**Preparing Students for Interpersonal Communication: Project – based Learning in an Interactive Multimodal Learning Environment**

Brad Blackstone & Lee Hwee Hoon
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# The Module Context:

Interpersonal & Workplace Communication (for Systems Engineering/SEEMS)

Career & Professional Development II: Interpersonal Communication in the Workplace (for Hospitality Business)

# Instructional Objective: To address workplace and interpersonal communication competencies

# The Challenge: To motivate students to apply learning to workplace communication situations

"An interactive multi-modal learning environment is one in which what happens depends on the actions of the learner." Moreno & Mayer (2007)
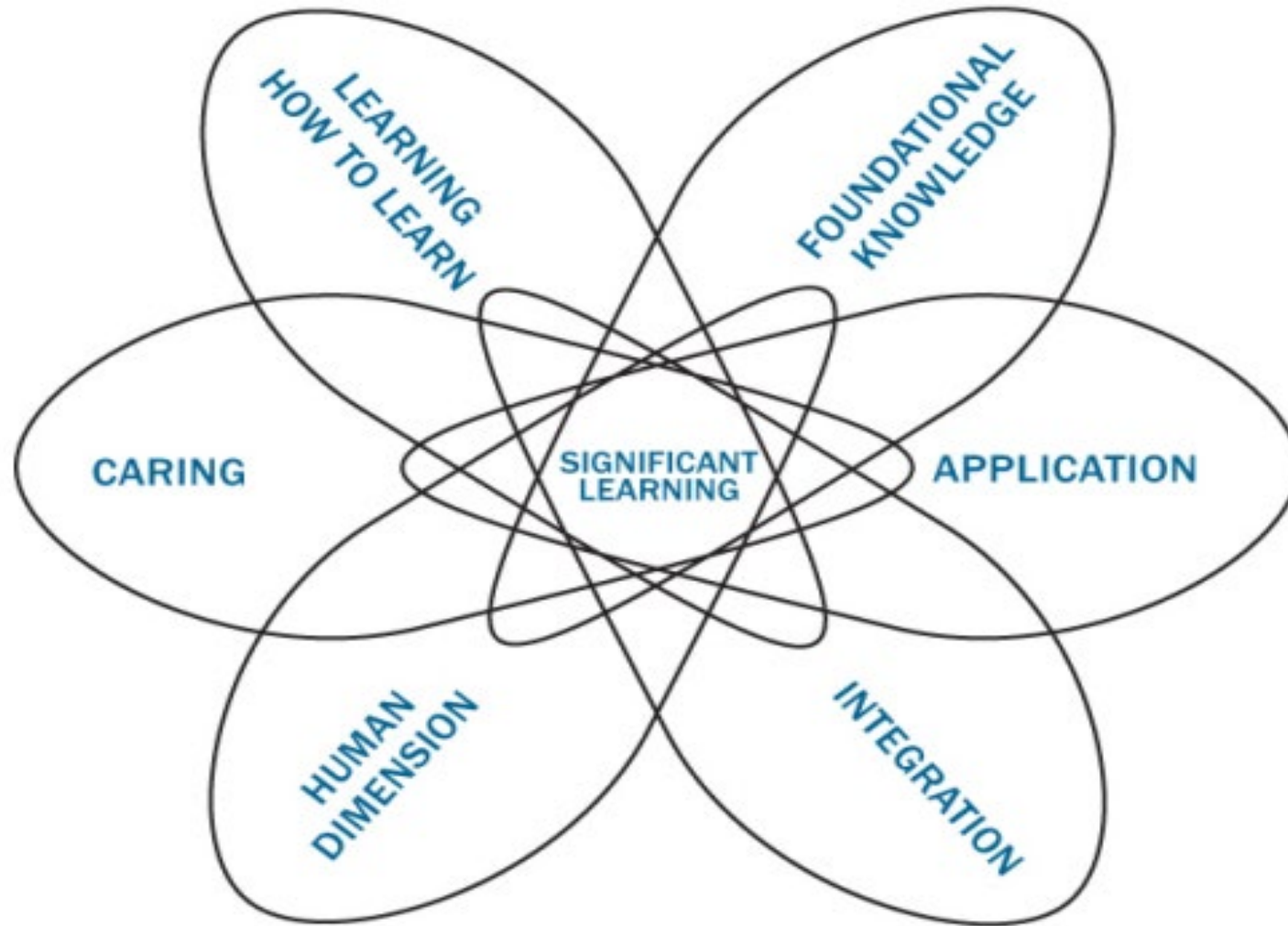
The impetus to require both a *blogging* element and *student-generated video* element is…

