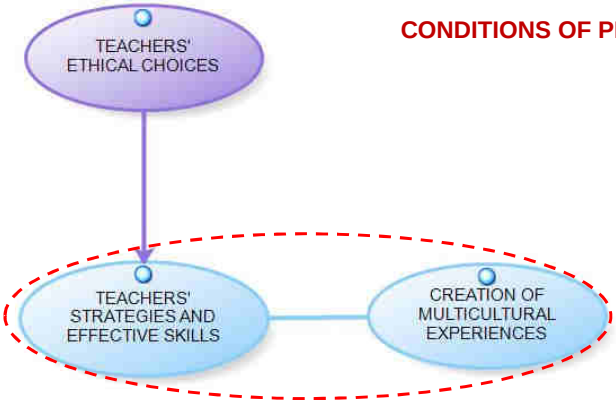
Nowadays I'd highly criticize the public school … the school for all, because I do believe that our society is going more and more… towards an exclusive and excluding school! (Teacher13, 2011)

In the last five years I've felt the big responsibility for efficiently managing the class […] the big challenge to be able to offer concrete opportunities for learning for all. (Teacher4, 2011)

RESULTS
II Phase

2. Facilitating the experience with effective strategies

CONDITIONS OF PRACTICABILITY

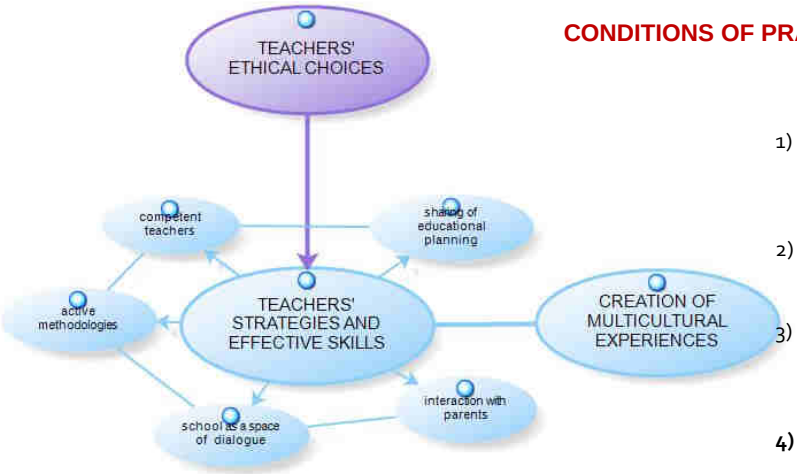


"Difficulties haven't changed, but what has changed is the way in which we perceive them". (Teacher primary school, 2010)

RESULTS
II Phase

2. Facilitating the experience with effective strategies

CONDITIONS OF PRACTICABILITY



Source: Malusà, 2015

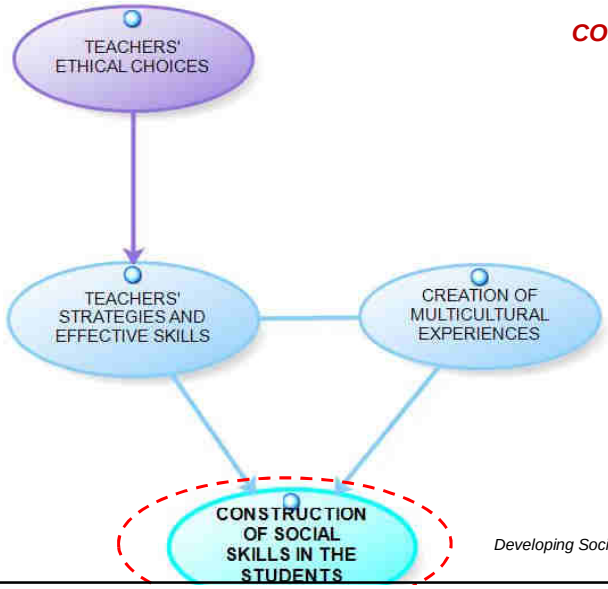
1) the presence of **social competences in teachers**
2) a **shared project** between colleagues
3) the use of **active methodologies** of teaching
4) **parental involvement** in school

Introduction | Context | Method | Analysis | **Results** | Discussion

RESULTS
III Phase

3. Constructing social skills

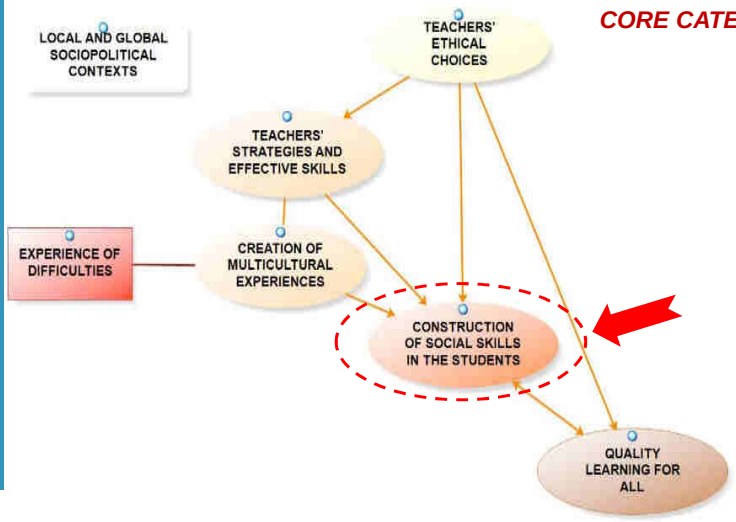
CORE CATEGORY



RESULTS
III Phase

3. Constructing social skills

CORE CATEGORY



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Introduction | Context | Method | Analysis | **Results** | Discussion

