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Master's Thesis
Academic Year 2018

Fostering Interpersonal Communication Skills of
High School Students in Japan: Fujimigaoka
High school

Keio University
Graduate School of Media Design

Diandra Putri Adhani

A Master's Thesis
submitted to Graduate School of Media Design, Keio University
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Diandra Putri Adhani

Thesis Committee:

Professor Keiko Okawa (Supervisor)
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Abstract of Master's Thesis of Academic Year 2018

Fostering Interpersonal Communication Skills of High School Students in Japan: Fujimigaoka High school

Category: Action Research

Summary

21st Century is a time when people need to keep up with the complexities of rapidly growing technologies. While some jobs are being taken over by machines, those which require soft skills are not, at least not yet. Complex communication skills, particularly Interpersonal Communication skills, use to establish relationships and promote collaboration with others, are thus in high demand in the 21st Century.

Targeting a group of Super Global High School first-year students in Japan, this research tries to see if explanation, short communication activity, and self-assessing are an ample way to comprehend Interpersonal Communication skills in a short time. The skills that are being practiced are (a) Communication skills: Oral Communication, Active Listening Non-verbal Communication, and (b) Relationship-building skill: Intercultural Communication.

Through this research, the author found that Interpersonal Communication skill, like many other skills, can be trained and practiced. However, it needs support from the daily environment, and takes understanding, practicing, and assessing in a repeated manner in order to be successfully comprehended.

Keywords:

Communication, Interpersonal Communication, Workshop, Education, Self-assessment

Graduate School of Media Design, Keio University

Diandra Putri Adhani

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Table of Contents

Acknowledgements	ii
1 Introduction	1
1.1 Communication Skills of 21st Century	1
1.2 Communicate through Practice	2
1.3 About the Field: Fujimigaoka High school	3
1.4 Research Objective	4
1.5 Thesis Structure	4
Notes	5
2 Literature Review	6
2.1 21st Century Communication	6
2.2 Interpersonal Communication Skills	8
2.2.1 Interpersonal Communication Taxonomy	9
2.2.2 Breakdown of Focused Indicators	11
2.3 Communication skills in the United States and Japan	12
2.3.1 Overview	12
2.3.2 Addressing Communication Issues	14
2.4 Summary	16
Notes	17
3 Research Design	18
3.1 Fujimigaoka High School for Girls	18
3.1.1 Super Global High School	19
3.1.2 Global Workshop	19
3.2 Concept	20
3.3 Program Design	20
3.4 Program Assessment	23
3.4.1 Evaluation method	23
3.4.2 Evaluation criteria	24

TABLE OF CONTENTS

3.5	Action Plan	25
	Notes	25
4	Action	27
4.1	Action 1	28
	4.1.1 Plan	28
	4.1.2 Action	28
	4.1.3 Observe	31
	4.1.4 Reflect	33
4.2	Action 2	35
	4.2.1 Plan	35
	4.2.2 Action	35
	4.2.3 Observe	36
	4.2.4 Reflect	38
4.3	Action 3	39
	4.3.1 Plan	39
	4.3.2 Action	40
	4.3.3 Observe	43
	4.3.4 Reflect	45
4.4	Action 4	48
	4.4.1 Plan	48
	4.4.2 Action	48
	4.4.3 Observe	52
	4.4.4 Reflect	56
	Notes	56
5	Analysis and Conclusion	57
5.1	Analysis	57
5.2	Conclusion	58
	5.2.1 Future Plan	59
	5.2.2 Guide for Program Replication	59
	Notes	61
	References	62
	Appendix	64
A	Students Survey Form	64

TABLE OF CONTENTS

A.1	Action 1	64
A.2	Action 4	65
B	Facilitator Survey	66

List of Figures

2.1	21st Century Student Outcome and Support Systems	8
2.2	Taxonomy of Interpersonal Communication skills	10
3.1	Collaborative Animal Drawing Activity	23
3.2	Tsurushi Bina made of cutout paper to celebrate Hinamatsuri	24
4.1	Collaborative Drawing in Action 2	27
4.2	Explanation before Communication Activity	29
4.3	Facilitator and Students playing Who Am I	30
4.4	Students satisfactory in conversation	33
4.5	Guided Explanation in Action 1	36
4.6	Self-Assessment paper design for Action 2	37
4.7	Students' self-assessment action 2	38
4.8	Guided Explanation in Action 3 about Assertive Communication	40
4.9	Collaborative Drawing in Action 3	41
4.10	Students taking picture along with their drawing	42
4.11	Self-assessment and checklist in action 3	46
4.12	Skills progress from action 2 to action 3	47
4.13	Guided Explanation for Action 4	49
4.14	Tsurushibina Creating and Sharing	51
4.15	Self-assessment action 4	52
4.16	Form of Interpersonal Communication skills	53
4.17	Ice breaking helped students practice the skills	54
4.18	Difficulties of each Interpersonal Communication skills	54
4.19	Skills progress from action 2 through action 4	55

List of Tables

3.1	Action plan schedule	25
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Chapter 1

Introduction

1.1 Communication Skills of 21st Century

It is almost 20 years in the 21st century and things are rapidly changing each decade. There is a growing need for humans to embody a wider range of skills in order to catch up with the modern workplace. A simple manual task can be easily substituted by computers and eventually creates a ripple in the remaining skills that can be learned and applied by humans. Research has shown that the use of computers has eliminated the need for humans to perform tasks that involve solving routine problems or communicating straightforward information [4].

Nevertheless, there are other skills that are much needed and valued as a labor, for instance; non-routine problem-solving, complex communication, and social skills. The modern workplace requires workers to have broad cognitive and affective skills. Often referred to as “21st Century Skills,” these skills include being able to solve complex problems, to think critically about tasks, to effectively communicate with people from a variety of different cultures and using a variety of different techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions for performing tasks, to effectively manage one’s work, and to acquire new skills and information on one’s own [15].

P21, a Partnership for 21st Century Learning (P21) that advocates the integration of 21st-century skills stated that these skills: critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development, are necessary to be taught from early childhood development not only for school but also for life. These frameworks are to be taught and applied until the 12th grade of high school.

1.2 Communicate through Practice

Stated in *Assessing 21st Century Skills: Summary of a Workshop*, in designing the workshop, Interpersonal skills is one of the fundamental components which consist of Complex communication, Social skills, team-work, cultural sensitivity, and dealing with diversity. Interpersonal skills have long been recognized as important for success in school and in the workplace, said Stephen Fiore, a professor at the University of Central Florida.

Communication itself is a natural process both intentionally and unintentionally. An effective communication is something that can be attained and acquired through practice over time. Karima Mariama-Arthur, Founder, and CEO of Word-SmithRapport wrote in her article, "Too many people mistakenly believe that good communication skills are written into a person's DNA. While it is true that individual attributes can make these abilities easier to acquire, there is nothing that the world's best communicators have that you can't acquire through hard work" ¹.

Therefore, it is important to first understand communication itself before practicing it. Interpersonal Communication or people usually called Social skills/Socializing is what keep the conversation going – it is a continuous game between interactants - it is a give-and-take situation - a constant, dynamic flow that is linguistically realized as discourse [2]. Having understood the components and indicators of the Interpersonal Communication Skills and apply it in everyday life and learning, people can prepare themselves for the skills needed for the 21st century.

As several countries such as the United States and in Europe have started to adopt 21st Century Skills and learning, some studies stated that Japanese education system still focuses on rote memorization, rather than 21st-century skills ².

And on a different article, The Programme for International Student Assessment (PISA) shows that 15-year-olds in Japan are ranked among the top in academic performance. However, those same students rank among the bottom in self-confidence. The result of the Japanese system education system rather than critical thinking and proactive, participatory learning, which technology cannot, at least yet, to be programmed to supervise and perform the task that practice human interaction. It is not easy to program skills of negotiation, intercultural-sensitivity, persuasion, and person-to-person interaction.