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How to Effectively Communicate with The
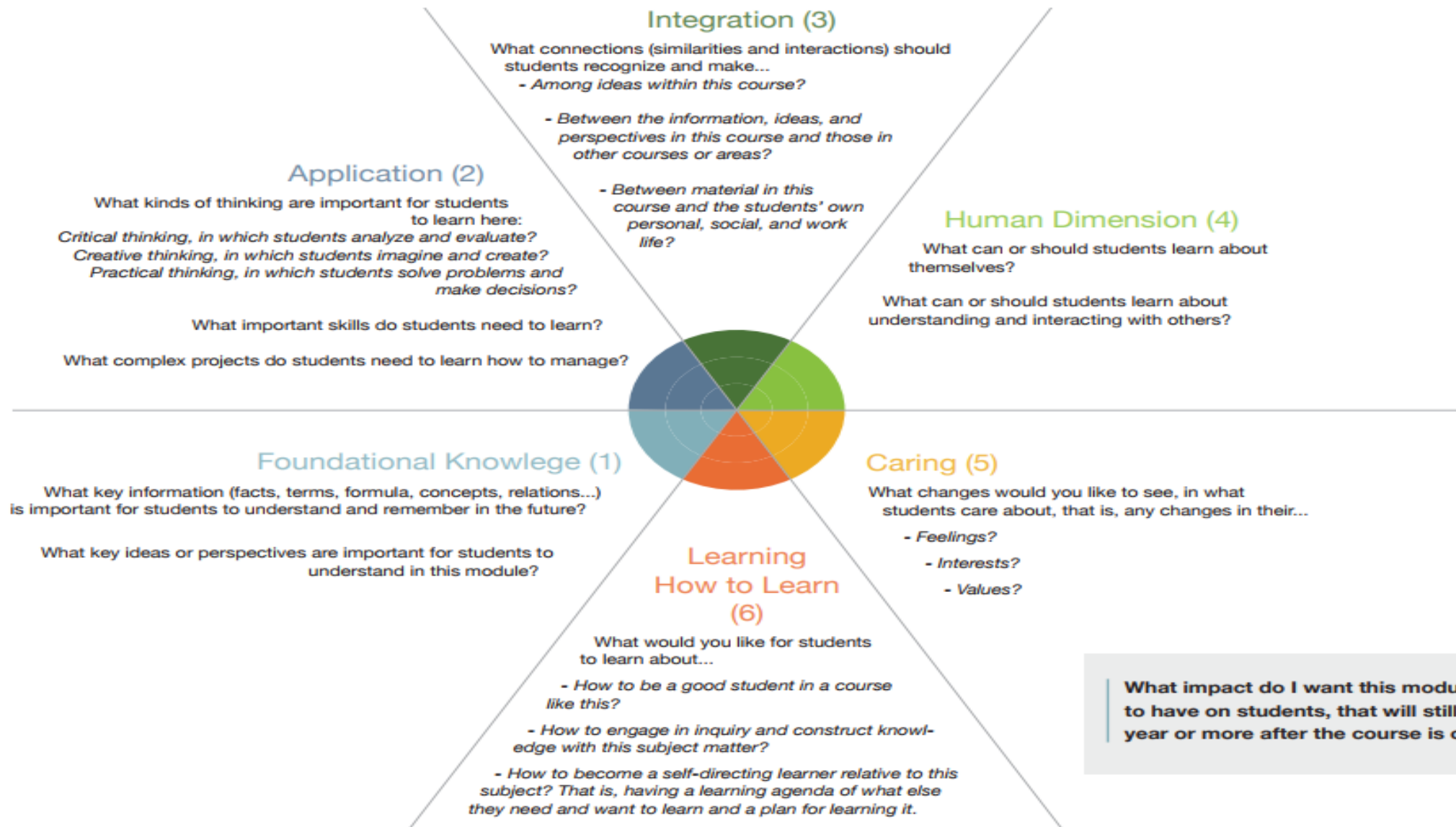Interviewer to Secure That Internship



