



Mahidol University
Institute for Innovative Learning

Communication Skills and Cooperative Learning

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เอกสารประกอบการอบรม “MUPSF Level 2” สำหรับคณาจารย์มหาวิทยาลัยมหิดล วันที่ 25 มิถุนายน 2568

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Today's Goals

In this lesson, students will:

- Explore and experience cooperative learning activities.
- Discuss the effective teaching pedagogy for cooperative learning.





Outline



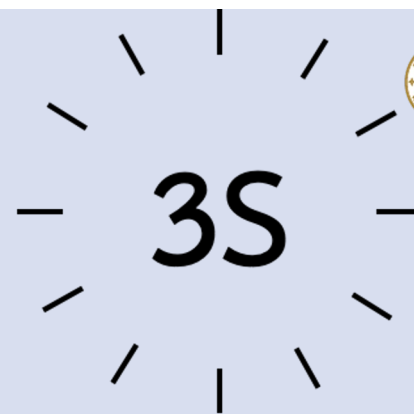
Part 1
Activity



Part 2
Debriefing



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Agreement

Participate & Enjoy the moment.

Share-Show-Shop



มีเพียง **5%** ของคนที่สามารถค้นหา 6 รายการ



Why Communication & Collaborative Skills

- Essential for working with others
- Interpersonal skills that employers value.



PHOTO: [ALISON CZINKOTA / THE BALANCE](#)

Effective Communication Skills for Nurse



6 Core Communication Skills

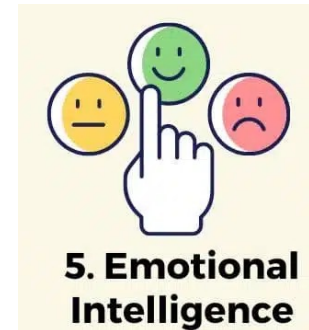


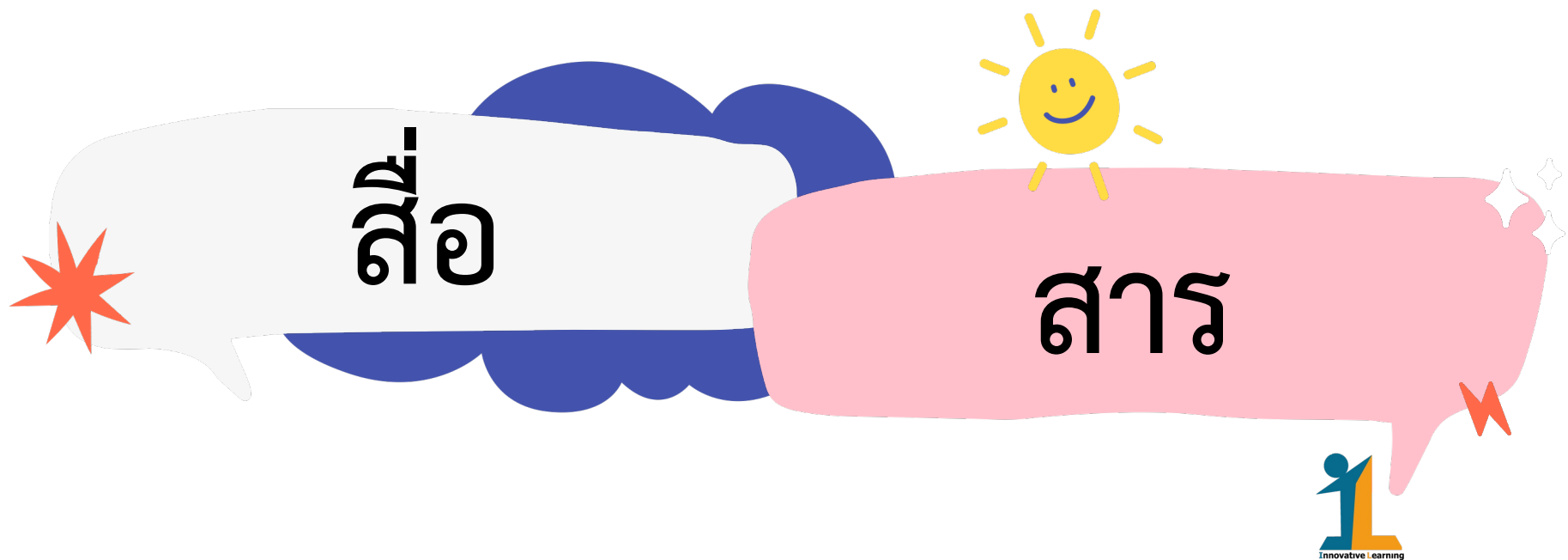
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Activity 1





