

Design and Implementation of New Communication and Lifelong Learning Elements in a Master Engineering Course

PREFER, Professional Roles for Future EngineerS



KU LEUVEN



MARIANA LEANDRO CRUZ

PhD researcher TU Delft

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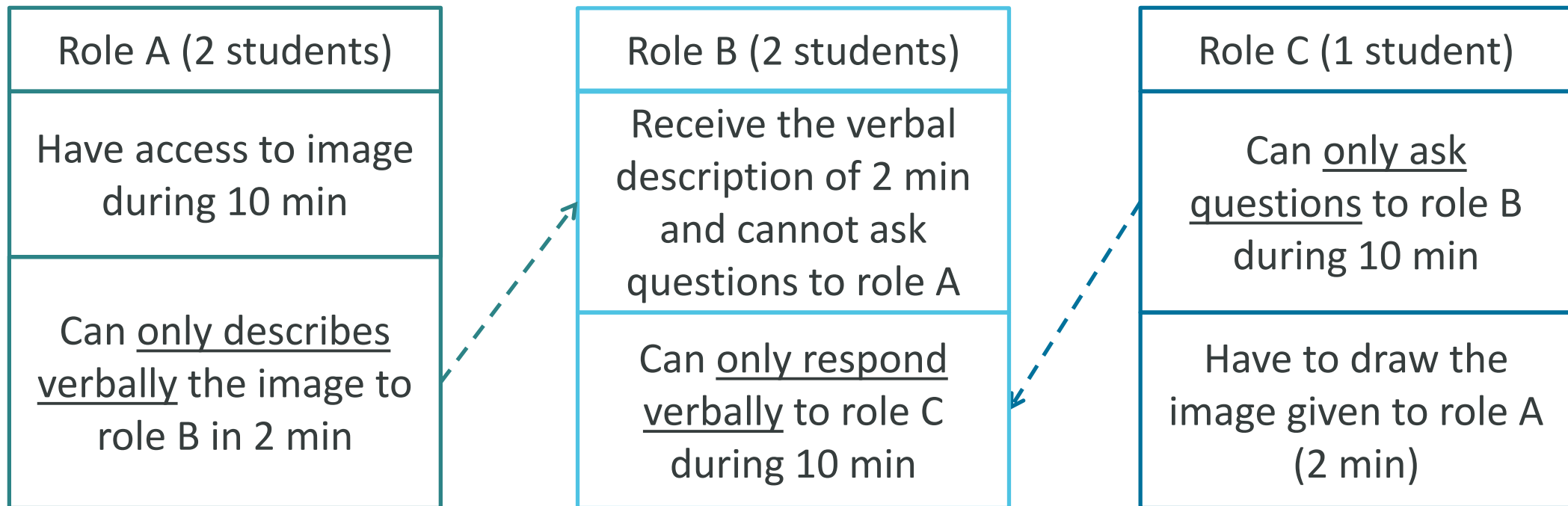
Design and Implementation

