Empathic Skills and Adaptability

MUPFS level 2 (Intermediate Education Training)

Mahidol University Professionals Standards Framework (MUPSF)

ระดับที่ ๒ การจัดการเรียนการสอนเฉพาะกลุ่ม เป็นผู้มีคุณภาพการจัดการเรียนการสอน ระดับที่ ๑ ที่มีความรู้ลึกในศาสตร์ของตน และติดตามความก้าวหน้าของความรู้ในศาสตร์อย่างสม่ำเสมอ มีความรู้ ความเข้าใจในศาสตร์การเรียนรู้ สามารถจัดการเรียนรู้ที่เหมาะสมกับกลุ่มผู้เรียน กำกับดูแลและติดตามผล การเรียนรู้ของผู้เรียนอย่างเป็นระบบ ให้คำปรึกษาชี้แนะแก่เพื่อนอาจารย์ในศาสตร์ได้ และส่งเสริมให้เกิด การปฏิบัติตามจรรยาบรรณวิชาชีพอาจารย์ภายในองค์กร ทั้งนี้ ผู้ผ่านการประเมินระดับที่ ๒ จะต้องมีคุณสมบัติ ครบ ๒๘ ข้อ (ข้อ ๑-๒๘) ตามเกณฑ์มาตรฐานคุณภาพอาจารย์ของมหาวิทยาลัยมหิดล (Mahidol University Professional Standards Framework : MUPSF) แนบท้ายประกาศนี้

| ลำดับ	ข้อมูลระดับคุณภาพการจัดการเรียนการสอน	ตัวอย่างกิจกรรม
๒๘	จัดการเรียนรู้ที่เปิดโอกาสให้ผู้เรียนได้ฝึกหรือได้แสดงออกในทักษะของ ๒๑st Century Skills (Non Technical) ตามผลลัพธ์การเรียนรู้ของบทเรียน เช่น การมีปฏิสัมพันธ์การ ร่วมงาน (Inter-personal skill) ความสามารถในการแสดงออก (Demonstrated ability) การแก้ปัญหา (Problem solving) การปรับตัว (Adaptability) และ รับความ คิดเห็น (Consideration of other people's views)	

Industry 4.0

Industrial workforce

Working together as a team

Community-centric

Managing conflicts

Digitalization
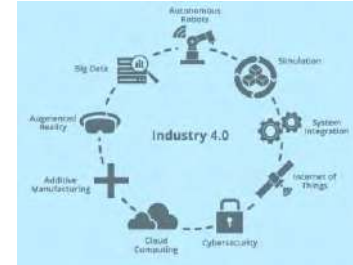
Technology created more space between people

Social system change drastically

Lack of time; Need for independence

Dependence on **Family system** to build up skills

The ability to read the signals in others varies on the basis of our level of empathy

(Purushothaman, 2021).