Effective Communication Skills

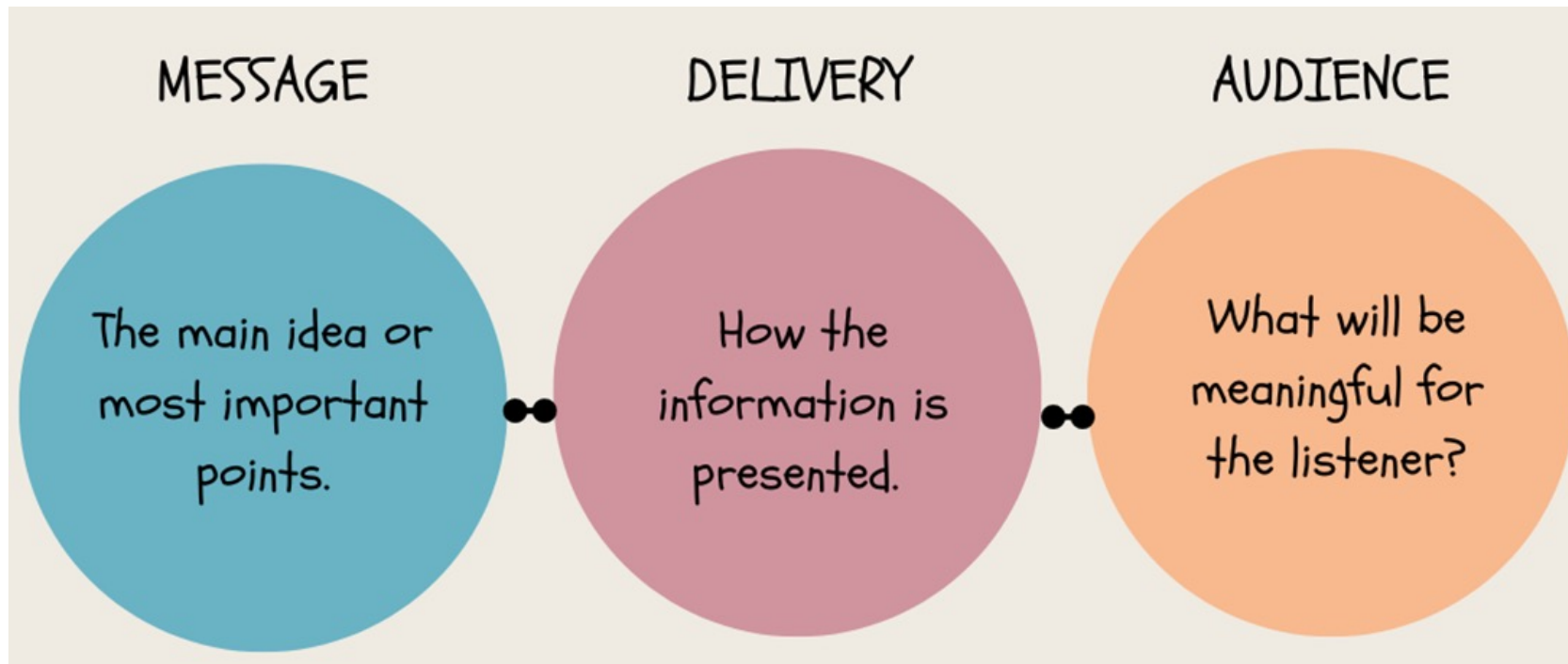


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Activity 2





Collaboration is an interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peersIn the collaborative model groups assume almost total responsibility.....