**Relevant Questions**
Where is the venue?        What time will the interview be?

# Fink's Taxonomy of Significant Learning:
## Learning is *interactive* and *relational*, not hierarchical.

# Learning Objectives
# Fink Taxonomy of Significant Learning

## Integration (3)
What connections (similarities and interactions) should students recognize and make...
- Among ideas within this course?

- Between the information, ideas, and perspectives in this course and those in other courses or areas?

- Between material in this course and the students' own personal, social, and work life?

## Application (2)
What kinds of thinking are important for students to learn here:
Critical thinking, in which students analyze and evaluate?
Creative thinking, in which students imagine and create?
Practical thinking, in which students solve problems and make decisions?

What important skills do students need to learn?

What complex projects do students need to learn how to manage?

## Human Dimension (4)
What can or should students learn about themselves?

What can or should students learn about understanding and interacting with others?

## Foundational Knowlege (1)
What key information (facts, terms, formula, concepts, relations...) is important for students to understand and remember in the future?

What key ideas or perspectives are important for students to understand in this module?

## Caring (5)
What changes would you like to see, in what students care about, that is, any changes in their...

- Feelings?
- Interests?
- Values?

## Learning How to Learn (6)
What would you like for students to learn about...

- How to be a good student in a course like this?

- How to engage in inquiry and construct knowledge with this subject matter?

- How to become a self-directing learner relative to this subject? That is, having a learning agenda of what else they need and want to learn and a plan for learning it.

**What impact do I want this module experience to have on students, that will still be there a year or more after the course is over?**

"Deep learning depends on cognitive activity --- such as selecting relevant information from a lesson, mentally organizing it into a coherent structure, and integrating new knowledge with existing knowledge."

Moreno & Mayer (2007)

"…where students are engaged in research-like and research-related activities … **powerful arguments** emerge as to why and how research-based teaching and learning can raise the level and quality of teaching and learning in higher education."

- Development of critical thinking skills within problem-based/inquiry-based/project-based learning

- Knowledge constructed through increasing participation within *specific* communities of practice (CoP)

- Links to lifelong learning

Mike Neary & Joss Winn
"Student as Producer: Reinventing the Student Experience in Higher Education"
*The Future of Higher Education* (2009)