Communication activity

Design and Implementation | Communication

Chinese whispers – 40 min

20 Master students, 4 groups of 5 students



Methods

Methods

› Rubric

Objects	Amount	Colour	Position	Details
<ul style="list-style-type: none"> □ Tree 	<ul style="list-style-type: none"> □ 3 	<ul style="list-style-type: none"> □ Black 	<ul style="list-style-type: none"> □ Middle 	<ul style="list-style-type: none"> □ The tree on the left is the biggest (at the front) □ The tree in the middle is the smallest (at the back) □ The tree on the right is medium size (compared to the other two) □ The tree on the left has triangular tree top □ The tree in the middle has triangular tree top □ The tree on the right is circular
<ul style="list-style-type: none"> □ Bull/cow 	<ul style="list-style-type: none"> □ 1 	<ul style="list-style-type: none"> □ Black 	<ul style="list-style-type: none"> □ Bottom right 	<ul style="list-style-type: none"> □ Tail □ Horns □ Hear □ Head to the right
<ul style="list-style-type: none"> □ Fence 	<ul style="list-style-type: none"> □ 1 	<ul style="list-style-type: none"> □ Black 	<ul style="list-style-type: none"> □ Bottom left 	<ul style="list-style-type: none"> □ Horizontal alignment □ 4 horizontal wooden sticks □ 2 vertical wooden sticks
<ul style="list-style-type: none"> □ Grass 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> □ Black 	<ul style="list-style-type: none"> □ Bottom 	<ul style="list-style-type: none"> □ ¼ of the image
<ul style="list-style-type: none"> □ Ears of wheat 	<ul style="list-style-type: none"> □ 2 bunches 	<ul style="list-style-type: none"> □ Black 	<ul style="list-style-type: none"> □ 1 bunch between the 2 trees on the left □ 1 bunch on the right 	<ul style="list-style-type: none"> □ Each bunch has 3 ears of wheat
<ul style="list-style-type: none"> □ Mountain 	<ul style="list-style-type: none"> □ 2 	<ul style="list-style-type: none"> □ Orange and yellow 	<ul style="list-style-type: none"> □ Background 	<ul style="list-style-type: none"> □ Rounded mountains □ Orange on the top and yellow on the bottom
<ul style="list-style-type: none"> □ Sky 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> □ Orange and yellow 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> □ Orange on the top and yellow on the bottom

Methods

› Self-assessment questionnaire

1. Please indicate how was your communication skills in this activity?

- Very bad Bad Neither good nor bad Good Very Good

2. What do you feel you can improve? (you can select more than one option)

- Pay attention to details
- Listen to others
- Ask questions
- Reply to questions
- Describe information
- Write down information
- Other. What? _____