RESULTS
III Phase

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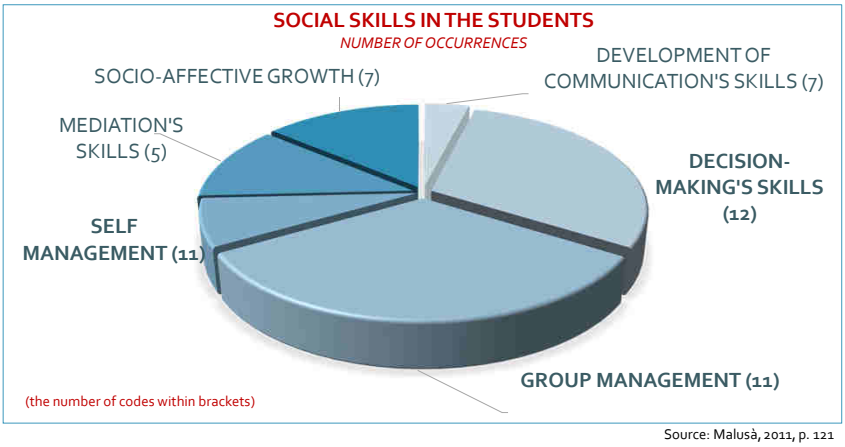

Source: Malusà, 2011, p. 121

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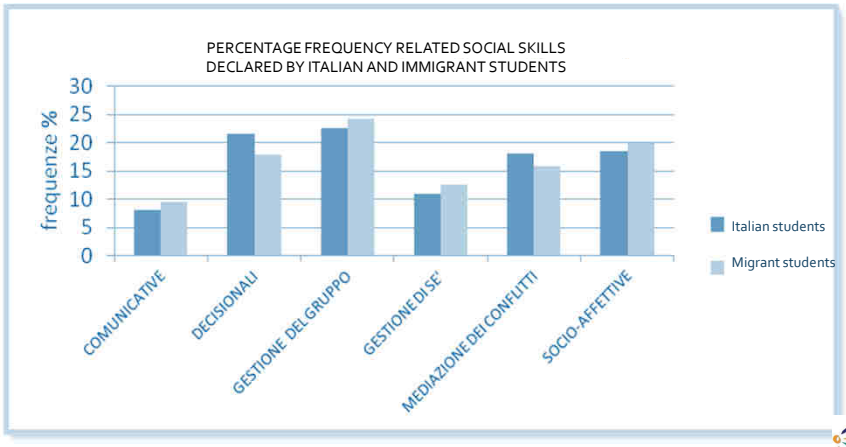
RESULTS
III Phase

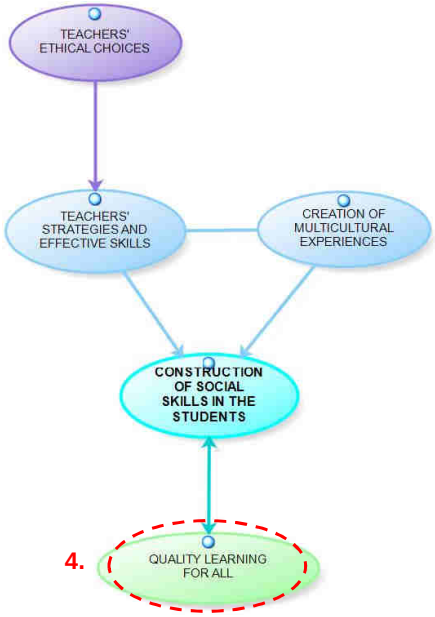
3. Constructing social skills

CORE CATEGORY



Source: Malusà, 2011, p. 121

RESULTS
IV Phase



4. Quality learning for all

OUTCOMES

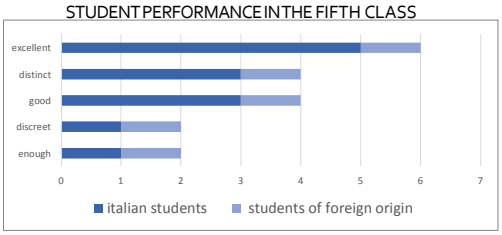
RESULTS
IV Phase

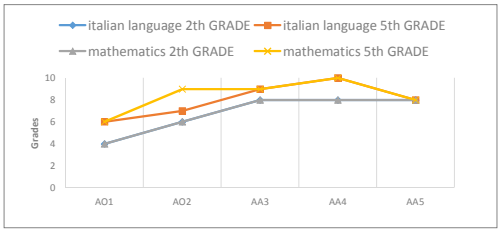
4. Quality learning for all

OUTCOMES

Academic success

All children improved considerably their school performance in every subject.