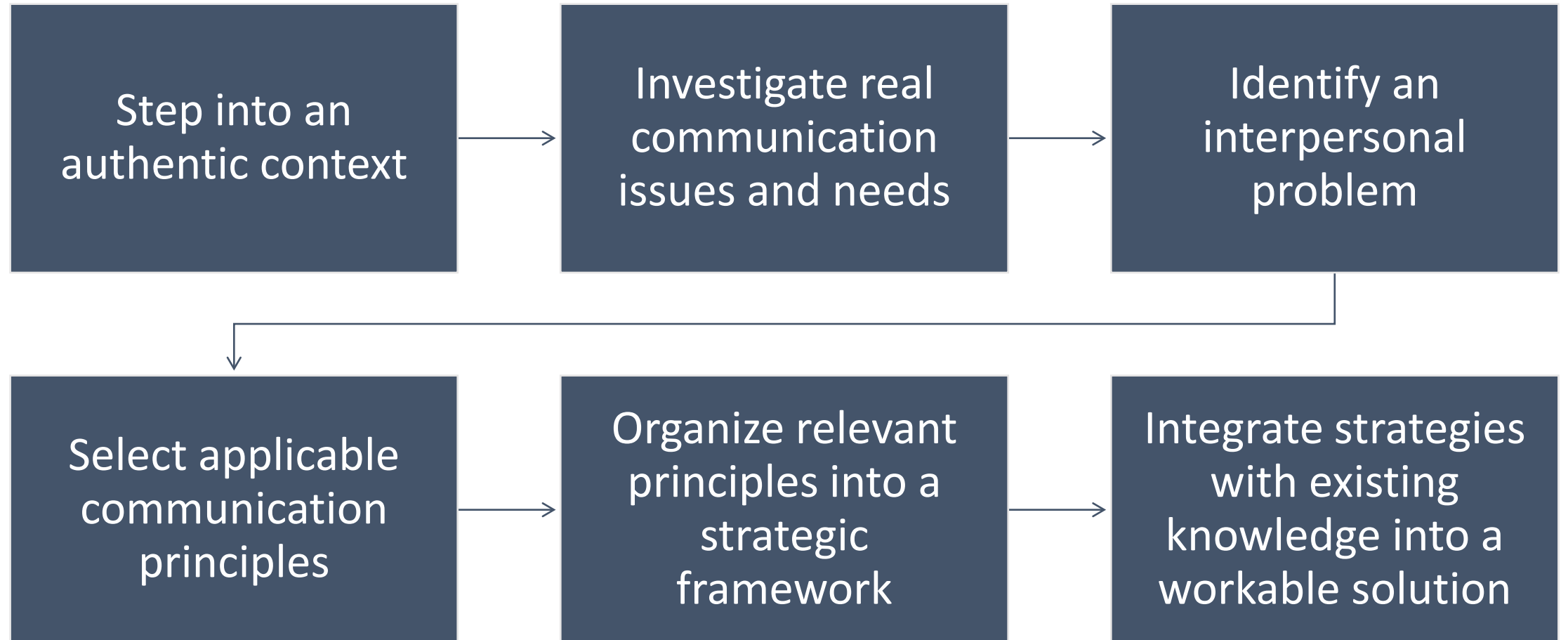# Combined with student experience, interests and skills….

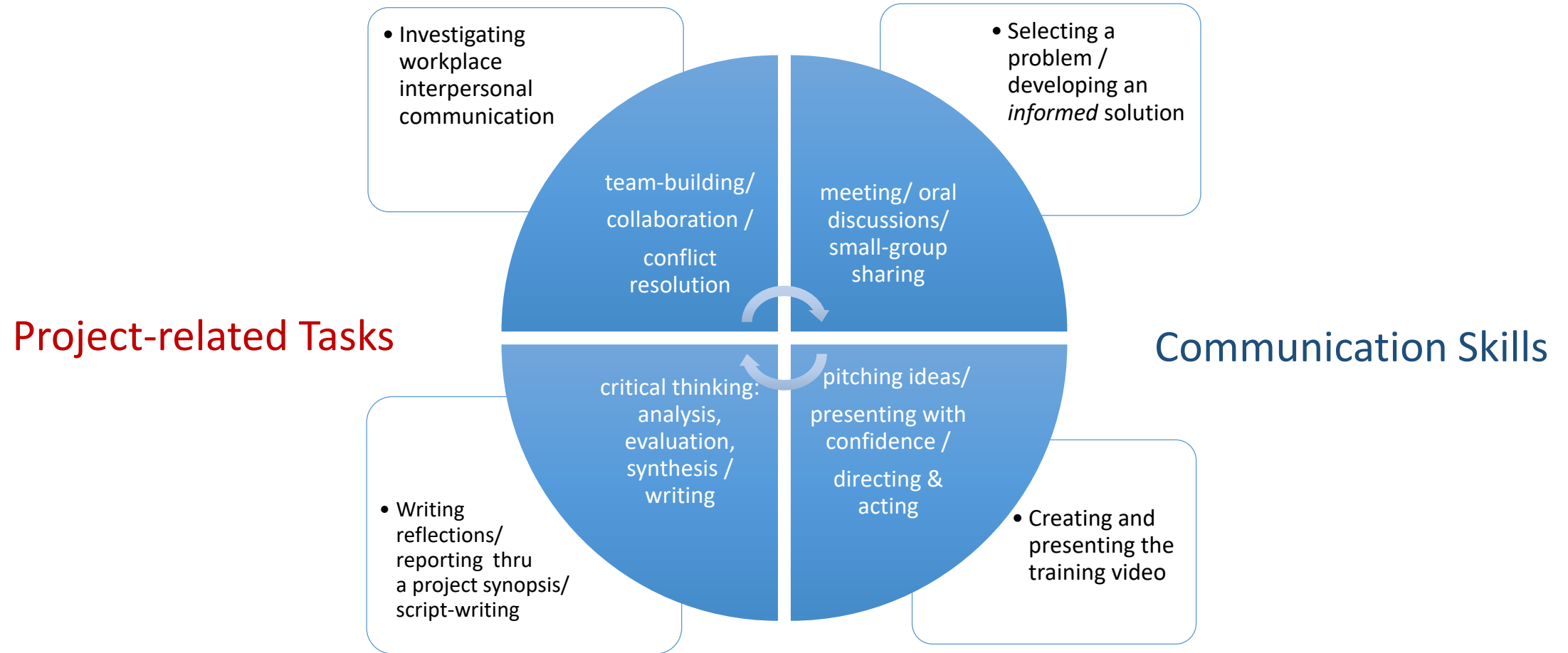# …and the competencies required in the workplace.