[whereas] **Cooperation** is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups.... In the cooperative model the teacher maintains complete control

Panitz (1997)

“Cooperative learning is one way to collaborate”





❖ Cooperation

- student group
- active learning
- *teacher* is the *center of authority* in the class (use specific structures to facilitate group interactions)

❖ Collaboration

- student group
- active learning
- teacher *empowers* the *small groups*



❖ Cooperation

- accomplishment by the division of labor among the students where *each student is responsible for a part of the information* required to solve problem
- group tasks are usually *more closed-ended*

❖ Collaboration

- the mutual engagement of students in *coordinated effort* to solve problem
- group tasks are more *opened-ended and complex*



❖ Cooperation

- partners *spilt* the work, solve sub-tasks *individually*
- assemble the partial results into *a final output*
- stresses on the *product* of working together

❖ Collaboration

- partners *do* work *together*
- submit their work as *individuals*
- stresses on the *process* of working together

- **S**tudent-**T**eams-**A**chievement-**D**ivisions (Slavin, 1994)



The teacher presents a lesson, and then the students meet in teams of 4-5 members to complete a set of worksheets on the lesson. Each student then takes a quiz on the material, and the scores the students contribute to their teams are based upon the degree to which they improved their individual past averages. The highest scoring teams are recognized in a weekly class newsletter.

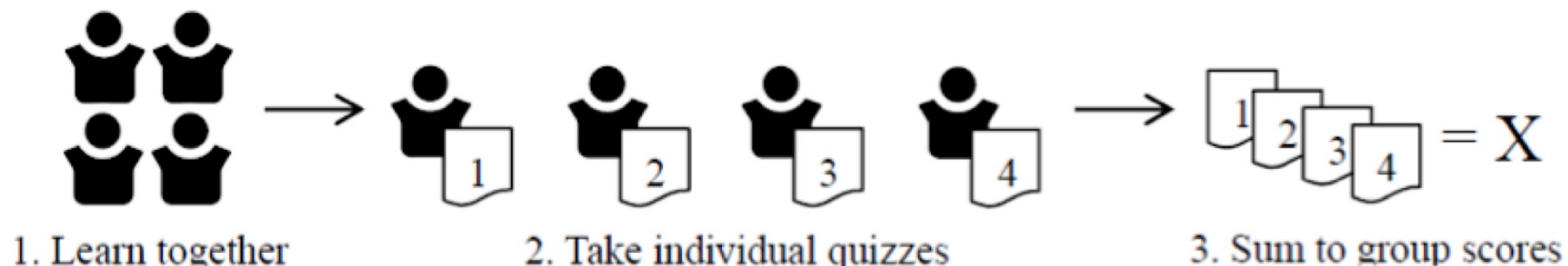


Figure 1. Student team achievement divisions (STAD) technique

- **S**tudent-**T**eams-**A**chievement-**D**ivisions (Slavin, 1994)



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- **T**eams – **G**ames – **T**ournaments (Slavin, 1995)

The students play academic games as representatives of their teams. They compete with students having similar achievement levels and coach each other prior to the game to insure all group members are competent in the subject matter.

“Cooperative learning is one way to collaborate”





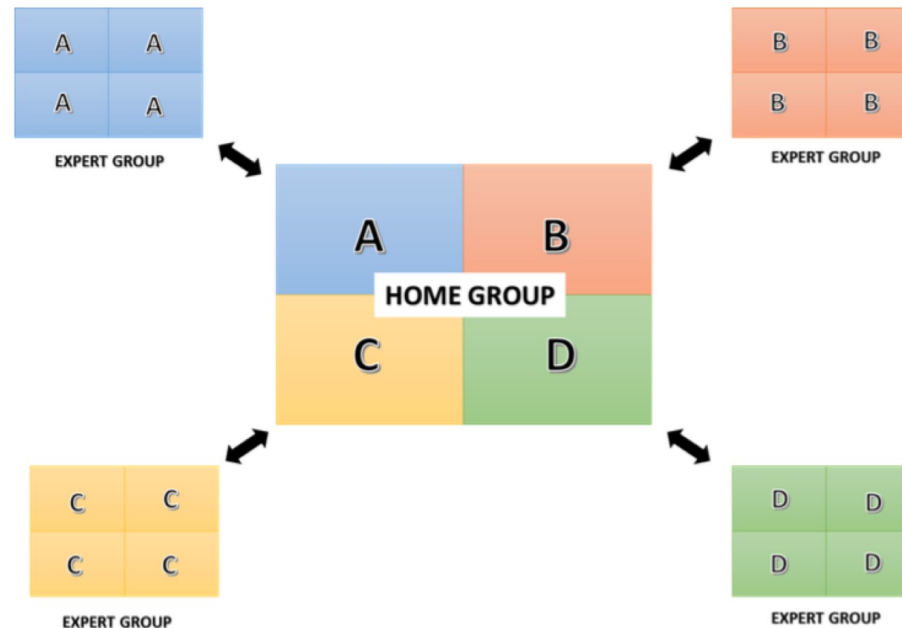
Jig Saw Model (Aronson *et, al.*, 1978)