Several schools in Japan are trying to evaluate and shift their system and try to implement a system that focuses on problem-solving approach through critical

thinking and teamwork in order to encourage global-mindset thinking. In 2003, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) published an action plan to cultivate “Japanese with English abilities,” in particular “practical communication abilities,” (MEXT, 2003a, para. 6) or communicative competence.

However, there is a recent program called The Super Global High Schools project, a part of the Japanese government plan to create a new generation of global leaders economic decline and growing insularity among the young generation. The program started in 2015 and expects the school to foster students communication and problem-solving skills in order to tackle global humanitarian issues in partnership with Japan-based universities and international organizations, industry and nonprofit groups.

Therefore, this research is trying to foster the Interpersonal Communication skills as one of the initiatives of nurturing 21st-century skills and Super Global High school’s objective in Fujimigaoka high school students in Japan, one of Super Global High School.

1.3 About the Field: Fujimigaoka High school

Fujimigaoka High School was established in 1940, and in 2015, MEXT designated this school as Super Global High School (SGH). The goal of SGH schools is to help students foster international mindsets - to focus on social problems, to have the ability to interact with liberal arts and to have the capacity for communicating and problem-solving.

Fujimigaoka High School will utilize educational innovation to achieve these three objectives:

- To cultivate our students’ interest in sustainability and their ability to identify problems related to sustainability
- To cultivate our students’ study-skills and their problem-solving abilities
- To cultivate our student’s English communication skills

In order to achieve the mentioned objectives, Fujimigaoka invites partnership with Global Education project from Keio Media Design (KMD) to design and develop Global Workshop, a program as a credited compulsory subject for the school’s first-year students.

The aim of implementing the program in first-grade is to prepare students in working on global issues in collaboration with people. Thus, there is a need to support a basic students' comprehension of communication skills in order to achieve the goal and in a long-run, achieve SGU goals.

1.4 Research Objective

This paper will discuss more on achieving and developing Communication and Collaboration skills which later will be narrowed as Interpersonal Communication Skills, not only to support Global Workshop activities as a compulsory subject for the students, but also as their development for both personal and professional life.

The paper includes trials of proposed activities aiming to to foster Interpersonal Communication skills in Japanese Super Global high school which also in parallel with Global Workshop's one of main objective: to nurture 21st Century skills, including Communication and Collaboration skills.

This research will analyze the following research question:

- How might we foster Interpersonal Communication skills in first grade students of Fujimigaoka high school in Japan?
- What are the key elements of learning method that develop Interpersonal Communication Skills in high school level?

These research questions will be explained further using the result of each actions through student and facilitator's survey, teacher's interview and observation.

And this chapter will entail this program's concept, design, assessment and action plan.

1.5 Thesis Structure

Chapter 1

Describes the current situation in the field and to point out research objectives.

Chapter 2

Listing related works as a reference for program development and provide theories to support the research.

Chapter 3

Provides the program plan, concept, goal, and structure for how it is evaluated.

Chapter 4

The actualization of the program and how each action evaluated and improved.

Chapter 5

Analyze the research and to see if the research objective is achieved. And also to conclude and future plan for the research.

Notes

- 1 <https://www.entrepreneur.com/article/308168>
- 2 <https://www.japantimes.co.jp/opinion/2017/12/29/commentary/japan-commentary/time-bring-japanese-schools-21st-century/#.WvQKri-B3oD>

Chapter 2

Literature Review

According to World Economic Forum, by 2020, People Management and Coordinating with others are among top 10 skills needed for Future Jobs. Today's job candidates must be able to collaborate, communicate and solve problems—skills developed mainly through social and emotional learning (SEL). Combined with traditional skills, this social and emotional proficiency will equip students to succeed in the evolving digital economy ¹.

2.1 21st Century Communication

21st Century is filled with a new degree of social and technological complexities. Fueled by technological innovations in media such as the Internet (with staging formats such as YouTube, Facebook, and MySpace), e-mail, wi-fi, cell phones, Blackberries and I-phones, DVRs, and the much larger digital revolution (which they are all a part)—as well as a rapidly increasing interest in social identities such as race, gender, sexuality, nationality, and ability. [9]. Although communication studies have been studied since the early 20th century, this particular field of complexity in communication is now one of the skills that are as important as technical skills in order to survive the changing course of work and society.

Back then, in the 20th century, some communication needs a longer time to process and receive because of the current technology at that time. But in the 21st century, people are utilizing the technology to ease their way in the communication process. People have an innate urge to connect with one another. And when you give people a new way to connect with other people, they will punch through any technical barrier, they learn a new language—people are wired to want to connect with other people and they find it objectionable not to be able too [11]. A key term in 21st-century communication, however, is convergence. Not only are media and technology converging with each other to produce new means of communicating

but also individuals are increasingly using both new and existing communication tools to create new forms of communication [9]. The form of communication did not change much since the last century, but the factor that motivates and influence communication multiplies and gets more complex.

By having media technology being used by most of the world population, a virtual community is formed. Through the Internet and other communication technologies, vast reserves of communication and widely divergent perspectives are delivered to people from richly diverse background across the globe each day as well [9]. People are in a comfortable state of using this tool that by communicating through these media, people thought that they are communicating good enough and eventually avoid face-to-face communication. Even this advancement makes it possible for people to have different or anonymity. If this is going on, the social dynamics could be disrupted and people would lose their human-touch in communicating.

Having communication as a base competency needed for People Management and Coordinating with Others, it is essential for youth that is in productive age to equip and prepare themselves with the necessary skills in toward the evolving digital economy in the future.

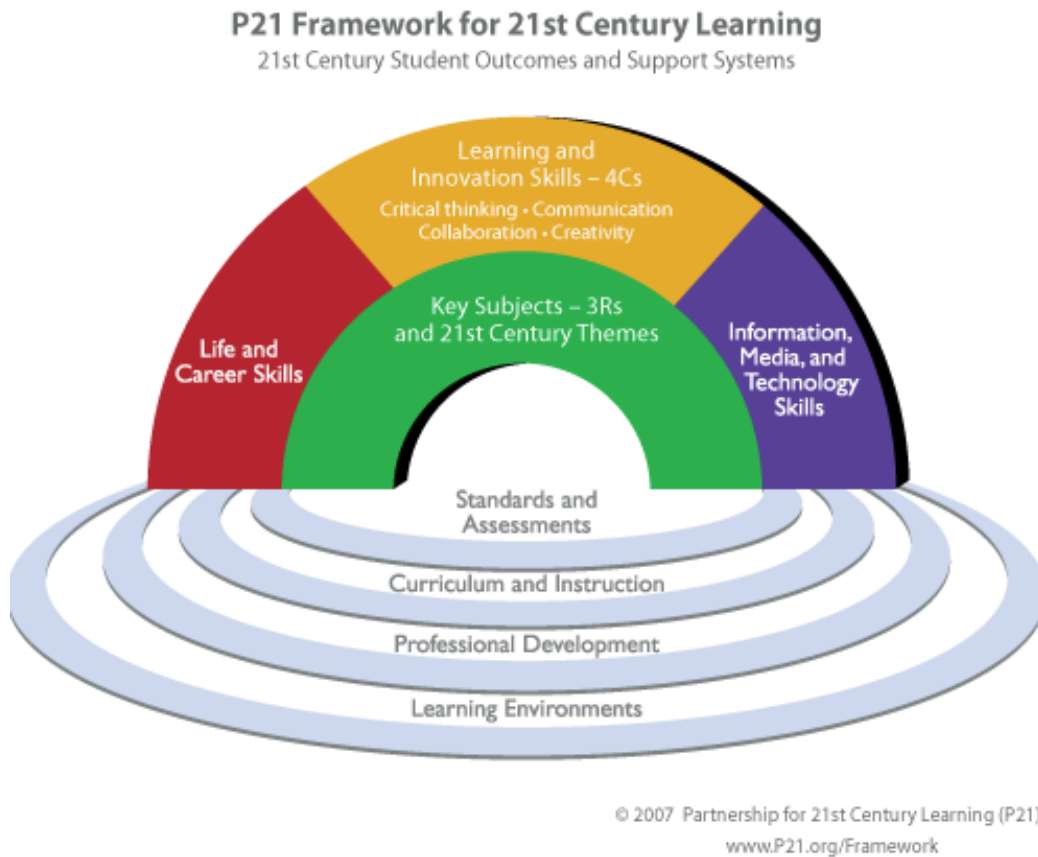
P21 as a catalyst for 21st-century learning saw the need for preparing learners to acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops. Based on P21 Framework 2.1 ² showed that Communication is one component under **Learning and Innovation skills**

