**SKILLS DEVELOPMENT SERIES (STRIPES Utwente: Comenius Project) – Communication**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Facilitator: | - | Date: | (This course should be presented to students after they have had a few occasions to meet and know each other) |
| Faculty: | For Interdisciplinary Projects or Collaborations | Educational programme: | Any |
| Course/module: | Any | Type of lecture: | (Micro) Skills Workshop/ facilitation |
| Theme of lecture: | **Communication** | Group size: | Any |
| Learning objectives: | After this micro-session, students are able to…   1. …know some active listening gestures. 2. … discuss some undesirable consequences of poor communication. 3. … reflect on your own poor communication habits. | | |
| Preparation: | Students: none  Teacher: can read these articles gather solid knowledge base for this session:   1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2793758/> (Developing Effective Communication Skills) 2. <https://www.tandfonline.com/doi/full/10.1080/10904018.2013.813234?src=recsys> (The Relative Effectiveness of Active Listening in Initial Interactions) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **Instructional function\***  **[purpose of instruction/ tasks/ etc.]** | **Educational activity**  **[The teacher does… ]** | **Student activity**  **[The students do..]** | **Extra information** |
| 2 min. | *Introduction* | Emphasize importance of communicating well in project groups and as a life skill. | Students listen. | (Try to get student project groups to sit together, they will be doing some exercises throughout the session.)  Script is in the slides.  Make clear what the purpose if today’s session. |
| 7 min | *Introduction Activation* | Teacher prompts students to think of good and poor communicator attributes. | Students discuss with the person next to them to compile lists. | Get students thinking for themselves what good and poor communication looks like. |
| 20 min | Core: Types of communication | Teacher facilitates recall on two types of communication (active listening & effective messages). | Students listen, discuss with others and process. | - |
| 10 min | Case Study (Optional) | Teacher presents case. | In teams, students discuss problem and brainstorm causes and solutions. | If you have time. |
| 5 min | Closure | Teacher stimulates students to think about one thing that they might alter, after attending today’s session. | Students process and discuss with team way to enhance their communication. | - |