3. Do you feel that this activity helped you to understand the importance of communication?

- Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Methods

- › Semi-structured interview
 - › 2 lecturers

Results

Results | Communication activity – drawings

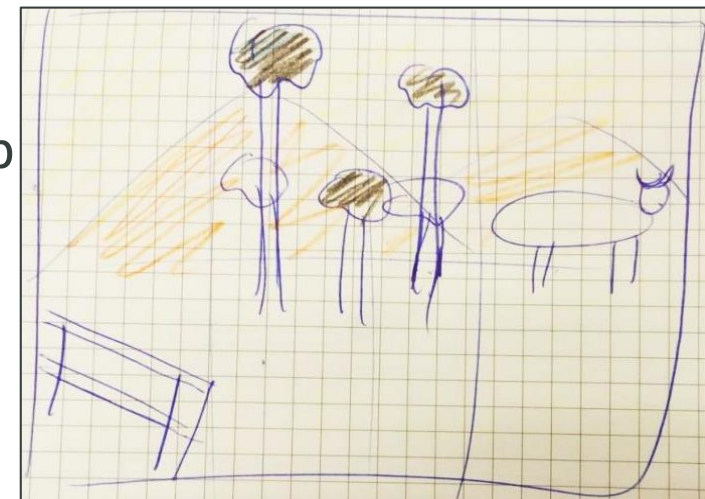


PREFER

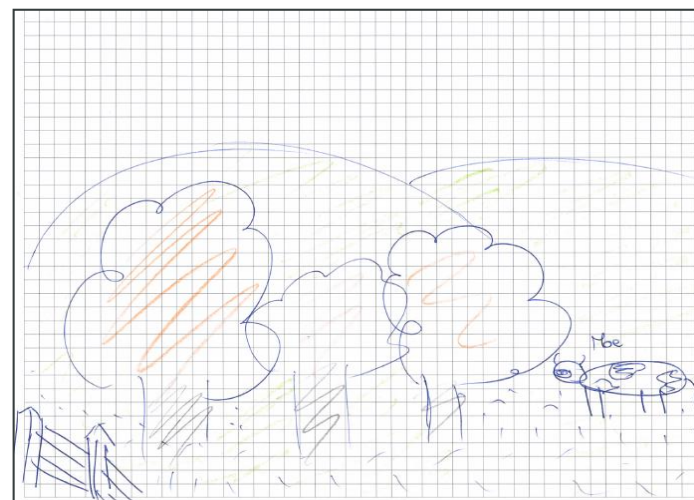
G1
28p



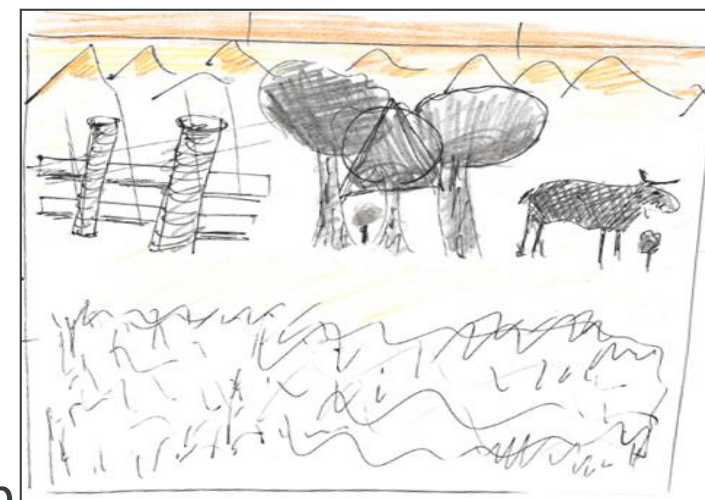
G2
24p



G3
25p



G4
36p



Results | Communication activity – students brainstorm

“Black was not in my mental view. It’s difficult to not be bias about the concepts that we have in mind and change them.” – role C student of group 3

“When I think about a cow, I imagined it white with black spots. The colours confused me. A black cow and black trees...” – role C student of group 2

“I never thought about asking the sizes of the objects” – role C student of Group 2

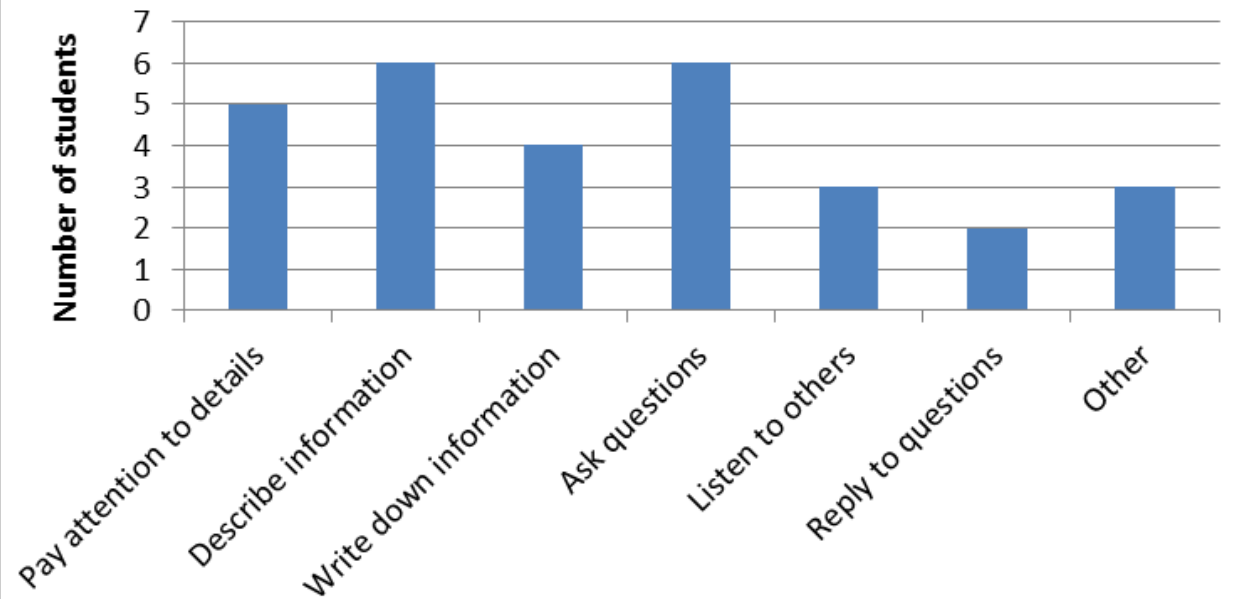
Results | Communication activity - questionnaire

n = 19 students

Please indicate how was your communication skills in this activity?