In achieving the Competence of Interpersonal Communication Skills according to Partnership for 21st Century Skills, the elements of Communication and Collaboration are ³:

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)
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others



source: P21.org [1]

Figure 2.1: 21st Century Student Outcome and Support Systems

- 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

2.2 Interpersonal Communication Skills

Interpersonal communication is the exchange of messages between individuals that participate in the process. And it is the ongoing, ever-changing process that

occurs when you interact with another person, forming a dyad, which is defined as two people communicating with each other [12].

Unlike Intrapersonal communication skills that deals with self, Interpersonal communication skills see more interaction between people in complex communication, social skills, teamwork, cultural sensitivity, dealing with diversity. Interpersonal Communication skills have been called social or people skills, social competencies, soft skills, social self-efficacy, and social intelligence [13].

By having the technology to support people's daily interaction, the social skills competencies are blurred because technology easily replaces face-to-face communication which uses the human touch. "As a citizen and potential professionals in the digital world, we have every aspect of our lives affected by new media" [9]. Some people even avoid to interact with people directly and use instant messaging to save them from awkwardness and trouble. Apparently, people did not want the person on the other end of the telephone line to see their yawns of boredom or looks of irritation during a communication session. Recently, many users of Internet chat services set their preferences to 'voice only' and do not enable the video feature preferring to conceal their facial expressions or failure to comb their hair or apply makeup [20].

Technology itself can give mixed signals from one communicator to other, so to communicate effectively, it requires critical thinking of one individual to process possessed information in order to convey the message in a proper way with also taking other individual's communication elements into account. These skills consist of processing and interpreting both verbal and nonverbal information from others in order to respond appropriately. A skilled communicator is able to select key pieces of a complex idea to express in words, sounds, and images, in order to build shared understanding [13].

2.2.1 Interpersonal Communication Taxonomy

To develop Interpersonal Communication skills, the author will breakdown Interpersonal Communication skills by using *Assessing 21st Century Skills: Summary of a Workshop gives detailed activity and explanation in the taxonomy*.

According to Klein and Salas in *Interpersonal Communication in Workplace*, this Taxonomy breakdown of Interpersonal Communication skills gives frameworks and focuses on behaviors consisting of attitudes and cognitive processes. This Taxonomy will later be the guide for developing activities and evaluation of this research [6].

Interpersonal Skill	Description	Related Skills
Communication Skills		
<i>Active Listening</i>	Paying close attention to what is being said, asking the other party to explain exactly what he or she means, and requesting that ambiguous ideas or statements are repeated	Listening with empathy and sympathy; listening for understanding
<i>Oral Communication</i>	Sending verbal messages constructively	Enunciating; expressing yourself clearly; communicating emotion; interpersonal communication
<i>Written Communication</i>	Writing clearly and appropriately	Clarity; communicating intended meaning
<i>Assertive Communication</i>	Directly expressing one's feelings, preferences, needs, and opinions in a way that is neither threatening nor punishing to another person	Proposing ideas; social assertiveness; defense of rights; directive; asserting your needs
<i>Nonverbal Communication</i>	Reinforcing or replacing spoken communication through the use of body language, gestures, voice, or artifacts	Expression of feelings; perception/recognition of feelings; facial regard

(a) Communication skills

Relationship-Building Skills		
<i>Cooperation and Coordination</i>	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
<i>Trust</i>	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
<i>Intercultural Sensitivity</i>	Appreciating individual differences among people	Acceptance; openness to new ideas; sensitivity to others; cross-cultural relations
<i>Service Orientation</i>	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
<i>Self-Presentation</i>	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
<i>Social Influence</i>	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
<i>Conflict Resolution and Negotiation</i>	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

(b) Relationship building skills

Figure 2.2: Taxonomy of Interpersonal Communication skills

Source: Assessing 21st Century Skills [15]

2.2.2 Breakdown of Focused Indicators

For this research, there will be 5 focused skill taken from the Taxonomy that was divided into 4 session-run: (1) Oral Communication, (2) Active Listening, (3) Non-verbal Communication, (4) Assertive Communication, and (5) Intercultural-sensitivity.

BASIC ARTICULATION

1. Oral Communication

Oral communication, verbal, or spoken communication are based on a phonetic symbol system which has a transmitting meaning of a message from the sender to receiver. Spoken language is accompanied by various forms of paralanguage, such as facial expression, gestures, other body movements, the rate of speech, pitch and intonation. All these features add to the meaning of an oral message [17] or non-verbal communication.

2. Active Listening

Communication is not only a spoken word and showing expressions, rather, a listening skill is one of the main components of communication flow. Most of the miscommunication occurred when the message receiver did not decode the correctly by not clearly paying attention. Active listening is a difficult discipline. It requires intense concentration and attention to everything the person is conveying, both verbally and non-verbally. It requires the listener to empty themselves of personal concerns, distractions, and preconceptions [10].

3. Non-Verbal Communication

Non-verbal communication can be seen as indirect communication consisting of gestures, facial expressions, body pose, etc. Non-verbal has its origins and modes of functioning: (a) nonverbal communication of attitudes and emotions and manipulation of the immediate social situation, (b) nonverbal communication as a support and complement of verbal communication, and (c) nonverbal communication as a replacement for language [3]. It is important to create understanding in students of the communication signal that they could provide and pay attention, even when no words are spoken.

NEGOTIATION SKILLS

4. Assertive Communication

Assertive communication is about expressing your own rights, feelings, needs, and opinions. Alongside a clear vision, effective teams and successful organizations are rooted in relational intelligence [18]. "Richly interactive complex communication among team members is not limited to face-to-face dialogue, but frequently relies on mediated interaction across distance in which the team co-constructs and negotiates shared interpretive understandings and a problem resolution strategy [8].

RELATIONSHIP-BUILDING IN CULTURAL SETTING

5. Intercultural-sensitivity

Intercultural communication poses additional complexity in the management of an individual's identity because each person has a significant and separate cultural identity that needs to be negotiated, maintained, and supported by both individuals involved [22].

2.3 Communication skills in the United States and Japan

2.3.1 Overview

United States

P21's Framework for 21st Century Learning was developed with input from the United State's educational expert. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st-century skills at the center of learning ⁴.

In order to prepare students for a prosperous and secure future, educators need to build not just understandings, but experiences in a community of practice that develops fluent sophisticated behaviors - yet classrooms today typically lack this type of learning and teaching, in part because high-stakes tests do not assess these competencies. Students' abilities to transfer their understandings to real-world situations are not assessed, nor the capabilities related to various aspects of teamwork [8]. There is a need for a new pedagogical approach to be able to cover assessment in all aspects in order for everyone to develop.