Facial expression
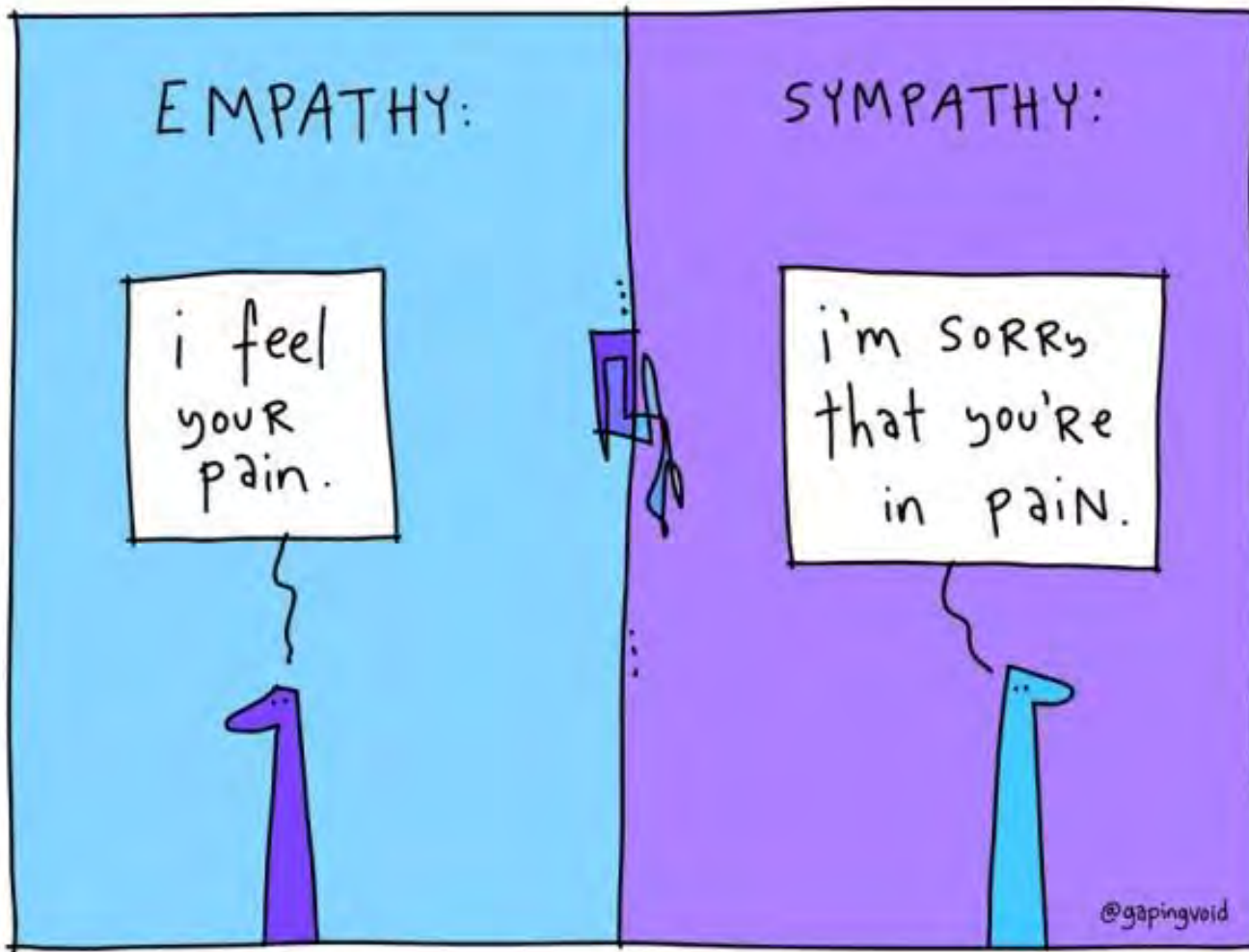
Tone

Verbal cues

Language cues

Gesture

Empathy

Einfühlung

Translation from German (Titchener, 1909; Wispe, 1986)

"Feeling into" (Wispe, 1987);
Accurately perceive the feeling state of another

What is the first requirement to be able to empathize?

Empathetic Listening ♡

How to recognize emotions experienced by others

Empathetic Listening ♡

How to recognize emotions experienced by others

I. recognizing all verbal and nonverbal cues

II. understanding the meaning of the messages &
keeping track of the points of the conversation

III responding and encouraging communication to continue

Three Types of Empathy

Cognitive empathy

Ability to see things in the way others may think and act, and through which understand their perspective.
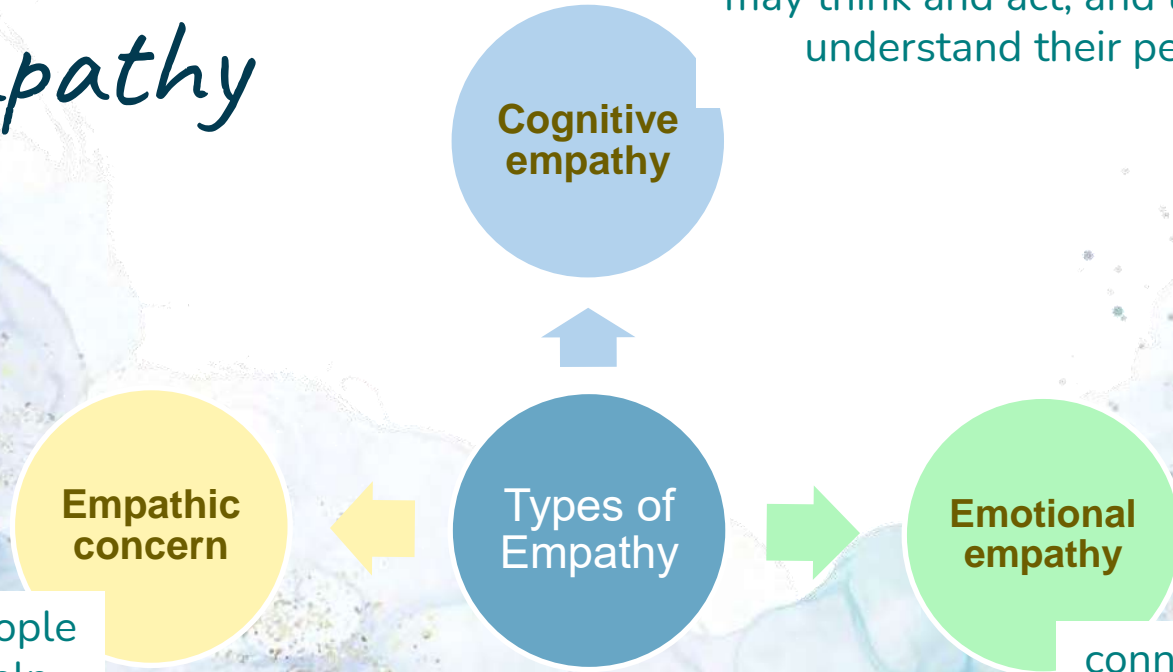
Types of Empathy

Empathic concern

sensing when people are in need of help

Emotional empathy

connecting with other people's emotions

Purushothaman, R. (2021). *Emotional Intelligence*. SAGE Publishing India.

Empathic Listening

vs

Mindful Listening

Mindful Listening

- no~~d~~ "mm ~~hmm~~"

- rep~~eat~~ back to the ~~ta~~lker something

Research showed that these behaviors <u>fall far short</u> of describing good listening skills.

Zenger, J. & Folkman, J. (2016). What great listeners actually do. *Harvard Business Review*, *14*.

3,492 participants

in a managmeent training program, were assessed by 360-degree assessment

the TOP 5% who were perceived as being

the most effective listeners

Effective Listeners

Have four characteristics

1. **periodically ask questions** that promote discovery and insight

asking questions imply that you comprehended it well enough to want additional information.

