

COOPERATIVE EDUCATION INVENTORY STUDY

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AGENDA

1. Introduction

- ❖ Deficiencies in research on Cooperative Education
- ❖ Cooperative Research objective
- ❖ Research questions

2. Literature Review

- ❖ Assessing the needs for cooperative education
- ❖ Overview of Co-op Education Organizational Settings

3. Methodology

4. Conclusion

INTRODUCTION

❖ Deficiencies in co-operative research

- While there are many sources of information about co-ops, there has not been a systematic inventory of the educational resources or educators who provide education and training about cooperatives.
- Groups are challenged by the lack of materials that are culturally appropriate.
- It is difficult to obtain reliable information about whether a cooperative would be a good fit with groups needs or about the legal incorporation of cooperatives in their states.
- How to find materials to fit the needs of individual groups?

INTRODUCTION CONT.

- **Research objective**

This research has been designed to guide The Cooperative Foundation in its role as a funder of groups developing new cooperative education materials.

INTRODUCTION CONT.

❖ Research Questions

- How do we assess that the materials are being produced by the best available source?
- How do we assure that the materials are available for use beyond the local or regional organization?
- How do we assure that there is not unnecessary duplication of effort among these organizations?

INTRODUCTION CONT.

❖ Importance of the study

The Cooperative Foundation will use these findings to:

- Guide their future funding priorities
- Develop high quality educational materials
- Meet the needs of cooperative educators and the general public.

LITERATURE REVIEW

- ❖ **Assessing the needs for cooperative education: cont.**
 - Foley developed a general classification system for analyzing co-operative education:
 - Formal
 - Non-formal
 - Informal
 - Incidental (Whitman, 2012)

LITERATURE REVIEW CONT.

❖ Assessing the needs for cooperative education: Cont.

- There are different modes of co-operative education delivery:
 - Workshops
 - Certificate trainings
 - College courses
 - Webinars
- Successful co-op initiatives such as the Antigonish Movement and Mondragon were started using study clubs or circles (Mathews, 1999, pp. 162-163)

LITERATURE REVIEW CONT.

❖ Overview of Co-op Education Organizational Settings

- Co-op educators may be found in the following organizational settings:
 - Governments
 - National trade associations
 - Regional co-op development centers
 - Local nongovernmental organizations
 - Cooperative Development Centers
 - Local community based nonprofits

LITERATURE REVIEW CONT.

❖ Assessing the needs for cooperative education

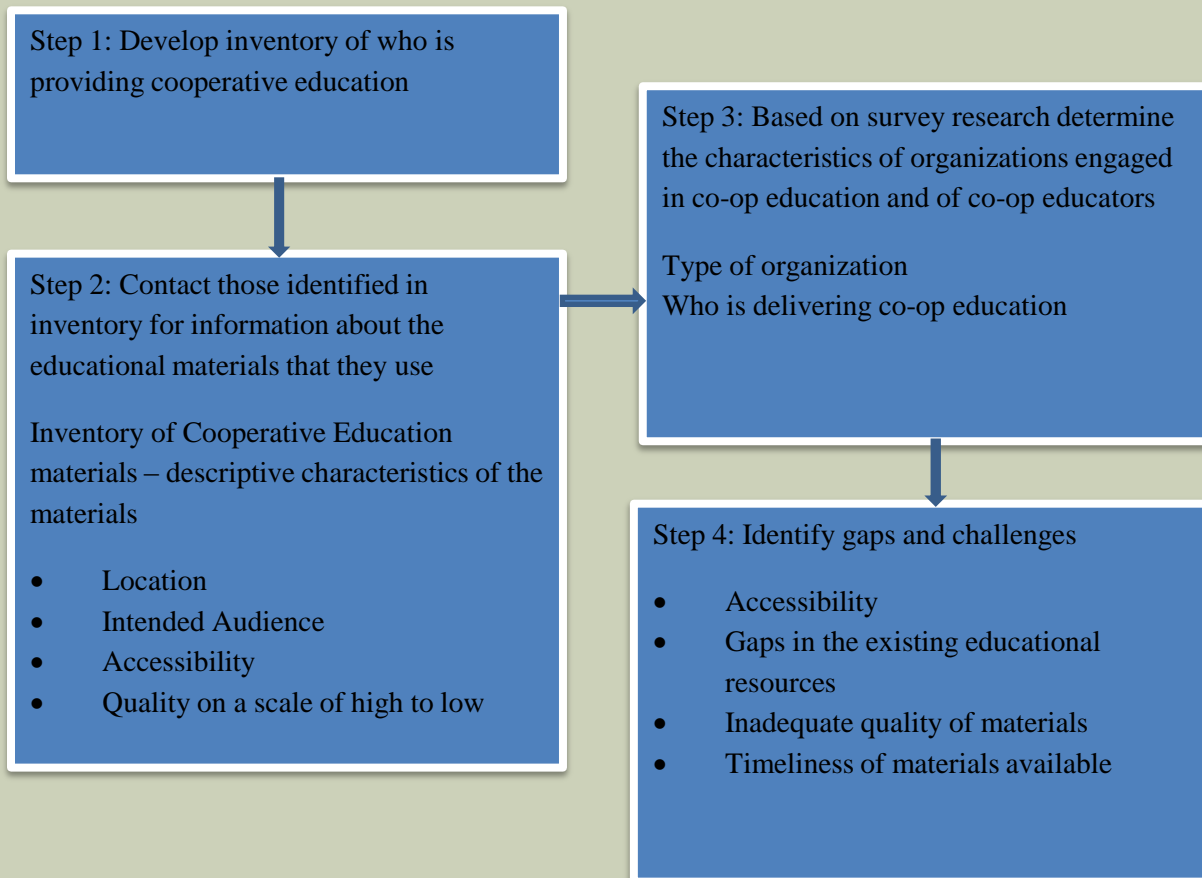
- Largest source of cooperative educational resources: U.S. Department of Agriculture's Rural Development website
 - Materials for co-op developers
 - Boards and members of existing co-ops
 - Materials targeted to youth
 - Videos, podcasts, and PowerPoint presentations
- How to find materials to fit the needs of individual groups? Particularly those who are not already connected to the co-op community in the USA.
 - Compile an annotated bibliography derived from resources cited by respondents to the survey.