From 21st century skills: Learning for Life in Our Times, the study which studies the cases in the U.S, showed that students graduating from secondary schools, technical colleges, and universities are sorely lacking in some basic skills and a large number of applied skills [21]:

- Oral and Written Communication
- Critical thinking and problem solving
- Professionalism and work ethic
- Teamwork and collaboration
- Working in diverse teams
- Applying technology
- Leadership and project management

One of the raising issues is the development of communication technologies that gave birth to social media, is causing an effect on health communication. The study about social media use in the United States, suggests that the new technologies, represented by social media, maybe changing the communication pattern throughout the United States [7].

The other one is, being one of the countries that are known for its diversity and a place of "melting pot", U.S face communication issues that caused also by cross-cultural differences. But raising the importance of inter-cultural sensitivity is the key. Not only is unnecessary conflict avoided, but people will come to know more about each other and contribute to the overall community spirit if they would share this experience with their circle of friends in the future. The strength of cross-cultural communication is expanded by recognizing these cultural differences [16].

Japan

According to Japanese MEXT (Ministry of Education, Culture, Sports, Science, and Technology), the number one factor that companies place emphasis on recruitment selection is "communication skills" for eight consecutive years since 2003. It has been a social demand to foster the communication-related abilities ⁵. The 5th Annual Survey Report on Information Society and Youth from Cabinet Office

Policy Officer showed that as Japanese youth getting older, there was a decline on inter-generational communication outside family.

A high school in Hyogo prefecture faced a problem where growing technology that provides communication platform like instant messenger (LINE chat, Twitter, Facebook, etc) can easily replace face-to-face communication and creating a difficult time for people, especially students in dealing with a human relationship. Students in this school admit that they have a good relationship with class friends, except it is only for one academic year where on the next grade the relationship perished because it was not maintained ⁶.

Fujimigaoka high school created the “Study-skills Improvement Programme” and “Improving Our Ability to Take Action” courses to help students obtain the basic knowledge for further study, as well as an “English Communication Improvement Programme” to increase their capacity for communication with non-Japanese speakers ⁷. Nevertheless, within the Global Workshop program that has been running since 2015, and there were several feedbacks regarding students’ low interaction to some facilitators, especially when they are foreigners and/or non-native Japanese speakers. This attitude can interfere with communication flow and result in an ineffective effort to achieve workshop goals. Other than communication to facilitators, observation result showed that there were some groups showing some challenges when they are doing group work; domination, group-within-group, etc.

2.3.2 Addressing Communication Issues

21st Century skills learning in America

Numbers of communication training that were conducted in the United States since 1982 have these commonalities: (a) the necessity of establishing good interpersonal relations with people, and (b) communicating effectively in the presence of cultural differences that can interfere with good relations [5].

Envision High School, California

From *Assessing 21st Century Skills: Summary of a Workshop*, National Academies Press, 2011. The workshop that was conducted at Envision High School is a project-based program that tried to ask students develop online portfolio needed for higher education. It is an assignment, group activities, and workplace project activities that incorporate interpersonal communication skills learning to develop

individual portfolios. Students were asked to assess themselves regularly. The faculty is guiding the development of students in the process. The result showed that teaching these skills and incorporated with academic content with also holding students' high expectation to use these leadership and collaboration skills is the best way to prepare the students success in college.

Private University, Ohio

A study that was conducted by Sharon A. Pope aimed to equip Business Students with Interpersonal Communication skills to support their technical skills for workplace success. Seeing that University faculty lacked the strategy, this research conducted a case study to identify students' perception and later develop and apply Interpersonal Communication Skills key application of communication, collaboration, conflict management, and cross-cultural awareness in classroom [19].

Communication Training in Japan

In Japan, the Ministry of Education introduced new School Course Guidelines in middle and high schools in April 1992 and 1994 in order to encourage communicative reforms (Ministry of Education, 1994). According to the Guidelines, the fundamental aims of foreign language education is to foster communication skills and international understanding. In order to meet the demand, the development of the oral communicative ability of middle and high school students has been targeted, and this has become the most important role of English teachers, especially native English speaking teachers [14]

Hyogo high school

The Hyogo high school conducted a communication training program in 2012 to improve speech and communication skills in daily lives, the program is a compulsory program for the 1st-year student under the class of Industry Society and Human studies. A 10-minute set of activities at the beginning of class for 10 session aims for the student to think about their future while doing brainstorming, train for speech and interview, etc. The program also asked the students to be sensitive to their own communication form such as non-verbal (expressions, intonation, gesture) and also the opponents' behavior. The result showed that at the end of the conducted session, 80% students felt they are feeling good at their communication ⁸.

Communication Comprehensive class by Toshio and Keiko Takahashi of Jissen Women's University

A research report conducted in 2004 published in Japanese Journal of Academic showed the result of Comprehensive Class Communication training. Seeing that communication skills in Japanese youth have been declining, universities, high schools, and other institutions are setting up lessons subjects. This research tries to strive and understand communication with others through self-expression. The training that was composed based on three elements: (1) self-understanding, (2) understanding others, and (3) understanding of the world. The methods that were utilized were theater, games, participatory learning in development education, communication activities in the the the Japanese language. The result showed that the content to be communicated is an important step before the techniques.

They come up with a concept of training that consist of

- Refreshing previous session's lesson (2-3minutes)
- Ice breaking activity
- Main activity (50minutes)
- Feedback

Fujimigaoka High School: Global Workshop AY2015

Previous research conducted by a Keio Media Design student proposed a workshop program to foster a global mindset to be used in the formal education setting for Japan high school. The activity that was implemented to foster communication and collaboration skills were communication game, multicultural communication activities with foreign facilitators, and utilizing technology to establish communication with international partner students across the globe. Students acknowledge the importance of communication.

2.4 Summary

Incorporating Interpersonal Communication Skills practice Based on the existing effort to groom Communication and Interpersonal Communication in

both the U.S and Japan, there are some findings that will be beneficial for this research.

- Familiarization and refresh is necessary at the beginning of a session
- Always start with student encouragement to express themselves
- Teaching communication in a diverse culture is important considering the global society is connecting with one another
- The importance of self-assessing to implement 3 important elements: (1) Understand self, (2) Understand others, (3) Understand the world

Notes

- 1 <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>
- 2 <http://www.p21.org/our-work/p21-framework>
- 3 http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf
- 4 <http://www.p21.org/our-work/p21-framework>
- 5 http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/047/siryo/__icsFiles/afieldfile/2012/03/21/1318690_01.pdf
- 6 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf
- 7 <http://www.fujimigaoka.ac.jp/en/sgh>
- 8 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf

Chapter 3

Research Design

This research aims to propose set of activities to foster Interpersonal Communication skills in Japanese high school which also in parallel with Global Workshop's one of the main objective, to nurture 21st Century skills, including Communication and Collaboration skills.

This research will analyze the following research question:

- How might we foster Interpersonal Communication skills in first-grade students of Fujimigaoka high school in Japan?
- What are the key elements of learning method that develop Interpersonal Communication Skills in high school level?

These research questions will be explained further using the result of each action through student and facilitator's survey, teacher's interview, and observation.

And this chapter will entail this program's target research, concept, design, assessment and action plan.

Fujimigaoka High School, as the target of this program, will have approximately 100 first-grade students as participants. The activities will be conducted on the same day as the Global Workshop.

3.1 Fujimigaoka High School for Girls

Fujimigaoka High School upholds the value of believing in one's self and embody heart to consider others. These qualities will be the necessary qualities for students in having a global mindset.

Fujimigaoka High School will utilize educational innovation to achieve these three objectives:

1. To cultivate our students' interest in sustainability and their ability to identify problems related to sustainability

2. To cultivate our students' study-skills and their problem-solving abilities.
3. To cultivate our student's English communication skills

In 2015, this school was designated as Super Global High School (SGH) by the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT), and at that year, Fujimigaoka High School established a partnership with KMD in achieving both school goals and SGH goals.