Effective Listeners

Have four characteristics

2. made the other person **feel supported**

create a safe environment in which issues and differences could be discussed openly.

Effective Listeners

Have four characteristics

3. create a **cooperative conversation**

They do not listen only to identify errors
in reasoning or logic

Effective Listeners

Have four characteristics

4. **make suggestions** in a way others would accept

Making suggestions is not itself the problem;
it may be the skill with which those suggestions are made.

Empathic Listening

vs

Mindful Listening

- Ask questions
- Create safe environment
- Cooperative conversation
- Make suggestions

https://tinyurl.com/torontoempathy

Spreng*, R. N., McKinnon*, M. C., Mar, R. A., & Levine, B. (2009). The Toronto Empathy Questionnaire: Scale development and initial validation of a factor-analytic solution to multiple empathy measures. *Journal of personality assessment*, *91*(1), 62-71.

- Scoring Item responses are scored according to the following scale for positively worded Items 1, 3, 5, 6, 8, 9, 13, 16.
- Never = 0; Rarely = 1; Sometimes = 2; Often = 3; Always = 4.
- The following negatively worded items are reverse scored: 2, 4, 7, 10, 11, 12, 14, 15.
- Scores are summed to derive total for the Toronto Empathy Questionnaire.

Toronto Empathy Questionaire	Emotional Quotient
Cognitive empahty	Both cognitive empathy and emotional empathy
16 items	60 items
Self-assessment	Self-assessment
Measure various psychological and social factors	Research and clinical settings; Examine empathy deficits

Empathic skill

Intensity of Empathy

Pity; Sympathy; Empathy; Compassion

Mindful Listening

Ask questions; Give suggestions;
Cooperative conversation

Three Types of Empathy

Empathic concern; Emotional empathy;
Cognitive empathy

Assessment

Toronto Empathy Questionnaire

Q & A

Adaptability

MUPFS level 2 (Intermediate Education Training)

June 1, 2023

Learning & Innovation Skills - 4Cs
Critical Thinking • Communication
Collaboration • Creativity

Key Subjects - 3Rs &
21st Century Themes

Life & Career Skills

Information, Media, &
Technology Skills

Standards & Assessments

Curriculum & Instruction

Professional Development

Learning Environments
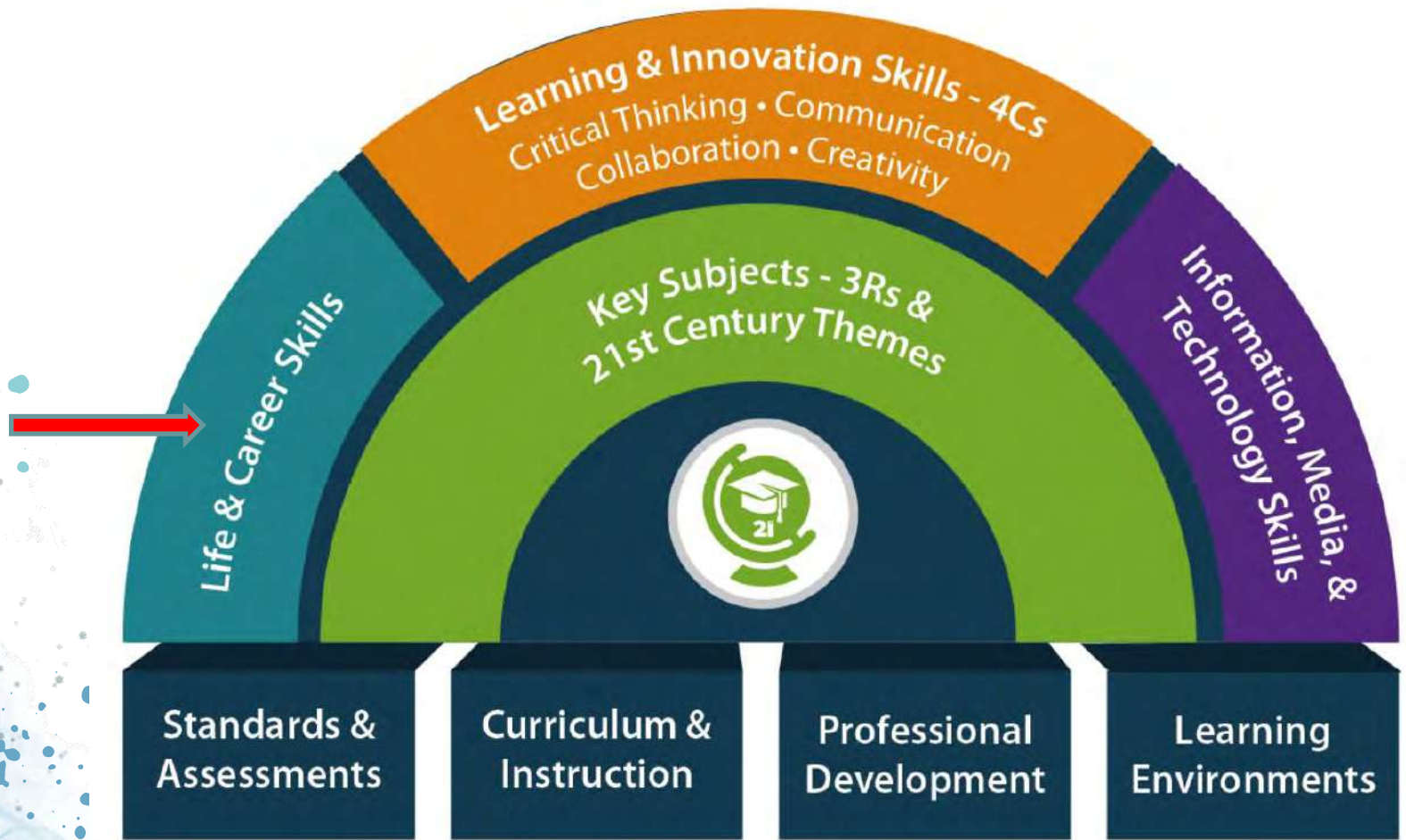
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Life & Career Skills