# The interpersonal communication project asks students to

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│                     │      │  Investigate real   │      │                     │
│   Step into an      │ ───► │  communication      │ ───► │   Identify an       │
│   authentic context │      │  issues and needs   │      │   interpersonal     │
│                     │      │                     │      │   problem           │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                      │
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│  Select applicable  │      │  Organize relevant  │      │  Integrate strategies│
│  communication      │ ───► │  principles into a  │ ───► │  with existing       │
│  principles         │      │  strategic          │      │  knowledge into a    │
│                     │      │  framework          │      │  workable solution   │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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# Project work in an interactive multimodal learning environment promotes students' learning by their...

- Investigating workplace interpersonal communication

- Selecting a problem / developing an *informed* solution

team-building/ collaboration / conflict resolution

meeting/ oral discussions/ small-group sharing

**Project-related Tasks**

**Communication Skills**

critical thinking: analysis, evaluation, synthesis / writing

pitching ideas/ presenting with confidence / directing & acting

- Writing reflections/ reporting thru a project synopsis/ script-writing

- Creating and presenting the training video

# Student blogging requires selection, organization and integration

- Setting up the blog / Doing lay out
- Conceptualizing / Writing each post
- Revising / Editing
- Accessing peers' blogs
- Reading / Giving feedback
- Returning to one's own post and revising

