REFERENCES

Allport, F.H. (1920). The influence of the group upon association and thought. Journal of Experimental Psychology,3, 159-182.

Allport, F. H. (1924). Social psychology. Boston: Houghton Mifflin.

Ajzen, I. (1988). Attitudes, personality, and behavior. Chicago: Dorsey Press.

Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. N.J: Prentice-Hall, Inc.

Augoustinos, M. & Walker, I. (1995). Social Cognition:An Integrated Introduction London: Sage Publications.

Axelrod, R. & Hamilton, W.D. (1981). The evolution of cooperation. Science, 211, 1390-96.

Bales, R. F. (1950). Interaction process analysis: A method for the study of small groups. Cambridge, Mass.: Addison-Wesley.

Bales, R. F. (1970). Personality and Interpersonal Behaviour. New York: Holt, Rinehart and Winston.

Barnes, D., & Todd, F. (1977). Communication and learning in small groups. London: Routledge & Kegan Paul.

Bass, B.M. (1960). Leadership, psychology, and organisational behaviour. New York: Harper and Row.

Bavelas, A. (1948). Some problems of organization change. Journal of Social Issues, 4, 48-52.

Bennett, N., and Cass, A. (1988). The effects of group composition on group interactive processes and pupil understanding. British Educational Research Journal, 15, 19-32.

Bennett, N., and Dunne, E. (1991). The nature and quality of talk in co-operative classroom groups. Learning and Instruction, 1, 103-118.

Bilton, Tony, et. al.(1996) 3rd.edn. Introductory Sociology. London: The MacMillan Press Ltd.

Blau, P. M. (1954). Cooperation and competition in a bureaucracy. American Journal of Sociology, 59, 530-535.

Bloom, B. (Ed.) (1956) Taxonomy of Educational Objectives. Handbook I: Cognitive Domain (New York, McKay).

Bond, C. F. and Titus, L. J. (1983). Social facilitation: A meta-analysis of 241 studies. Psychological Bulletin, 94, 265-292.

Bonner, H. (1959). Group Dynamics: Principles and Applications. New York: Ronald.

Bramlett, R. K. (1994). Implementing cooperative learning: A field study evaluating issues for school-based consultants. Society for the Study of School Psychology. 67-83.

Brickner, M. A., Harkins, S. G. and Ostrom, T. M. (1986). Effects of personal involvement: Thought provoking implications for social loafing. Journal of Personality and Social Psychology, 51, 763-770.

Burron, B., James,M.L., & Ambrosio,A.L. (1993). The Effects of Cooperative Learning in a Physical Science Course for Elementary/Middle Level Preservice Teachers. Journal of Research in Science Teaching,30(7), 697-707.

Campbell, D.T. (1958). Common fate, similarity, and other indices of the status of aggregates of persons as social entities. Behavioural Science, 3, 14-25.

Cattel, R.B. (`1948). Concepts and methods in the measurement of group syntality. Psychological Review, 55, 48-63.

Chang, G.L., & Wells, G. (1987). The literate potential of collaboration talk. Paper presented at the meeting of the International Oracy Convention. Norwich: England.

Coffey, H. W. (1952). Socio and psyche group process, integrative concepts. Journal of Social Issues, 8, 65-74.

Cohen, B.P., & Vargas, A. (1987). Interdependence, interaction and productivity (Working paper No. 87-3). Stanford: Center for Sociological Research.

Cohen, E. G. (Spring,1994). Restructuring the Classroom: Condition for Productive Small Groups. Review of Educational Research,64(1), 1-35.

Cowie, H., Smith,P.K., Boulton, M., & Laver,R. (1994). <u>Cooperation in the Multi-Ethnic Classroom: The impact of Cooperative Group Work on Social Relationships in middle Schools</u>. London: David Fulton Publishers.

Creemers, Bert P.M. (1994). <u>The Effective Classroom</u>. London: Cassell.

Cuff, E.C., Sharrock, W.W., & Francis, D.W. (1993). <u>Perspectives in Sociology</u>(3rd ed.). London: Routledge.

Dashiell, J.F. (1930). An experimental analysis of social group effects. <u>Journal of Abnormal and Social Psychology</u>, 25, 190-199.

Deutsch, M. (1990). Cooperation, conflict and justice. In S. Wheelan, E. Pepitone and V. Abt (Eds.), <u>Advances in Field Theory</u>,(pp. 149-164). Newbury Park, CA: Sage.