- Flexibility and <u>Adaptability</u>

- Initiative and Self-Direction

- Social and Cross-Cultural Skills

- Productivity and Accountability

- Leadership and Responsibility

Career adaptability

Changes

"People are …more or less prepared to change,

differ in their resources to manage change,

demonstrate more or less change when change is needed,

and as a result become more or less integrated into life roles over time''
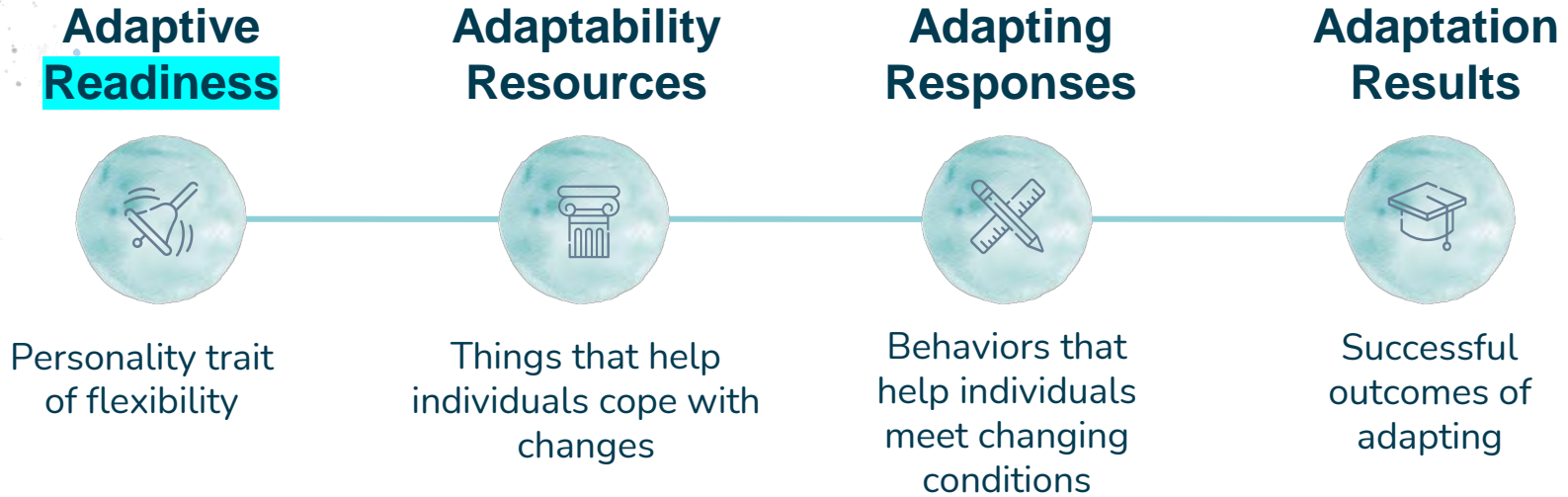
(Savickas & Porfeli, 2012, pp.661–662)

Changes

选用黄铜镶嵌
与原有装饰协调

铜镶嵌

选用黄铜镶嵌
与原有装饰协调

What do you need to be adaptable?

http://tiny.cc/4jbnuz

Adapt-Ability

Adaptive Readiness

Personality trait of flexibility

Adaptability Resources

Things that help individuals cope with changes

Adapting Responses

Behaviors that help individuals meet changing conditions

Adaptation Results

Successful outcomes of adapting

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of vocational behavior*, *80*(3), 661-673.

Adaptive Readiness

"....personality trait of flexibility of **willingness to change**"
(Savickas & Porfeli, 2012, p. 662).

Case Study: The Yard Hostel

Self-Talk

Preparation

- "It's not going to be as bad as I think."
- "I am getting better and need to re-build my confidence."
- "If I do get bad feelings, I know they won't last long."
- "It's better to go than not to go. Worry doesn't help."
- "I might enjoy it if I go."

Cope with

- "Concentrate on what is going on….not how I feel."
- "Concentrate on what I have to do."
- "This is just anxiety; it is an unpleasant feeling, but I've never been ill."
- "I know I am going to be OK."
- "The feelings always pass."
- "One step at a time."

Different Thinking Styles

All or nothing thinking

Sometimes called 'black and white thinking'

If I'm not perfect I have failed

Either I do it right or not at all

I only got a B on my exam. I always fail. I should not have even tried.

Even though a B is not what I was hoping for, it is still pretty good! Next time I could study more and see if I can do better!!

Psychology tools. (n.d.). Unhelpful thinking styles. https://www.psychologytools.com/resource/unhelpful-thinking-styles/

Different Thinking Styles

Jumping to conclusions

$$2 + 2 = 5$$

There are two key types of jumping to conclusions:
- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

[Mind reading]

My teacher did not answer me when I said hello to her this morning. She is probably mad at me for something.