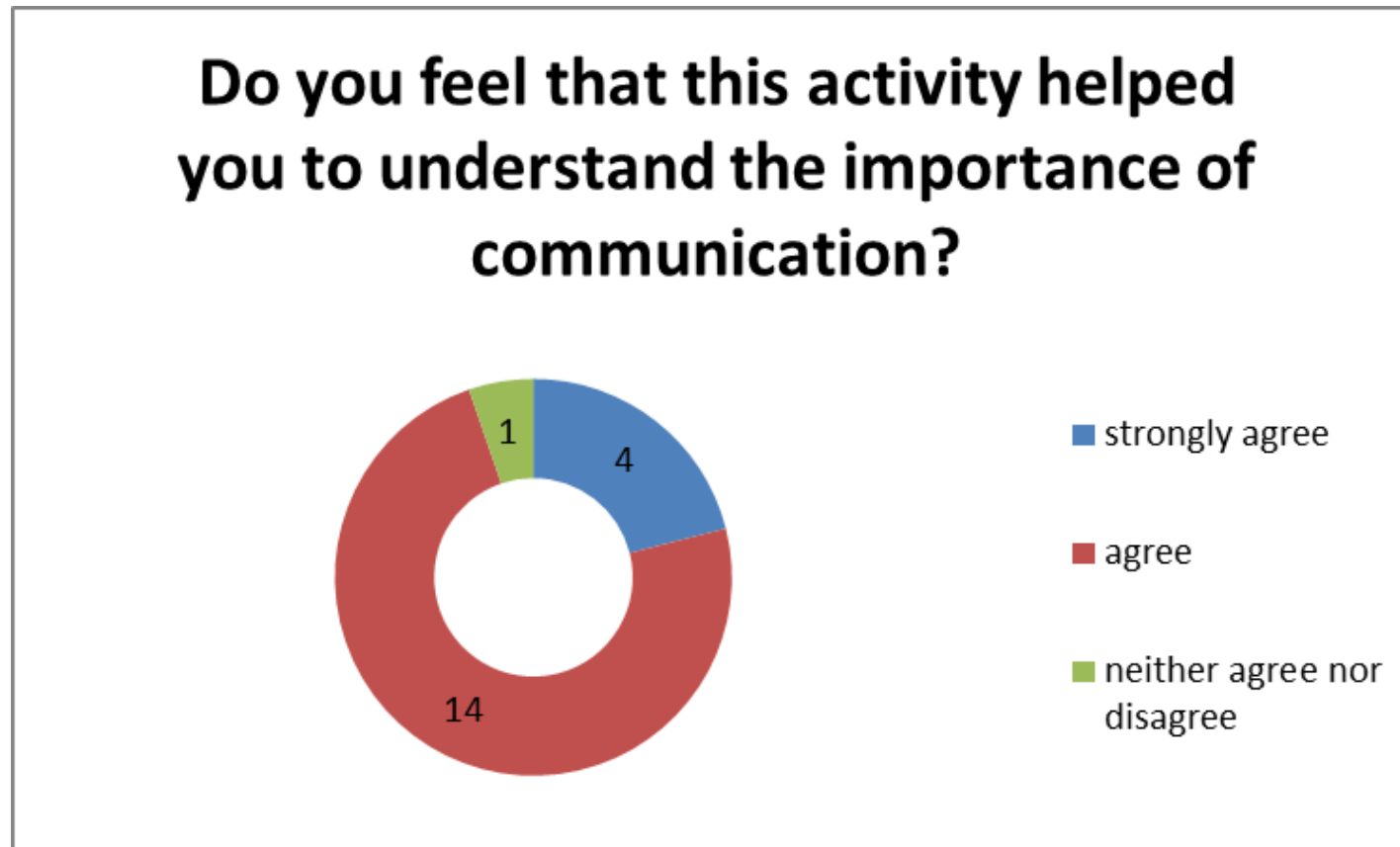


What do you feel you can improve?



Results | Communication activity - questionnaire

n = 19



Conclusion & Recommendations

- › Successful pilot study
 - › *“It was a really good activity and it was for students a nice exercise”*
- › Useful activity and can be integrate again in the course next year
- › Clear instructions of the activity – distribution of handouts
- › Lager or different rooms to avoid contact between groups
- › An observer per group to make sure that the rules of the activity are kept.

Thank you for your attention!

www.preferproject.eu

Mariana Leandro Cruz, MSc.
m.leandrocruz@tudelft.nl