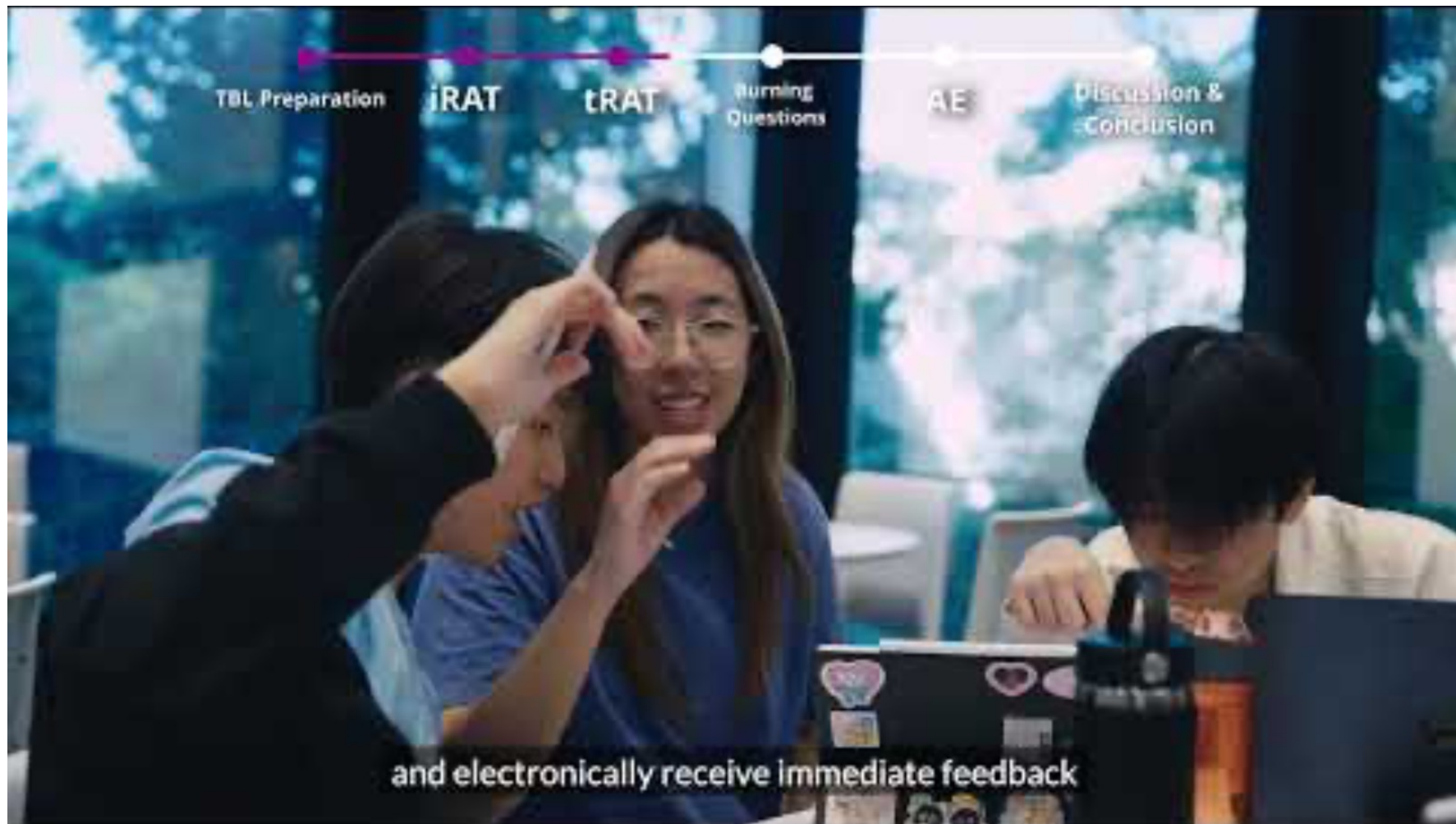


Students become “experts” on a concept and are responsible for teaching it to other group members.