⬇

My teacher did not answer me when I said hello to her this morning. She might be upset with me, but I cannot know that for sure unless she tells me so. Maybe she did not hear me?

Self-Talk / Different Thinking Styles

All or nothing thinking

Sometimes called 'black and white thinking'
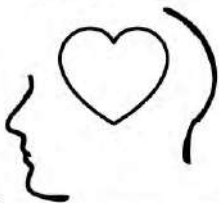
If I'm not perfect I have failed

Either I do it right or not at all

Over-generalising

"*everything is always rubbish*"

"*nothing good ever happens*"

Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Emotional reasoning

Assuming that because we feel a certain way what we think must be true.

I feel embarrassed so I must be an idiot

Jumping to conclusions

$2 + 2 = 5$

There are two key types of jumping to conclusions:
- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

Example: Sport Psychology

An athlete is taught to stay positive, to stay calm, to "see yourself as a winner." Many athletes find success with this positive thinking and imagery.

We can re-train our brain!!
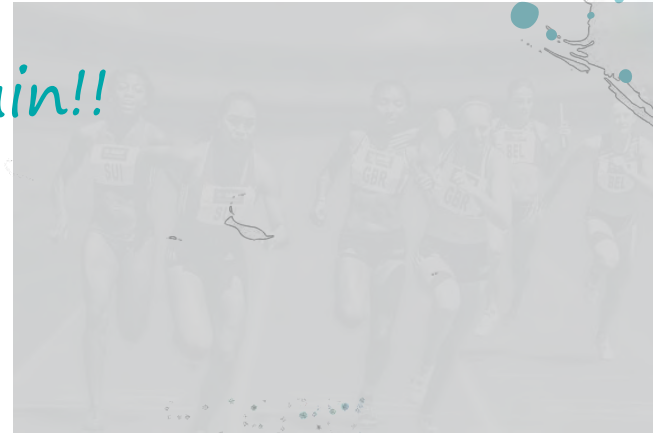
Adapt-Ability (Savickas & Porfeli, 2012)

Adaptive Readiness

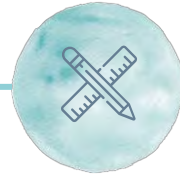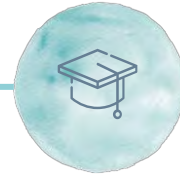Personality trait of flexibility

Adaptability Resources

Things that help individuals cope with changes

Adapting Responses

Behaviors that help individuals meet changing conditions

Adaptation Results

Successful outcomes of adapting

Adaptability Resources

01
Concern
a sense of hopefulness and
a planful attitude about the future.

02
Control
a sense of self-direction and
personal ownership of the future

03
Curiousity
an inquisitive attitude that
leads to productive career exploration

04
Confidence
an efficacious attitude and
an ability to solve problems

Wright, T., & Frigerio, G. (2015). The career adapt-ability pilots project. *York: The Higher Education Academy, 17*, 04-17.

Concern

a sense of hopefulness and a planful attitude about the future.

- Thinking about what my future will be like
- Realizing that today's choices shape my future
- Preparing for the future
- Becoming aware of the educational and career choices that I must make planning how to achieve my goals
- Concerned about my career

Self-awareness

Think ahead

Resourceful

Control

a sense of self-direction and personal ownership of the future

- Keeping upbeat
- Making decisions by myself
- Taking responsibility for my actions
- Sticking up for my beliefs
- Counting on myself
- Doing what's right for me

Self-directed

Responsible

Assertive

Curiosity

an inquisitive attitude that leads to productive career exploration

- Exploring my surroundings
- Looking for opportunities to grow as a person
- Investigating options before making a choice
- Observing different ways of doing things
- Probing deeply into questions I have
- Becoming curious about new opportunities

Openminded

Inquiring

Confidence

an efficacious attitude and an ability to solve problems

- Performing tasks efficiently
- Taking care to do things well
- Learning new skills
- Working up to my ability
- Overcoming obstacles
- Solving problems

Self-regulated

Persistence

Career Adaptability Resources

Construct		Item (first-order indicators)
Concern	1.	Thinking about what my future will be like
	2.	Realizing that today's choices shape my future
	3.	Preparing for the future
	4.	Becoming aware of the educational and career choices that I must make
	5.	Planning how to achieve my goals
	6.	Concerned about my career
Control	1.	Keeping upbeat
	2.	Making decisions by myself
	3.	Taking responsibility for my actions
	4.	Sticking up for my beliefs
	5.	Counting on myself
	6.	Doing what's right for me
Curiosity	1.	Exploring my surroundings
	2.	Looking for opportunities to grow as a person
	3.	Investigating options before making a choice
	4.	Observing different ways of doing things
	5.	Probing deeply into questions I have
	6.	Becoming curious about new opportunities
Confidence	1.	Performing tasks efficiently
	2.	Taking care to do things well
	3.	Learning new skills
	4.	Working up to my ability
	5.	Overcoming obstacles
	6.	Solving problems

Tolentino, L. R., Sedoglavich, V., Lu, V. N., Garcia, P. R. J. M., & Restubog, S. L. D. (2014). The role of career adaptability in predicting entrepreneurial intentions: A moderated mediation model. *Journal of Vocational Behavior*, *85*(3), 403-412.