3.1.1 Super Global High School

The Super Global High School (SGH) program is a groundbreaking educational policy in 2015. The goal is to create leaders who will play important roles in a globalized society and tackle social-global humanitarian issues. Other than Fujimigaoka High School, there are 56 other high schools across Japan. These schools will encourage the students to also study abroad; while still attending their high school and also when continuing higher education. This aims to understand different global viewpoints while discussing with peers from all over the world and to resolve issues ¹.

The school has several programs to prepare students for their future; International exchange program, English education program, and also Global Workshop.

3.1.2 Global Workshop

Global Workshop is a 3-year running program designed and developed by Global Education project of Keio Media Design as a compulsory subject for first-year students. This program aims to:

1. Foster participants' attitudes towards problem-solving
2. Nurture participants' global awareness
3. Improve participants' communication and collaboration skills
4. Improve participants' digital literacy skills

Global Workshop discusses many things from Global Society, Global Economy, Sustainable Development Goals, etc. The process of Global Workshop is to identify the latest global issue, conduct research, and propose an approach to involve students in solution-finding. Because Global Education believes that

practicing only technical skills is not enough for future society. Based on 3 years evaluation, there is a need for first-grade students to comprehend communication skills in order to smoothen group discussions and collaboration.

3.2 Concept

This program is set of activities aiming to foster Interpersonal Communication skills in Japanese high school where there are high demands of communication training based on shifting attitudes in Japanese youth in that particular skill while communication competencies are one of the demanded skill in higher education and workplace. Through this activity, students are hoped to start practicing communication by understanding strength and weakness while they interact with peers in basic conversation and group work discussions that they encounter daily.

The objectives of this program are to:

- To develop communication skills that will benefit everyday conversation in both personal and academic
- To identify necessary components in learning Interpersonal Communication skills
- To create a guide for future training based on findings

3.3 Program Design

Activity

These activities were designed for 100 first-year students of Fujimigaoka high school that also participated in Global Workshop activities. Set of activities will be applied on the same day of Global Workshop scheduled session, so it will be conducted in the school building; inside classrooms or in the big hall. If the activity is in the classroom, there will be an MC in every classroom that will be supported by facilitators. One classroom will have 1 MC and 3 to 5 facilitators to assist with the process.

This program proposes three activities: Guided Explanation, Communication Activities, and Self-Assessment. These activities were chosen based on the studies on learning Interpersonal Communication skills because, in learning, an explanation is necessary to bridge the knowledge gap between facilitator and student,

second, short activities are a start to practice the skills mentioned, and lastly, self-assessment will be used to involve students in learning process by understanding the self. These small activities are picked and modified to match the indicators that will be practiced on each action with also using the topic that is related to the Global Workshop session.

Communication Training: Understanding, Practice, Assess

Understanding: Guided Explanation

At the beginning of each session, students are to be provided the explanation containing skills that they have to acknowledge and practice using presentation and/or paper guide. The presentation includes:

- The focused indicator(s)
- Good and bad examples
- Introduction of the communication activity session as the next step
- Survey and self-assessment to be filled at the end of the session

The paper guide includes:

- The indicators to be learned
- Examples

Practice: Communication Activities 5-10 minutes small activities will be implemented after the guided explanation has these objectives:

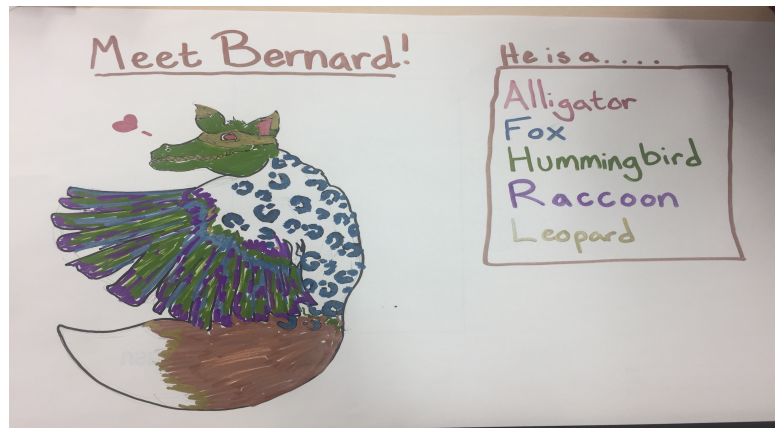
Activity to spark interaction: Who Am I game This activity is a guessing game within the group of five students + one facilitators aiming to encourage basic articulation (Oral communication and Active Listening). Each group has a set of card deck containing the animal name to be guessed by the person who picked the card and put it in the forehead. Both students and facilitators have to use English to give the hints without directly telling the name. This activity has been used worldwide and the topic of this activity was modified to the topic that will be discussed on that day's Global Workshop session: Green Economy.

Practice the Dos and Dont's Non-verbal communication is one of the skills that need to be explained detailed. As sometimes human gesture came naturally, students need to understand that even a slight form this communication can show a lot to whom they talk to. Therefore, this activity will practice the good and bad examples after explaining in the beginning.

Activity to practice expressing ideas and negotiating: Collaborative Drawing Collaborative Drawing aims to practice Assertive communication skills, a skill to encourage the expression of ideas while exploring ideas while negotiating the possible solution within the group. Each member has to share their favorite animal along with the reason, and then create one imaginary animal that has every member's animal body parts. In the end, they have to present the result to class with its new name.

Activity to practice collaboration and strengthen empathy: Tsurushi Bina Making and Sharing Tsurushi Bina is a Japanese traditional doll amulet to celebrate Hinamatsuri, or a festival to celebrate and wish girls for future happiness in early Spring. This activity aims to learn Japanese culture through creation and sharing and also practicing Inter-cultural Sensitivity in Relationship Building skills. Each group is creating Tsurushi Bina out of colored paper with also writing a message related to Sustainable Development Goals (SDGs) as a part of Global Workshop program. Students later are to take a picture of their work and share it on social media platform Instagram as a way to promote culture and SDGs effort in the world. To share the message, they also need to consider Intercultural-sensitivity context. At the end of the session, students are sharing their work with the partner school, Colegio Latino de Shiga students.

Self-Assessment Students are given self-assessment paper at the end of the session to evaluate the skills that they learn that day by marking scaled number for the performance in each indicator and also the level of difficulties for each skill. The result of each student will be compiled and gathered for the next action design.



(a) Drawing of Imaginary animal created by KMD Student as an Example

Group Imaginary Animal

Let's add voice/sound:

Group:

Favorite animals:

Name and Traits:
名前と特徴:

(b) Worksheet to draw Imaginary animal

Figure 3.1: Collaborative Animal Drawing Activity

3.4 Program Assessment

3.4.1 Evaluation method

To identify and evaluate the impact the program has to target a triangulation method will be used; qualitative and quantitative. The qualitative method consists of observation results from video recording will be used to see the participation shift in behavior or attitude, furthermore, the interview will be conducted to facilitators to see any changes from instructors' perspective and also to give feedback of the program. Quantitative method will be used to obtain responses from



Figure 3.2: Tsurushi Bina made of cutout paper to celebrate Hinamatsuri

students regarding the program itself and the supporting materials from surveys.

3.4.2 Evaluation criteria

- **Program Design** This will see how the activity flows go and if any elements need improvement or to be kept for future activities. Students, Facilitators, and Teachers will be asked using a survey regarding their impression and opinion towards the program design. Observation from the activity and video recordings will be conducted to support the quantitative method.
- **Supporting Materials** This will see the usability and effectiveness of the materials or media in each activity; explanation, communication activities, and self-assessment using survey and observation.
- **Participant's Behavior** This topic will see students' shift in attitude and behavior in applying Interpersonal Communication skills through the program and also see their perception in the acquired skill using survey to students, facilitators, and teachers with also supported by observation.