Source: Malusà & Tarozzi, 2015

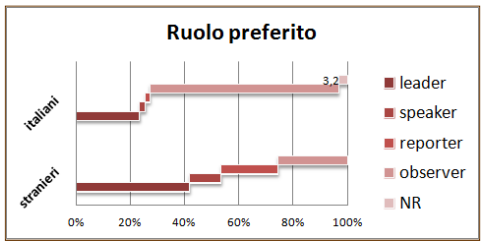
RESULTS
IV Phase

4. Quality learning for all

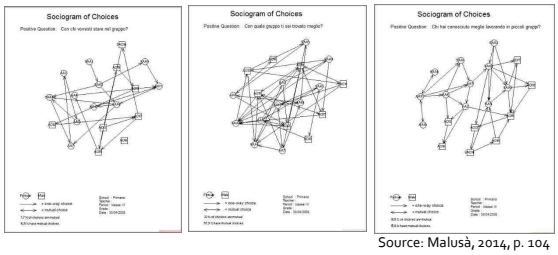
OUTCOMES

Feeling all well at school

- The migrant students take **active roles** in the life of the class, with a status recognized by peers.



Source: Malusà, 2011, p. 125

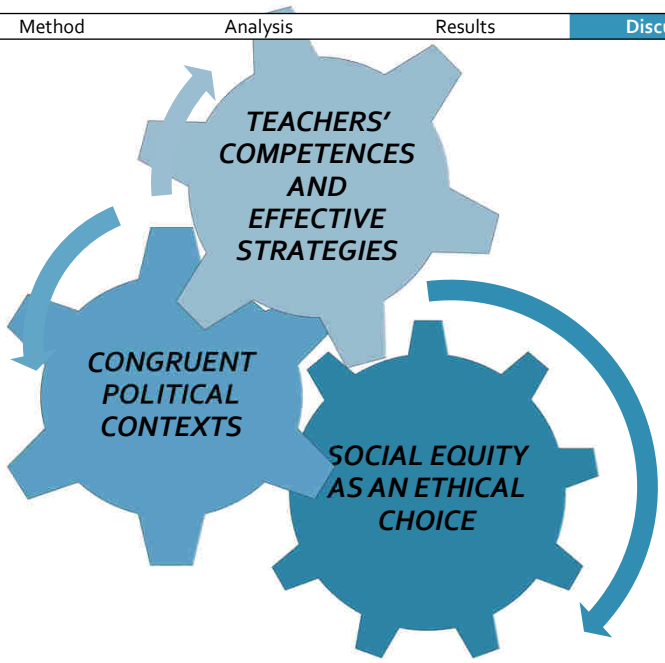


- The sociograms reveal a **cohesive class**, with internal dynamics sometimes flaming, but which include all pupils, without distinction of their origin.

Source: Malusà, 2014, p. 104

DISCUSSION
Academic success for all?

...it shows some **directions of sense**



DISCUSSION

From Research to Education

...if you want, share with your neighbor colleague some reflections about these directions of sense in relationship with the first question:

Which **processes** can provide **quality learning for all pupils** living in difficult contexts?

(3 minutes)

For further reading

Malusà, G. & Tarozzi, M. (2015). **Ensuring quality and equity in an Italian multicultural primary school**. In A. Portera e C. Grant (Eds.), *Intercultural Education and Competences in a Global World*. Cambridge Scholars Publishing (forthcoming).

Malusà, G. (2015). ***"Feeling all well in School": how can we build inclusive processes in multicultural contexts?*** Proceeding of the *4th Global Congress for Qualitative Health Research "Dialogues and Bridges for Intercultural Health"*, Merida -Yucatan (Mexico), March 18th-20th, 2015 (forthcoming).

Malusà, G. (2014). **Sharing for building. Efficacy processes of Cooperative Learning in multicultural contexts of primary school.** *Encyclopaideia, 18*(38), 92-112. doi:10.6092/issn.1825-8670/4471.

Malusà, G. (2011). "Processo pedagogico di base della costruzione delle competenze sociali in un contesto multiculturale." Unpublished dissertation, University of Trento, Italy.

Thanks ☺

Giovanna Malusà, M.Sc. in Psychology, qualified in Clinical Strategic Psychology in Educational areas, is currently PhD student in Psychological Science and Education at the Department of Psychology and Cognitive Science, University of Trento, Italy. Adjunct Professor and Tutor at University of Trento in "Inclusive Teaching Methods for Classroom Management" and in refresher courses for teachers, she cooperates as senior researcher in IPRASE (Trento).
She is also the editor assistant of *Encyclopaideia – Journal of Phenomenology and Education*, member and reviewer of Italian Association of Psychology (AIP).
She worked as a teacher in primary school for 28 years, promoting active methodologies in intercultural paths.

Giovanna Malusà
Contacts:
giovanna.malusa@unitn.it
giovanna@email.it
www.giovannamalusa.it

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