Groups subdivide a topic and members work together with those from other groups who have the same topic.

They then return to their original groups and explain their topic.



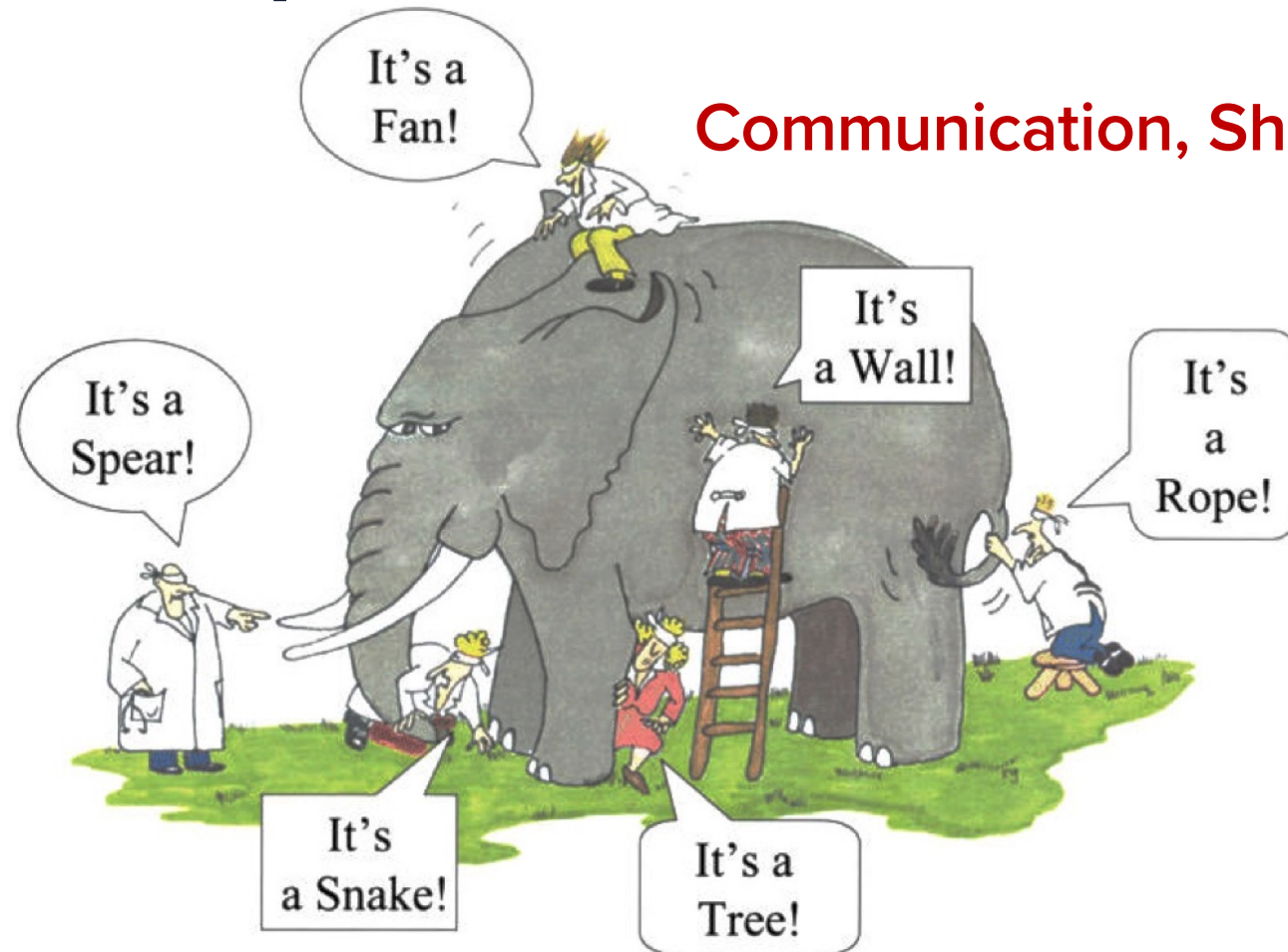


<https://www.youtube.com/watch?v=GhLOv7WAW14>

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How to improve the result?

Communication, Sharing & Trust





Q&A



Learning results from what the student does and thinks, and only from what the student does and thinks. The teacher can advance learning only by influencing the student to learn.

— *Herbert Simon* —

AZ QUOTES