LITERATURE REVIEW CONT.

❖ Assessing the needs for cooperative education cont.

- There is a need for greater investment in resources for training materials to serve a variety of cooperatives across sectors
 - The credit union sector is illustrative of factors to consider in this study because it has an extensive and well developed set of educational resources
 - Food Cooperative Initiative (FCI) has a resource rich website that provides print, podcast, and film resources for groups considering to start a new food cooperative

CONCEPTUAL FRAMEWORK DIAGRAM



METHODOLOGY

❖ Step 1: Preliminary work

- Meeting with an advisory group to develop a list of potential co-op educators: 368 people involved in co-op education and training in the USA

❖ Step 2: Survey instruments

- We developed a survey instrument in Qualtrics
- Administer the survey by email to everyone on the list between

METHODOLOGY CONT.

❖ Step 3: Analysis

- Participant responses to questions about themselves and their years of experience in the field, and about the types of materials they use.

❖ Step 4: Analysis

- Analysis of 3 open ended questions to assess what gaps exist in the literature and what types of materials or educational media would be appropriate to fill the gaps

❖ Step 5: Follow up Interviews

- Additional step was added for interviews with key stakeholders to explore themes raised in survey research for more detail.

Question	Sources of information	Variables/type of information to be collected
Who is providing cooperative education?	Internet; existing directories from trade associations; key informants; and phone follow up interviews where necessary	<ul style="list-style-type: none"> • Name • Contact information • Type of organization • Services provided • Geographic area served • Organizational structure
How do we assess the abilities of these organizations to produce the materials?	Survey instrument developed in Qualtrics on SNHU system. Survey tool to be developed with The Cooperative Foundation board. It should include questions to determine how materials were developed and by whom based on what skill set.	<ul style="list-style-type: none"> • Type of organization • Qualifications of the developers of the materials • Effectiveness of the materials for serving the intended audience • Appropriateness of the materials for the intended audience • Efficiency of the materials for transmitting the information
How do we assess that the materials are being produced by the best available source?	<p>Review the materials based on the criteria established for answering question 2 and develop a set of standardized evaluation criteria.</p> <p>Where there is duplication of effort, compare the findings.</p> <p>Secondary data sources that can be accessed about the impact of these materials where available from the organizations that have developed the materials.</p>	<ul style="list-style-type: none"> • Characteristics of organizations • Qualifications of the developers of the materials • Effectiveness of the materials for serving the intended audience • Appropriateness of the materials for the intended audience • Efficiency of the materials for transmitting the information • Organizational history
How do we assure that the materials are available for use beyond the local or regional organization?	<p>From an electronic survey and phone interviews where surveys are not returned</p> <p>Where available request tracking information on web-based access of materials</p>	<ul style="list-style-type: none"> • Type of access • Location of access • Cross sectoral applicability

CONCLUSION

- ❖ The study has pointed to some useful criteria for how to assess priorities for the production of new training materials
- ❖ There is a need to attract developers of new materials that are experienced with working on curriculum for grassroots nonwhite and non-middle class groups.
- ❖ Developers of new co-op education resources should consider working with game designers to develop simulations and interactive resources for web-based materials.
- ❖ The co-op business resources are best developed by people who have the requisite skills in finance or business law

TO ACCESS A COPY OF THE REPORT:

- The report will become available on The Cooperative Foundation website later this summer:
- <http://www.thecooperativefoundation.org/>