Assessment of Adaptability

Facing unexpected changes, how comfortable in adjusting plans and strategies?
How do you react when tasks are changed at short notice?

How do you handle stress and pressure?
How well do you cope with setbacks or failures?
How well do you handle ambiguity and uncertainty?

How open to new ideas and perspectives that differ from your own?
How willing are you to learn new skills or acquire knowledge?

How effectively do you manage your time and prioritize tasks?
How do you work with individuals from different backgrounds?
How do you utilize feedback to improve your performance?

Adapt-Ability

Adaptive Readiness

Personality trait of flexibility

Adaptability Resources

Things that help individuals cope with changes

Adapting Responses

Behaviors that help individuals meet changing conditions

Adaptation Results

Successful outcomes of adapting

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of vocational behavior*, *80*(3), 661-673.
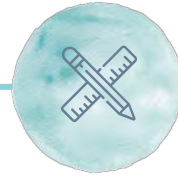
Innovative Learning

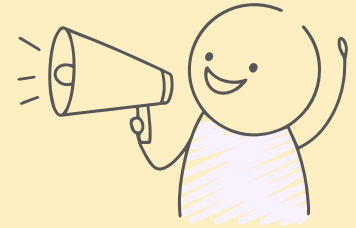# Communication Skills and Cooperative Learning Assessment

Dr Patcharapan Siriwat (PhD in Education)

Communication Skills

Abilities that allow individuals to give and receive different types of information involve listening, speaking, observing, and empathizing.

Communication Skills: Definitions and Examples. (2023). Indeed Career Guide. https://ca.indeed.com/career-advice/career-development/communication-skills

Communication Skills

Learning & Innovation Skills - 4Cs
Critical Thinking • Communication
Collaboration • Creativity

Key Subjects - 3Rs &
21st Century Themes

Life & Career Skills

Information, Media, &
Technology Skills

Standards & Assessments

Curriculum & Instruction

Professional Development

Learning Environments

BOX 3-1
Interpersonal Capacities in the Partnership
for 21st Century Skills Framework

Work Creatively with Others
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Communicate Clearly
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as to assess their impact
- Communicate effectively in diverse environments (including multilingual)

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Adapt to Change
- Adapt to varied roles, jobs responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible
- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

P21 Framework Definitions, Partnership for 21st Century Skills December 2009 cited in Assessing 21st Century Skills: Summary of a Workshop (2011). *National Academies Press*. National Academies Press. https://nap.nationalacademies.org/catalog/13215/assessing-21st-century-skills-summary-of-a-workshop

Interpersonal Skills

- The skills a person uses when interacting and communicating with others to help start, build, and sustain relationships.

Staff, C. (2023, December 1). *What are interpersonal skills? and how to strengthen them*. Coursera. https://www.coursera.org/articles/interpersonal-skills

Interpersonal   Skills

"Interpersonal Skills are Vital to the Development of Human Relationships"

Spitzberg & Cupach (2002, p.567)

Spitzberg, B.H. & Cupach, W.R. (2002). Interpersonal Skills In Knapp, M. L., & Daly, J. A. (2002). *Handbook of Interpersonal Communication*. SAGE.

Importance of Interpersonal Skills

- Academic success (Rubin, Rubin & Jordan, 1997)
- Juvenile delinquency (Renwick & Emler, 1991)
- Dysphoria and depression (Segrin, 1990)

1.Rubin, R.B.,Rubin,A.M.,&Jordan,F.F.(1997).Effects of instruction on communication apprehension and communication competence. *Communication Education,46,* 104–114.
2.Renwick, S.,&Emler,N.(1991).The relationship between social skills deficits and juvenile delinquency. *British Journal of Clinical Psychology*,30, 61–71.
3.Segrin, C. (1990) A meta-analytic review of social skill deficits in depression, Communication Monographs, 57:4, 292-308, DOI: 10.1080/03637759009376204.

Interpersonal Communication

- Persons in face-to-face encounters maintain a focused interaction through the reciprocal exchange of verbal and non-verbal cues.

(Barnlund, 1968, p.10)

Barnlund, D. C. (1968). Interpersonal Communication: Survey and Studies. Boston: Houghton Mifflin.

Interpersonal Communication Competence

- The ability to enact message behavior that fulfills the requirements of a given situation or as the subjective evaluation of the quality of message behavior (Spitzberg, 2015)
- Interpersonal skills, along with knowledge and motivation, facilitate interpersonal competence (Spitzberg & Cupach, 2002)

1.Spitzberg, B. H. (2015). Interpersonal Communication Competence and Social Skills. The International Encyclopedia of Communication, 1–8. https://doi.org/10.1002/9781405186407.wbieci078.pub2
2.Spitzberg, B.H. & Cupach, W.R. (2002). Interpersonal Skills In Knapp, M. L., & Daly, J. A. (2002). Handbook of Interpersonal Communication. SAGE.

Interpersonal Skills Assessment

Interpersonal Communication Competence Scale (ICCS)

- Long (30 items) and short (10 items)
- 5-point frequency (Almost always, Often, Sometimes, Seldom and Almost never)
- Reflects 10 skills (Self-disclosure, Empathy, Social Relaxation, Assertiveness, Interaction Management, Altercentrism, Expressiveness, Supportiveness, Immediacy and Environmental Control.