# Student Blog: Post on Interpersonal Communication Conflict

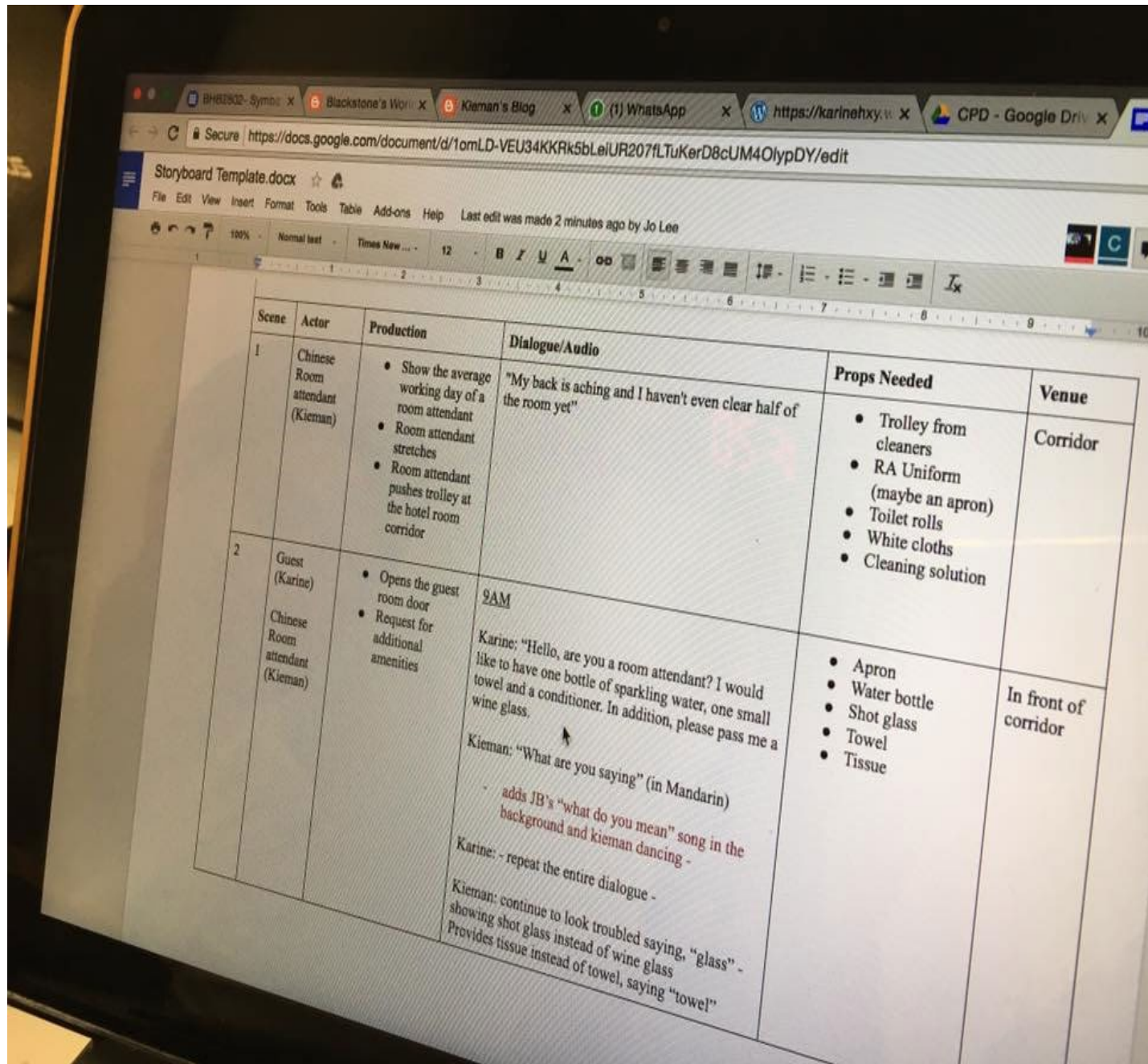# Student-generated Video Production

# Producing the video requires

- Conceptualizing (selecting, organizing & integrating)
- Story-boarding / Storytelling
- Script-writing
- Scouting for locations
- Acting / Directing
- Filming / Adding sound / Editing

Storyboard Template.docx

File Edit View Insert Format Tools Table Add-ons Help    Last edit was made 2 minutes ago by Jo Lee

| Scene | Actor | Production | Dialogue/Audio | Props Needed | Venue |
|---|---|---|---|---|---|
| 1 | Chinese Room attendant (Kieman) | • Show the average working day of a room attendant<br>• Room attendant stretches<br>• Room attendant pushes trolley at the hotel room corridor | "My back is aching and I haven't even clear half of the room yet" | • Trolley from cleaners<br>• RA Uniform (maybe an apron)<br>• Toilet rolls<br>• White cloths<br>• Cleaning solution | Corridor |
| 2 | Guest (Karine)<br><br>Chinese Room attendant (Kieman) | • Opens the guest room door<br>• Request for additional amenities | 9AM<br><br>Karine: "Hello, are you a room attendant? I would like to have one bottle of sparkling water, one small towel and a conditioner. In addition, please pass me a wine glass.<br><br>Kieman: "What are you saying" (in Mandarin)<br><br>- adds JB's "what do you mean" song in the background and kieman dancing -<br><br>Karine: - repeat the entire dialogue -<br><br>Kieman: continue to look troubled saying, "glass" - showing shot glass instead of wine glass<br>Provides tissue instead of towel, saying "towel" | • Apron<br>• Water bottle<br>• Shot glass<br>• Towel<br>• Tissue | In front of corridor |