3.5 Action Plan

Table 3.1: Action plan schedule

Date	Activities	Indicators
November 11th, 2017	(i) Guided Explanation (ii) Communication Activity (iii) Self-Assessment	Basic Articulation: <ul style="list-style-type: none"> • Active Listening • Oral Communication
December 16, 2017	(i) Guided Explanation (ii) Communication Activity (iii) Self-Assessment	Basic Articulation: Non-verbal Communication
January 20, 2018	(i) Guided Explanation (ii) Communication Activity (iii) Self-Assessment	Expressing Idea and Negotiation: Assertive Communication
February 3, 2018	(i) Guided Explanation (ii) Communication Activity (iii) Self-Assessment	Relationship-building through Empathy: Intercultural-sensitivity

Notes

- 1 <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>
- 2 <http://www.p21.org/our-work/p21-framework>
- 3 http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf
- 4 <http://www.p21.org/our-work/p21-framework>
- 5 http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/047/siryo/_icsFiles/afieldfile/2012/03/21/1318690_01.pdf
- 6 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf

- 7 <http://www.fujimigaoka.ac.jp/en/sgb>
- 8 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf

Chapter 4

Action

This chapter will describe and explain further the activities implemented in each action. There are approximately 96 students and divided into 4 classrooms. One main facilitator will be giving the presentation while 3 to 5 others are assigned to help assist the students in the training throughout the program. The materials used will be the same in 4 classrooms and facilitators were briefed beforehand to make the process smoother. The skills that will be practiced in the first session will be practiced again in the second session, third, and fourth. This aims to ask the students to keep exercising the skills more than one time.

The activities that will be implemented are in figure 4.1:



Figure 4.1: Collaborative Drawing in Action 2

4.1 Action 1

4.1.1 Plan

Action 1 is on November 11th, 2017. Skills to be introduced and practiced: Oral Communication and Active Listening

Activities:

1. Explanation
2. Who Am I game
3. Self-assessment by survey

Objectives:

1. Spark engagement within group and facilitators
2. Familiarize the topics that will be discussed for the session

4.1.2 Action

Guided Explanation

To introduce students about Interpersonal Communication, facilitators in each room verbally explain at the beginning of the Global Workshop about Oral Communication and Active Listening. In order to practice it, students are encouraged to at least try to speak up in conversation even if they are feeling nervous or shy, not only to their friends and group members but also to facilitators who they are not familiar with. And one of the activity to practice in a fun way is through a game.

Communication Activity: Who Am I

In this session, the activity is a widely-used communication game called *Who Am I*. This is a guessing-style game that encourages everyone to think hints creatively and interact with each other in a fun way. Every member in the group gets the turn to be the guesser, including facilitator. As some facilitators do not have the ability to speak Japanese, students were stimulated to practice both communication skills and English language skills.



Figure 4.2: Explanation before Communication Activity

The theme of the card deck was Animals and it was adjusted to that day's Global Workshop main topic: Global Green Economy that related to deforestation, therefore the animal list also includes the list of endangered animal around the world. The animals that were included were: Sea Lions, Rabbit, Monkey, Polar Bear, Giraffe, Frog, Otter, Turtle, Panda, Camel, Penguin, Orangutan, Rhino, Kangaroo, Tiger, Tuna, Whale, Wolf, Squirrel, Gorilla. Both English and Japanese writing were included in cards to ease both parties in the process.

The objective of the game is not winning through competition, but to spark interaction between students-students and students-facilitators using a learning game. The game lasted for 10 to 15 minute depending on each class.



Figure 4.3: Facilitator and Students playing Who Am I

Self-Assessment

At the end of the Global Workshop session, facilitators ask whether students practiced Oral Communication and Active Listening throughout the session and most students say yes. To understand more about students' self-assessment and learning, a survey was handed out at the end of the session to further assess their understanding of today's skills and also the overall program. Students were asked to scale the statement that they agree/disagree with:

- I was very satisfied with the conversation for the whole session with the facilitator
- I like to get involved in group discussion

4.1.3 Observe

Program Design

Putting an explanation at the beginning is an essential part to start the program as it will be the foundation of the whole day activities. But in this action, the skills to be learned were not stated in the presentation, only mentioned verbally. Therefore, some students were still having a hard time to recall what to remember and what to do, especially when the skill names are in English and it is something new for students, even though the explanation were in Japanese.

In the beginning, students take time to get used to the rules by playing it in a trial mode. But after several attempts, they understood and move on with playing. But this activity should be anticipated because it takes time for "trial and error".

Students in every class seen giggling to their friends because some of them did not know the English word for it so they are asking for the translations to friends.

Some of the answer that was given by the facilitator when they were asked "The most impressive part of today's workshop and your feedback": "Although it(the workshop schedule) was busy, it was good to have ice break(communication activity), it was very engaging."

Some of the concern was time management, as the time allocated for guided explanation and communication activity was taking more than schedule,

Global Workshop activity time got delayed up to 10 to 15 minutes, varying on each class.

Supporting Materials

Who Am I game is using a simple cutout card made of thin white paper for the animal name, grey ink for almost endangered animal and red ink for "endangered" to "almost extinct" animal. Since the paper is thin, some names were see-through and students are already expecting it. One of the problems occurred was also the students constantly need to rotate the card on the forehead because it was not clear which is up or bottom.

Because all facilitators in the room were involved in communication game, nobody pays attention to the time, which also not shown on the screen, resulting also in activity to finish behind schedule.

Having self-assessment questions that merged with overall activity survey might leave the impression of self-assessment is not the part of the program, rather, just a tool for teachers to observe students' progress.

Students' Behavior Changes

Who Am I made students more comfortable to engage in communication to facilitators, the result showed 64% students agreed that "Who Am I" game helped me communicate more with facilitators. Not only facilitators, some student that were initially shy and talk less, was shown to participate and engaged in the game with group members.

Several students looked more comfortable to ask a question to facilitators that were on the same group that played with them in communication activity. And 85.8% facilitators stated that the same that Who Am I helped communicate with students. Some comment that was made by one of the facilitators was:

"I was happy to do the game (first part) with the students"

It showed that the communication activity made both parties benefit from the activity.

Based on another survey, facilitator felt happy when playing the game with the students and rated 5 out of 5 for students' attitude during the whole Global Workshop activity.

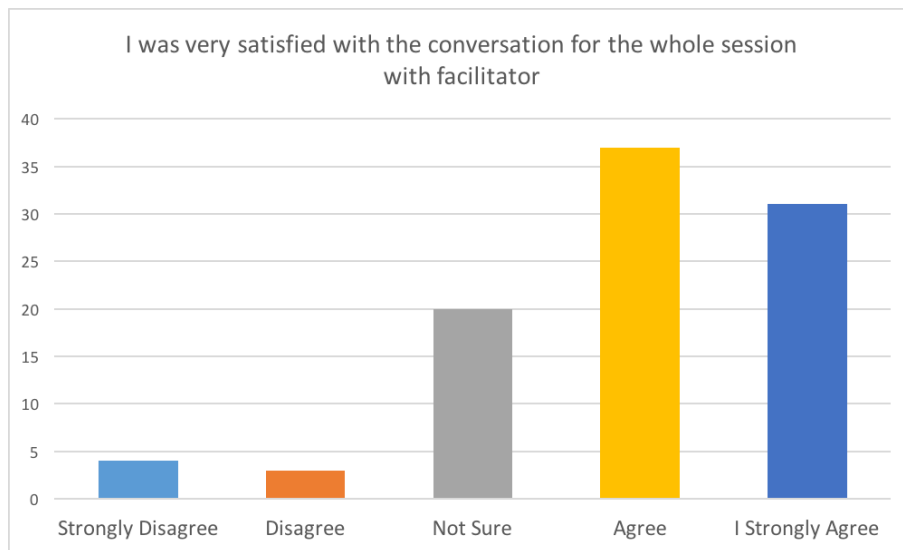


Figure 4.4: Students satisfactory in conversation

4.1.4 Reflect

Program Design

To provide clearer instruction for action 2, the presentation at the beginning will also be written to support verbal instructions. Using Japanese language in the presentation is considered important because the terms in Interpersonal Communication skills are not commonly used, therefore, the future presentation will still use Japanese.