Rubin R., Martin M. (1994). Development of a measure of interpersonal communication competence. *Communication Research Reports*, 11(1), 33–44. https://doi.org/10.1080/08824099409359938

Interpersonal Communication Competence Scale

INSTRUCTIONS: Here are some statements about how people interact with other people. For each statement, circle the response that best reflects YOUR communication with others. Be honest in your responses and reflect on your communication behavior very carefully.

> If you ALMOST ALWAYS interact in this way, circle the 5.
> If you communicate this way OFTEN, circle the 4.
> If you behave in this way SOMETIMES, circle the 3.
> If you act this way only SELDOM, circle the 2.
> If you ALMOST NEVER behave in this way, circle 1.

SELF-DISCLOSURE (alpha = .63)
* 1. I allow friends to see who I really am.
2. Other people know what I'm thinking.
3. I reveal how I feel to others.

EMPATHY (alpha = .49)
* 4. I can put myself in others' shoes.
5. I don't know exactly what others are feeling. (R)
6. Other people think that I understand them.

SOCIAL RELAXATION (alpha = .63)
* 7. I am comfortable in social situations.
8. I feel relaxed in small group gatherings.
9. I feel insecure in groups of strangers. (R)

ASSERTIVENESS (alpha = .72)
* 10. When I've been wronged, I confront the person who wronged me.
11. I have trouble standing up for myself. (R)
12. I stand up for my rights.

ALTERCENTRISM (alpha = .49)
* 13. My conversations are pretty one-sided (R)
14. I let others know that I understand what they say.
15. My mind wanders during conversations.

INTERACTION MANAGEMENT (alpha = .41)
* 16. My conversations are characterized by smooth shifts from one topic to the next.
17. I take charge of conversations I'm in by negotiating what topics we talk about.
18. In conversations with friends, I perceive not only what they say but what they don't say.

EXPRESSIVENESS (alpha = .46)
* 19. My friends can tell when I'm happy or sad.
20. It's difficult to find the right words to express myself. (R)
21. I express myself well verbally.

SUPPORTIVENESS (alpha = .43)
* 22. My communication is usually descriptive, not evaluative.
23. I communicate with others as though they're equals.
24. Others would describe me as warm.

IMMEDIACY (alpha = .45)
* 25. My friends truly believe that I care about them.
26. I try to look others in the eye when I speak with them.
27. I tell people when I feel close to them.

ENVIRONMENTAL CONTROL (alpha = .60)
* 28. I accomplish my communication goals.
29. I can persuade others to my position.
30. I have trouble convincing others to do what I want them to do. (R)

Note 1. Items with asterisks are included in the Short-Form (SF) version. All items should be arranged randomly when administered.

Example of research using ICCS

- van Tonder, J. I., Jordaan, J., & Esterhuyse, K. (2023). Self-esteem, Interpersonal Communication Competence, and Media and Technology Usage as Predictors of Loneliness Among University Students. SAGE Open, 13(1). https://doi.org/10.1177/21582440221148379
- Santos, J. L. G. D., Copelli, F. H. D. S., Balsanelli, A. P., Sarat, C. N. F., Menegaz, J. D. C., Trotte, L. A. C., Stipp, M. A. C., & Soder, R. M. (2019). Interpersonal communication competence among nursing students. Revista latino-americana de enfermagem, 27, e3207. https://doi.org/10.1590/1518-8345.3226.3207

Cooperative   Learning

Interpersonal skills are key elements of cooperative learning

Cooperative Learning

Interpersonal Skill	Description	Related Skills
Intercultural Sensitivity	Appreciating individual differences among people	Acceptance; openness to new ideas; sensitivity to others; cross-cultural relations
Service Orientation	A set of basic individual predispositions and an inclination to provide service, to be courteous and helpful in dealing with customers, clients, and associates	Exceeding customer's expectations; customer satisfaction skills; ability to maintain positive client relationship; selling; building rapport; representing the organization to customers and the public
Self-Presentation	Process by which individuals attempt to influence the reactions and images people have of them and their ideas; managing these impressions encompasses a wide range of behaviors designed to create a positive influence on work associates	Self-expression; face-saving and impression management; managing perceptions; self-promotion
Social Influence	Guiding people toward the adoption of specific behaviors, beliefs, or attitudes; influencing the distribution of advantages and disadvantages within an organization through one's actions	Business etiquette; reasoning; friendliness; coalition building; bargaining; appeals to higher authority; imposing sanctions; networking; persuasion, positive political skills
Conflict Resolution and Negotiation	Advocating one's position with an open mind, not taking personally other members' disagreements, putting oneself in the other's shoes, following rational argument and avoiding premature evaluation, and trying to synthesize the best ideas from all viewpoints and perspectives	Conflict-handling style; conflict management; conflict prevention; compromising; problem solving; integrative bargaining; principled negotiation; cultural negotiation; mediation

Relationship-Building Skills

Cooperation and Coordination	Understanding and working with others in groups or teams; includes offering help to those who need it and pacing activities to fit the needs of the team	Adaptability; shared situational awareness; performance monitoring and feedback; interpersonal relations; communication; decision making; cohesion; group problem solving; being a team player
Trust	An individual's faith or belief in the integrity or reliability of another person or thing; willingness of a party to be vulnerable to the actions of another party based on the expectation that certain actions important to the trustor will be performed	Self-awareness; self-disclosure; swift trust

continued

Why Cooperative Learning?

- Develops Social and Emotional Skills such as communication skills, leadership, etc.

- Give opportunities to students to learn from peers.