# Hotel Management:
# Handling negative emotions from customers

# Student Feedback

# BHB – 42 students; SEEMS – 84 students

| Usefulness of components pertaining to blogging and the video project | Agree / Strongly agree (%) | |
|---|---|---|
| | BHB | SEEMS |
| Reflecting in writing on various interpersonal communication topics is effective for learning | 86 | 89 |
| Using a blog for sharing my writing is effective for learning | 79 | 79 |
| Reading and commenting on my classmates' writing via their blogs are effective for learning | 76 | 80 |
| Collaborating with classmates on the Group Project has helped me to understand a specific area of interpersonal communication | 97 | 89 |
| Doing the Project Pitch as part of the Group Project has been effective for learning | 86 | 84 |
| Watching the Co-LEAD 'training videos' has enhanced my understanding of video production | 64 | 76 |
| Doing the storyboard in preparation of the 'instructional video' has been effective for learning | 80 | 77 |
| Doing the video as part of the Group Project has been effective for learning | 86 | 84 |
| Doing the mock presentation has been effective for learning | 91 | 89 |
| Doing the Project Oral Presentation (POP) for the Group Project has been effective for learning | 90 | 91 |
| Receiving feedback from classmates as well as my instructor for the presentation has been effective for learning | 93 | 92 |

# In what ways have you enhanced your interpersonal communication skills by attending this course?

**Becoming more aware of self and others** <span style="color:red">(Fink's *Human Dimension*)</span>

*Being aware of self; how I communicate with others, how I can improve interpersonal communication.*

*Having more awareness of our own communication styles, making use of it to do a communication among us.*

*I'm more mindful of my non verbal communication, especially my body language, when talking with people.*

*made me more aware of how i express myself*

*I tend to notice more about people non verbal communication and to understand how they think before making a reply*

# In what ways have you enhanced your interpersonal communication skills by attending this course?

**Managing emotions and responding to potentially difficult situations**
(Fink's *Caring & Application*)

*Able to relate all the past incidents that has happened and will know what to do if those situations happen again.*

*Things to note before making the next move or saying something in a high tension or sensitive situation.*

*I have learnt to communicate my ideas effectively without breaking any relationships. Also I've learn how to resolve conflicts professionally*

*More knowledge were gained about what I already know. This class has also given me the chance to explore situations that I have never been in very much before. Thus, it has enhanced my techniques in reacting to social situations.*

# In what ways have you enhanced your interpersonal communication skills by attending this course?

**Becoming more confident** (Fink's *Learning How to Learn*)

*Gained more confidence in speaking up, as a result more effective in expressing ideas.*

*I have learnt to speak my mind more often*

*My presentation skills, confidence level has increased a little.*

*Learn how to speak confidently*

*More outspoken as a result now*

*Learnt to take the initiative after realising that there isn't much progress in the work*

# How the design and implementation of the reflective writing and video project can be improved

## Student feedback

*More writing opportunities like short, one paragraph exercises to prepare us better for our blog posts.*

*Personally, I feel that needing to do a video for this course is unnecessary. It is not directly related to interpersonal communication.*

*Video is relatively time-consuming for our course which is very heavy.*

*Clearer guides on video. Teach the students on how videos could be better made.*

*More presentations, like a short 30-60 seconds presentation on a simple topic every alternate week.*

THANK YOU VERY MUCH!

Brad.Blackstone@singaporetech.edu.sg
HweeHoon.Lee@singaporetech.edu.sg