Dipardo, Freedman, A.W. and Freedman, S. W. (1988). Peer response groups in the writing classroom: Theoretic Foundations and New directions. <u>Review of Educational Research</u>,58(2), 119-149.

Durkheim, E. (1898). <u>Representations individuelles et representations collectives, Revue de Metaphysique</u>,6, 274-302. (Translated by D.F. Pocock, Sociology and Philosophy. New York: Free Press, 1953.)

Fishbein, M. & Ajzen, I. (1975) <u>Belief, Attitude, intention, and behaviour: An Introduction to Theory and Research.</u> Reading: Addison-Wesley Publishing Company, Inc.

Fisher, B. A., & Ellis, D.G. (1990). <u>Small group: decision-making; Communication & the group process</u>(3rd ed.). Singapore: Mcgraw-Hill International Editions.

Fuchs, D., & Lynn, S. F. (1997). Peer-assisted learning Strategies: Making Classrooms more responsive to diversity. <u>American Educational Research Journal</u>,34(1), 174-206.

Galanes, G. J. and Brilhart, J. K. (1994). <u>Communicating in groups: Applications and skills.</u> Madison: Wm. C. Brown Communications, Inc.

Good, T.L., Slavings, R.L., Kathleen, H.H., & Emerson, H.(1987). Students Passivity: A Study of Question Asking in K-12 Classrooms. <u>Sociology of Education</u>,60 (July), 181-199.

Hardy, C. and Latane, B. (1986). Social loafing on a cheering task. <u>Social Science</u>, 71 (2-3), 165-172.

Harkins, S. G. and Petty, R. E. (1982). Effects of task difficulty and task uniqueness on social loafing. _Journal of Personality and Social Psychology_, 43, 1214-1229.

Hart, L.B. (1992). _Faultless Facilitation_. London: Kogan Page Ltd.

Hergerhahn, B.R., & Olson, M. H. (1993). _An Introduction of Theories of Learning_(4th ed.). N.J: Prentice Hall.

Ingham, A. G., Levinger, G., Grave, J. & Peckman, V. (1974). The Ringelmann effect: Studies of group size and group performance. _Journal of Personality and Social Psychology_, 10, 371-384.

Jackson, J. M. and Harkins, S. G. (1985). Equity in effort: An explanation of the social loafing effect. _Journal of Personality and Social Psychology_, 49, 1199-1206.

Jacobs, D. L., Watson, T.G., & Sutton, J.P. (1996). Effects of a cooperative learning method on Mathematics achievement and affective outcomes of students in a private elementary school. _Journal of Research and development in Education, 29_(4), 195-201.

Jaques, D.(1984). _Learning in groups_. London:Croom Helm Ltd.

Johnson, D. W. (1980). Group processes: Influences of student-student interaction on school outcomes. In J. H. Mcmillan(Ed.), _The Social Psychology of School Learning._ New York: Academic Press.

Johnson, D. W., Johnson, R.T., Dudley, B., & Burnett, R. Teaching students to be peer mediators. _Educational leadership_, 10-14.

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1988). _Advanced Cooperative learning_. Minnesota: Interaction Book Company.

Johnson, D. W., Johnson, R.T., & Holubec, E.J. (1987). _Structuring Cooperative Learning : Lesson Plans for Teachers 1987_. Minnesota: Interaction Book Company.

Johnson, D. W. Johnson, R. T. & Smith, K. A. (1986). Academic conbflict among students: Controversy and learning. In R.S. Feldman (Ed.), _The Social Psychology of Education (pp. 199-231)._ New York: Cambridge University Press.

Johnson, D. W., Maruyama, G., Johnson, R., Nelson, D. and Skon, L. (1981). Effects of cooperative, competitive and individualistic goal structures on achievement: A meta-analysis. _Psychological Bulletin_, 89, 47-62.

Jonassen, D. H., & Grabowski, B.L. (1993). <u>Handbook of Individual Differences: Learning and Instruction</u>. New Jersey:Lawrence Erlbaum Associates, Inc.

Kerr, N. L. (1982). Social transition schemes: Model, method, and applications. In H. Brandstatter, J. H. Davis and G. Stocker-Kreichgauer (Eds.), <u>Group Decision Making</u> (pp. 59-79)). London: Academic Press.

Kerr, N. L. (1983). Motivation losses in small groups: A social dilemma analysis. <u>Journal of Personality and Social Psychology</u>, 45, 819-828.

Kerr, N. L. and Bruun, S. E. (1981). Ringelmann revisited: Alternative explanations for the social loafing effect. <u>Personality and Social Psychology Bulletin</u>, 7, 224-231.