Cooperative   Learning

"the instructional use of small groups so that students work together to maximize their own and each other's learning..... [students] can reach their learning goals if and only if the other students in the learning group also reach their goals"

(Johnson & Johnson, 1999, p. 5)

Johnson, D. W., & Johnson, R. T. (1999). Learning Together and Alone: Cooperative, competitive, and individualistic learning (5th ed.). Allyn and Bacon. Cited inYang, X. (2023). A Historical Review of Collaborative Learning and Cooperative Learning. *TechTrends*.

Cooperative Learning VS Collaborative Learning

Cooperative

tend to structure group interactions to ensure equal participation and individual accountability

(Brufee, 1995, 1999; Oxford, 1997; Sharan & Sharan, 2021)

Collaborative

tends not to impose too much structure on learning activities and the students work together in small groups that are typically self-selected, self-managed, and loosely structured

(Brufee, 1995, 1999; Davidson, 2021, p. 12)

Theoretical Perspectives of Cooperative Learning

Constructivism

"Learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world" (Piaget, 1968, p.8).

Social Interdependence

"the achievement of the individual's goal is affected by others through their actions" (Deutsch, 1949; Johnson, 1970)

Zone of Proximal Development

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

1. Piaget, J. (1968). *Six psychological studies / Jean Piaget; translated from French by Anita Tenzer, David Elkind; edited, introd., notes, by David Elkind.* Vintage Books.
2. Deutsch, M. 1949. A theory of co-operation and competition. Human relations, 2(2), 129-152.
3. Johnson, D. W. 1970. The social psychology of education. New York: Holt, Rinehart & Winston.
4. Vygotsky, L. S. (1978). *Mind and society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Effective Cooperative Learning

Personal Interdependence

Individual Accountability

Equal Participation

Simultaneous Interaction

Instructor as A Facilitator

1. Brame, C.J. & Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Vanderbilt University Center for Teaching. Retrieved [20 May 2023] from http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/.
2. Rigacci, A. (2020, September 1). *What Is Cooperative Learning? 5 Strategies for your Classroom*. Europass Teacher Academy. https://www.teacheracademy.eu/blog/cooperative-learning-strategies/

Assessment of Cooperative Learning

Formative Assessment

What to assess	How to assess
Competences to do teamwork by considering playing different roles within the group.	Through feedback from teachers, other observers (e.g. colleagues), or self-assess. By using checklists or rubrics.
Ability to synthesize the results of the project or task.	Through infographics. By presenting results using concept maps or mind maps.
Expertise in "mentoring" colleagues in the group.	Through feedback from other group members. Through feedback (comments) from teachers or other observers.
The ability to critically analyse the decisions taken by the group.	Through group reports and progress reports. Using checklists.

Assessment of Cooperative Learning

Self and Peer Assessment

What to assess	How to assess
Competences to do teamwork by considering playing different roles within the group.	By using checklists.
Ability to synthesize the results of the project or task.	By using rubrics.
Expertise in "mentoring" colleagues in the group.	By using checklists.
The ability to critically analyse the decisions taken by the group.	By using rubrics.

Valente, L. (2018). Co-Lab Guidelines for Assessing Collaborative Learning in the Classroom. NCCA.ie. Retrieved May 23, 2023, from https://ncca.ie/en/resources/co-lab-guidelines-for-assessing-collaborative-learning-in-the-classroom/

Assessment of Cooperative Learning

Example of rubrics

B4.3 Rubric to assess the engagement in teamwork

RUBRIC FOR ASSESSING THE ENGAGEMENT IN TEAMWORK

Applies to: Group and/or group members individually by properly rewriting the quality descriptors for each criterion starting the statements with "We are" or "I am" or "he/she is"

Criteria	Quality descriptors (4 points)	(3 points)	(2 points)	(1 point)	Score
Promptness	Wastes time waiting for others to be on time	Is routinely punctual and uses time effectively	Unpredictable. Sometimes on time, sometimes late	Late. Usually leaves others waiting for him	
Commitment	Looks for excellence at the expense of personal dressing	Always seeks additional knowledge and skills in order to improve	Resigns with average quality standards	Demonstrates low standard of achievement, strives to simply pass	
Responsibility	Worries about the impact on his performance caused by other aspects of his life	Has the team as clear priority, but can balance own life appropriately	Tendentially avoids responsibility, but accepts more demanding tasks	Lack of accountability, actively avoids responsibility and seeks easy tasks	
Accountability	Is reliable to deal with information and confidential tasks	Can entrust confidential information and tasks under certain reservations	Tends to exchange confidential information with certain colleagues	Cannot assign tasks or confidential information	
Communication	Adequate verbal and non-verbal communication skills to communicate with others	Listens actively to others and reaffirm to understand when appropriate	Listens passively and does not control the time or pace of the discussions	Inadequate verbal and non-verbal to communicate effectively with others	
Assessment	Assesses own and others' performance with objectivity and accuracy	Assesses own and others' performance with relative objectivity	Tends to overvalue owns' performance compared to his colleagues	Disqualifies others' contributions when they outgrow his own performance	
				TOTAL	

Valente, L. (2018). Co-Lab Guidelines for Assessing Collaborative Learning in the Classroom. NCCA.ie. Retrieved May 23, 2023, from https://ncca.ie/en/resources/co-lab-guidelines-for-assessing-collaborative-learning-in-the-classroom/