Facilitators for Global Workshop changes and they get shuffled and assigned in different classrooms every session. Therefore, it is important to note that a short introduction of each facilitator is necessary at the very beginning if the next activity aims to lower the communication barrier between students and facilitators.

Supporting Materials

Considering how students might forget the skills to be learned that day, the next action will try to provide students with handy paper containing reminders and self-assessment. The paper should be of a size that is unobtrusive but still have to serve the purpose of reminder and self-assessment.

For next game, a more seriously crafted equipment could support the flow of the game and to give an impression that this activity is fun but also to

be taken seriously.

To be more punctual in scheduling, there should be a timekeeper in each class, it could be one of the facilitators or if everyone is occupied, a count-down on the screen is a consideration.

Students' Behavior Change Seeing some students showed a positive response to facilitators, using fun activities that involve facilitators could really lower the communication barrier and to give chances to students to practice Interpersonal Communication skills outside of their community.

4.2 Action 2

4.2.1 Plan

Action 2 is on December 16th, 2017. Skills to be introduced and practiced: Non-verbal Communication (Oral Communication and Active Listening) Activities:

1. Explanation
2. Practice Do's and Don'ts
3. Self-assessment by survey

Objectives:

1. Explain non-verbal communication as body language
2. Ask students to practice the skill by understanding the do' s and don' ts

4.2.2 Action

Guided Explanation

The beginning of the session, facilitators started by giving an explanation using presentations to students about today's skills by showing a good example to follow to "do" and non-advisable examples for "don't". The example was provided in a form of *Gif* (a lossless format for image files that supports both animated and static images) of a student nodding for a good non-verbal communication and a student is seeing slacking for bad examples of non-verbal communication skills. The aim of giving an image is for the students to be able to closely relate with the current situation.

While giving explanations, facilitators handed out the self-assessment paper for students to be aware of their task in evaluation by the end of the day.

Communication Activity: Practicing Skills

The communication activity that is covered in this action is practicing the good examples. Facilitators asked students to follow the following gestures: nodding if students understand, keeping eye-contact and to listen carefully when other people are talking in order to show respect and to not sleep on the table when other people are talking.



Figure 4.5: Guided Explanation in Action 1

Self-Assessment

Although self-assessment paper was handed out at the beginning, students will fill at the end of each session to trace back their performance that day. The current version of self-assessment paper consists of:

1. Whether students able to do all 3 skills (Active listening, Oral Communication, and Non-verbal Communication)
2. The difficulties for each skill
3. If Interpersonal Communication is important in their opinion
4. Student's overall Interpersonal Communication skills performance

The first version of self-assessment is in an A5 sized 2-paged form to make it simple and understandable, using Japanese Kanji and Hiragana with several words in English. The background of the paper was designed to have color and simple drawings to attract students.

4.2.3 Observe

Program Design

This program designed to be attractive to students and aiming to leave

Interpersonal Skills Checklist

以下のアクティビティをやってみよう。
あなたの対人コミュニケーションスキルを向上するためのものである。

ACTIVE LISTENING:
 セッションをよく聞くこと、理解できないところがあったら、必ず質問すること。

ORAL COMMUNICATION:
 ディスカッションで一回か二回ほど発言すること。
(意見がない場合、他人の意見について返事すること。例えば:賛成します。)

NON-VERBAL COMMUNICATION:
 他人の発言に反応すること。
(例えば:頷く)

NAME:

Checklist survey

難易度は?

ACTIVE LISTENING
EASY 1 2 3 4 5 HARD

ORAL COMMUNICATION
EASY 1 2 3 4 5 HARD

NON-VERBAL COMMUNICATION
EASY 1 2 3 4 5 HARD

あなたにとって、対人コミュニケーションスキルは大事であるか?

NOT IMPORTANT 1 2 3 4 5 VERY IMPORTANT

あなたの現在の対人コミュニケーションスキルについて
BAD 1 2 3 4 5 EXCELLENT

CODE:

Figure 4.6: Self-Assessment paper design for Action 2

an impression of fun-learning. But based on observation, some students are even still lazing on the table although it was blatantly shown to listen attentively when someone is talking. To investigate further, one student was asked the reason why she looked unmotivated, the students answered:

”I actually like the activities, but why the activity is being held on Saturdays?”

Thus it could be one of the reasons for some students' lazy attitudes in doing activities on the weekends where they would want to be doing something else.

Supporting materials

Using English in written presentation and Japanese for the verbal explanation was a good combination to familiarize students with English language skills, especially the term from Interpersonal Communication skills that will be mentioned in self-assessment paper.

For self-assessment paper, small sized paper like A5 size might get shuffled in the table as they were doing a lot of activities afterward (communication

game and global workshop activities).

Students' behavior change

At the beginning of the explanation, 2 girls in one of the class were seen as being lazy on the table. Based on the self-assessment result of student, 75% students can complete the basic articulation skills checklist although 4 students still rate their skills are "Very poor", while 14 students still rate as "Bad". 36 students are in "Fair" and the rest are in Good and Excellent.



Figure 4.7: Students' self-assessment action 2

4.2.4 Reflect

- To the remind students about the skills, the next self-assessment will include simple pictures in the self-assessment by also reminding about skills
- As some self-assessment paper got shuffled, making it bigger in the size of B5 and A4 will be a consideration

4.3 Action 3

4.3.1 Plan

Action 3 is on January 20, 2018. Skills to be introduced and practiced: Assertive Communication (Oral Communication, Active Listening, and Non-verbal Communication) Activities:

1. Refresh previous action and Explanation
2. Collaborative Drawing
3. Self-assessment

Objectives:

1. Encourage students to express ideas
2. Creating group harmony through negotiation

Assertive communication is a skill that encourages the student to express their ideas clearly and effectively while also recognizing and respecting other people's idea. The end goal of the

4.3.2 Action

Guided Explanation

Facilitators in each class started by refreshing Action 1's skills, which is Active Listening, Oral Communication, and Non-verbal communication and asking if the students remember it. The next slide tells students about today's session that has the explanation of Assertive communication with also a reminder of self-assessment sheet that needs to be filled out. The slide still contains both Japanese and English presentation actions to motivate student's English skills. Facilitators then took time to hand out the self-assessment papers that were in given in 2 pages. Explanation finished with brief description and steps of the next communication activity which is Collaborative creation through drawing.



Figure 4.8: Guided Explanation in Action 3 about Assertive Communication

Communication Activity: Collaborative Drawing

This activity asks groups to share their favorite animal and their reasons and continue with creating an imaginary animal per group. The collaborative drawing started by giving students the worksheet contains the box to list the group members, box to draw their creation, and also the details of their imaginary animal (traits, voice, etc). Students have 20-30 seconds for sharing sessions, 9 minutes to draw, and 1 minute per group to share their work. Students were seen laughing and giggling after some time sharing their favorite animal and drawing. The groups finished drawing after 10 minutes and it took 5 minutes for every group in class to share their work. Some groups were seen to made sounds of the animal and also gave names to it.



Figure 4.9: Collaborative Drawing in Action 3



Figure 4.10: Students taking picture along with their drawing

Self-Assessment

The self-assessment paper that was handed out has some changes which include:

- Splitting self-assessment and skills checklist: to avoid crowdedness in one paper
- Different paper size from A5 to A4: for checklist and example images
- Different paper size from A5 to B5: for students' comments and self-assessment
- Give an example images for each skill for easier understanding
- Adding question "How will you plan to improve your interpersonal communication skills?"
- Provide "How would you rate your Interpersonal Communication Skills" in Japanese within self-improvement page
- Adding simple drawing for every skill: as an example and reminders
- Making the check-list page in a size of A4: to show a clearer example for students and to prevent misplacing

4.3.3 Observe

Program Design

Some of the concern is still time management, students were seen to be needing more time in drawing. For communication activity, there were some comments from facilitator to answer "What is the most impressive part of today's workshop":

"Icebreaker(communication activity) worked very well!!"

