

Deliberate Learning and Practice: Enhancing Situated Learning Approach in Professional Communication Course

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Abstract : Situated learning principles are adopted in the design of the module, professional communication, in its iteration of tasks and assignments to create a learning environment that simulates workplace reality. The success of situated learning is met when students are able to transfer and apply their skills beyond the classroom, in their personal life, and workplace. The learning process should help students recognize the relevance and opportunities for application. In the module's learning component on negotiation, cases are created based on scenarios inspired by industry practices. The cases simulate scenarios that students on the course may encounter when they enter the workforce when they take on executive roles in the real estate sector. Engaging in the cases has enhanced students' learning experience as they apply interpersonal communication skills in negotiation contexts of executives. Through the process of case analysis, role-playing, and peer feedback, students are placed in an experiential learning space to think and act in a deliberate manner not only as students but as professionals they will graduate to be. The immersive skills practices enable students to continuously apply a range of verbal and non-verbal communication skills purposefully as they stage their negotiations. The theme in students' feedback resonates with their awareness of the authentic and workplace experiences offered through visceral role-playing. Students also note relevant opportunities for the future transfer of the skills acquired. This indicates that students recognize the possibility of encountering similar negotiation episodes in the real world and realize they possess the negotiation tools and communication skills to deliberately apply them when these opportunities arise outside the classroom.

Keywords : deliberate practice, interpersonal communication skills, role-play, situated learning

Conference Title : ICALAHE 2021 : International Conference on Authentic Learning Approaches in Higher Education

Conference Location : Singapore, Singapore

Conference Dates : July 05-06, 2021