Kerr, N. L. and Bruun, S. E. (1983). Dispensability of member effort and group motivation losses: Free-rider effects. <u>Journal of Personality and Social Psychology</u>, 44, 78-94.

Kimble, G. A. (1961). <u>Hilgard and Marquis' conditioning and learning</u> (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall.

Krebs, D. & Schmidt, P. (1993). <u>New Directions in Attitude Measurement.</u> Berlin: De Gruyter.

Latane, B., Williams, k. and Harkins, S. (1979). Many hands make light work: The causes and consequences of social loafing. <u>Journal of Personalitya nd Social Pscyhology, 37, 822-832.</u>

Larson, C. E. and Lafasto, F. M. J. (1989). <u>Team Work: What Must Go Right/What Can Go Wrong.</u> Newbury Park, CA: Sage.

Leavitt, H. J. (1951). Some effects of certain communication patterns on group performance. <u>Journal of Abnormal and Social Psychology,</u> 46, 38-50.

Le Bon, G. (1895). <u>The Crowd.</u> New York:Viking. Reprint 1960.

Lewin, K. (1943). Forces behind food habits and methods of change. <u>Bulletin of the National Research Council</u>, 108, 35-65.

Lewin, K. (1951). <u>Field Theory in Social Science.</u> New York: Harper.

Lim, K. S. (1999). <u>Implementing a diagnostic assessment model using criterion-referenced tests in a private college.</u> Master's dissertation, University of Malaya, Kuala Lumpur.

Littlejohn, S. W. (1978). <u>Theories of Communication.</u> Columbus, OH: Merrill.

Luft, J. (1984). <u>Group Processes: An Introduction to Group Dynamics.</u> 3rd. ed. Palo Alto, California: Mayfield Publishing Company.

McManus, S.M. and Gettinger, M. (Sept.-Oct. 1996) Teacher and Student Evaluations of Cooperative Learning and Observed Interactive Behaviors. <u>The Journal of Educational Research,</u> 90(1), 13-22.

Mills, T.M. (1967). <u>The Sociology of small groups.</u> Englewood Cliffs, N.J.: Prentice-Hall.

Nattiv, A., Winitzky, N. and Drickey, R. (May-June 1991) Using Cooperative Learning with Preservice Elementary and Secondary Education Students. <u>Journal of Teacher Education,</u>42(3), 216-224.

Nitko, A. J. (1996). <u>Educational Assessment of Students.</u> (2nd.) Englewood Cliffs, N. J. : Prentice-Hall, Inc.

Rosenberg, M.J.; Hovland, C.I. (1960). <u>Cognitive, affective, and behavioral components of attitudes.</u> In: Hovland, C.I.; Rosenberg, M.J. (Eds.) <u>Attitude organization and change,</u> pp.1-14. New Haven, CT: Yale University Press.

Schutz, W.C. (1966). <u>The Interpersonal Underworld.</u> Palo Alto, CA:Science and Behaviour Books.

Schwartz, D. L., Black, J.B., & Strange, J. (1991, April). <u>Dyads have a fourfold advantage over individuals inducing abstract rules.</u> Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Sharan, S. (1980). Cooperative Learning in Small Groups:Recent Methods and Effects on Achievement, Attitudes, and Ethnic Relations. <u>Review of Educational Research,</u> 50(2), 241-271.

Sharan, S., & Sharan, Y. (1976). <u>Small-group teaching.</u> Englewood Cliffs, N.J.: Educational Technology Publications.

Shaw, M. E. (1976). <u>Group Dynamics:The Psychology of Small Group Behavior</u>(2nd ed.). New York:McGraw-Hill, Inc.

Shaw, M. E. (1981). <u>Group Dynamics: The Psychology of Small Group Behavior</u> (3rd. ed.) New York: McGraw-Hill.

Sherif, M., and Sherif C. W. (1956).<u>An Outline of Social Psychology.</u> (rev. ed.) New York: Harper and Row.

Shuell, T. J. (Winter 1986). Cognitive Conceptions of Learning. <u>Review of Educational Research, 56</u>(4), 411-436.

Slavin, R.E. (1980). Cooperative Learning. <u>Review of Educational Research, 50</u>(2), 315-342.

Slavin, R. E. (1986). Cooperative learning: Engineering social psychology in the classroom. In R. S. Feldman (Ed.), <u>The Social Psychology of Education</u> (pp. 153-171). New York: Cambridge University Press.

Slavin, R.E. (1990). <u>Cooperative Learning</u> (2nd ed.). Massachusetts: Centre for research on Effective Schooling for Disadvantaged Students, John Hopkins University.

Stevens, R.J., Slavin, R.E., & Farnish, A.M. (1991). The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification. <u>Journal of Educational Psychology. 83</u>(1), 8-16.

Stephenson, G.M. (1981) <u>Intergroup bargaining and negotiation.</u> In J.C. Turner and H. Giles (eds.), <u>Intergroup behaviour.</u> Oxford: Blackwell. pp. 168-98.

Sundstrom, E., De Meuse, K.P. and Futrell, D. (1990). Work teams: Applications and effectiveness. <u>American Psychologist,</u> 45 (2), 120-133.

Swing, S., & Peterson, P. (1982). The relationship of student ability and small-group interaction to student achievement. <u>American Educational Research Journal, 19,</u>259-274.

Tajfel, H. and Turner, J.C. (1986) <u>The social identity theory of intergroup relations.</u> In S. Worchel and W.G. Austin (eds.) <u>Psychology of intergroup relations.</u> Monterey, CA:Brooks/Cole. pp. 7-24.

Tingle, J. B. and Good, R. (1990) Effects of cooperative grouping in stoichiometric problem solving in high school, chemistry. <u>Journal of Research in Science Teaching, 27</u>(7) 671-683.

Travis, L.E. (1925). The effect of a small audience upon eye-hand coordination. <u>Journal of Abnormnal and Social Psychology,</u> 20, 142-146.

Triplett, N. (1898). The dynamogenic factors in pace-making and competition. American Journal of Psychology, 9, 507-533.

Tuckman, B.W. (1965). Developmental sequences in small groups. Psychological Bulletin, 63, 384-399.

Tuckman, B. W. and Jensen, M.A.C. (1977). Stages in small group development revisited. Group and Organizational Studies, 2, 419-427.

Tudge, J. (1990). Vygotsky: The zone of proximal development and peer collaboration: Implications for classroom practice. In L. Moll (Ed.), Vygotsky and education: Instructional implications and applications of sociohistorical psychology. New York: Columbia University Press.

Vedder, p. (1985). Cooperative learning: A study on processes and effects of cooperation between primary school children. Groningen, The Netherlands: University of Groningen.

Watson, B. (May-June 1995). Relinquishing the Lectern: Cooperative learning in Teacher Education. Journal of Teacher Education, 46(3), 209-224.

Webb, N. (1983). Predicting learning from student interaction: Defining the interaction variable. Educational Psychologist, 18, 33-41.

Webb, N. (1991) Task-related verbal interaction and mathematics learning in small groups. Journal of Research in mathematics Education,22, 366-389.

Webb, N. M., Troper, J.D., & Fall, R. (1995). Constructive Activity and learning in Collaborative Small Groups. Journal of Educational Psychology, 87(3), 406-423.

Wheelan, S.A. (1990). Facilitating Training Groups, New York: Praeger.

Wheelan, S. A. (1994) Group processes: A Developmental Perspective. Massachusetts: Allyn and Bacon.

Whicker, K.M. and Bol, L. (Sept.-Oct.1997) Cooperative Learning in the Secondary Mathematics Classroom. The Journal of Educational Research, 91(1), 42-48.

Wilkinson, L., & Calculator, S. (1982). Requests and responses in peer-directed reading groups. American Educational Research Journal, 19, 107-120.

Williams, k. B., Harkins, S. and Latane, B. (1981). Identifiability as a deterrent to sical loafing: Two cheering experiments. Journal of Personality and Social Psychology, 40, 303-311.

Wilcox, B., Williams,L., & Reutzel, D.R. (Jul.-Aug.1997) Effects of Task Roles on Participation and Productivity in the Intermediate Grades. <u>The Journal of Educational Research,</u> 90(6), 344-351..

Zaccaro, S. J. (1984). Social loafing: The role of task attractiveness. <u>Persoanlity and Social Psychology Bulletin,</u> 10, 99-106.

Zahn, G.L., Kagan,S., & Keith, F. W. (1986). Cooperative Learning and Classroom Climate. <u>Journal of School Psychology 24,</u> 351-362.

Zajonc, R. B. (1965). Social facilitation. <u>Science,</u>149,269-274.

Zhining, Q., Johnson, D.W., & Johnson, R.T. (1995). Cooperative versus competitive efforts and problem-solving. <u>Review of Educational Research. 65</u>(2), 129-143.