"The first part about animal. Very cute and interesting part! :)"

Supporting Materials

Based on the survey given to the students related to the paper guide, 94.8% students stated that it is clear enough. The question that asks how students improve their Interpersonal Communication skills showed that students also share their way of practicing Interpersonal Communication skills.

Some of the answers to the question "How will you plan to improve your Interpersonal Communication skills?" were as follows:

"Even if I am not good at English, I tried to talk and pursue what I want to ask."

"I am not so good at speaking, so I am focusing on listening because it is important."

"Talk spontaneously as much as possible and try to establish relationships with many kinds of people."

"Nodding and making eye-contact."

As this communication training merged with Global Workshop activities, there were some surveys from it that need to be filled by students, resulting in large numbers of papers and students were complaining that it takes time to fill it.

Students' Behavior Change

Some comment that was stated by the main-facilitator to answer the question "Do you see any progress from the students? (communication, enthusiasm, etc)":

"Since it's my first time, I can't say that there was any progress. But the group was very motivated, enthusiastic, practicing active listening, and communicating with facilitators."

"They were communicating more with me than before"

One of the important parts of teaching Interpersonal Communication skills is to have a facilitator that embody a communication-able skill to somehow teach using behavior.

Self-assessment result: Based on the survey, the students' progress shows a change to the right where the number of "Very Poor" is declining by 5 students.

Although the numbers did not change much in numbers, but it shows a positive shift in students behavior.

4.3.4 Reflect

Program Design

And although communication activity is an interesting way to lower communication barrier, it has to be done that involve facilitators if the next activity wants to involve facilitators. Therefore, the next action's activity will be inviting facilitators to help with students activity.

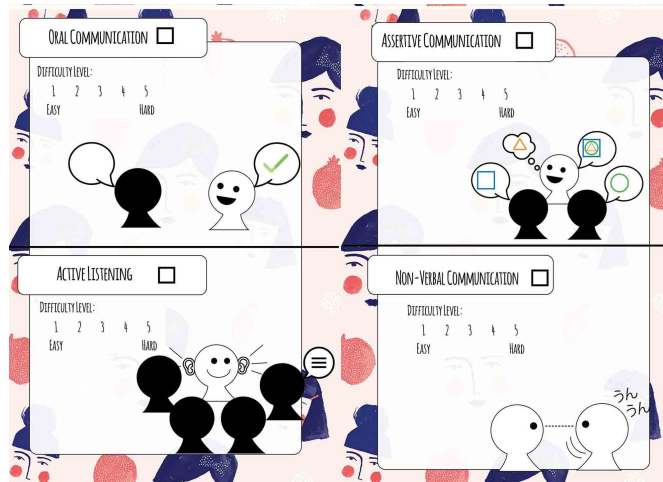
Supporting Materials

Seeing how students showed more positive attitudes for both in group work discussions and their self-assessment, the author decided to keep the format of the guided explanation in both presentation and paper. It is important for self-assessment to question students' progress, opinion, etc.

Having more than more than one paper for self-assessment and guided explanation, making just one paper for skills checklist and merge self-assessment into Global Workshop and overall training program survey will be a consideration for next action.

Students' Behavior Change

For next activity, looking how open students to facilitators, especially for some who do not speak fluent Japanese, it is a consideration to make non-native Japanese speaker to give the explanation in English for the next skill, Intercultural-sensitivity to give a sense of appreciation of people who are talking, no matter what background they have.



(a) Skills checklist with sample images

NAME:
CODE:

あなたの現在の対人コミュニケーションスキルについて
BAD 1 2 3 4 5 EXCELLENT

あなたにとって、対人コミュニケーションスキルは大事であるか?
NOT IMPORTANT 1 2 3 4 5 VERY IMPORTANT

DO YOU HAVE YOUR OWN WAY TO PRACTICE? SHARE BELOW!

(b) Self-assessment page

Figure 4.11: Self-assessment and checklist in action 3



Figure 4.12: Skills progress from action 2 to action 3

4.4 Action 4

4.4.1 Plan

Action 4 is on February 3rd, 2018. Skills to be introduced and practiced: Intercultural-sensitivity (Oral Communication, Active Listening, Non-verbal Communication, and Assertive Communication)

Activities:

1. Refresh previous action and explanation
2. Tsurushibina making and sharing by considering an inter-cultural aspect
3. Self-assessment

Objectives:

1. Understanding culture: self and others
2. Build empathy from the skill

4.4.2 Action

Guided Explanation

This explanation is slightly different from action 1, action 2 and action 3 because the author will be the one that gives the presentation in English. The presentation includes refreshing previous actions and also introducing new skill which is Intercultural-sensitivity and how can students expect to face it in the real world situation. The example that was given now is in a form of a skit or a short drama between two facilitators.

The first example was the situation of an Indonesian woman is meeting a friend from Japan for the first time. The woman tried to shake hands with the man, while at the same time, the man bowed as a form of respect. The scene went awkward and eventually, two people explained their own cultures and customs.

The second example was a Muslim visitor to Japan whom is looking for lunch and then asking a recommendation to a friend who is Japanese. Not knowing Muslims cannot eat pork, the friend recommends ramen (Japanese

noodle dish) with pork meat as a side. Then the visitor had to explain how Muslims have dietary restrictions such as Pork meat, alcohol, etc.

These explanation intended to provide understanding that it is essential for everyone to embrace diversity and how people came from different backgrounds and cultures which makes them unique, including Japanese culture. To also understand their own culture, the activity that comes next is Tsurushibina making.



Figure 4.13: Guided Explanation for Action 4

Communication Activity: Tsurushibina Making and sharing

Students are gathered on the top floor of the building that can hold every student, teachers, and facilitators at the same place. Students are provided with materials to create Tsurushibina and afterward take a picture to share it to SNS. Their creation has to contain SDGs elements and combine with Japanese elements. Items that were provided to each group:

- Papers that contain images related to Japanese and Tsurushibina elements
- 3 threads that are hanging from a board

- Colored paper
- Stationaries such as scissors, double-sided tape, and glue
- iPad

At the end of the session, students will have a video conference with students from Colegio Latino de Shiga, to share what they made.



(a) Students cutting images from paper



(b) Students taking picture of their creation using iPad

Figure 4.14: Tsurushibina Creating and Sharing

Self-Assessment

On this action, the paper of containing images of skills checklist and its difficulties will be in one page while self-assessment and overall program feedback will be merged to reduce the number of paper surveys within one activity. The additional skill included in the paper is intercultural-sensitivity and the drawing will be an image of a character talking to other characters that have a different flag drawing in their body.





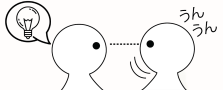
<p>ORAL COMMUNICATION <input type="checkbox"/></p> <p>DIFFICULTY LEVEL: 1 2 3 4 5 EASY HARD</p> 	<p>NAME: GROUP:</p> <p>HOW WOULD YOU RATE YOUR OWN INTERPERSONAL COMMUNICATION SKILL NOW?</p> <p>BAD 1 2 3 4 5 EXCELLENT</p>	<p>ASSERTIVE COMMUNICATION <input type="checkbox"/></p> <p>DIFFICULTY LEVEL: 1 2 3 4 5 EASY HARD</p> 
<p>ACTIVE LISTENING <input type="checkbox"/></p> <p>DIFFICULTY LEVEL: 1 2 3 4 5 EASY HARD</p> 	<p>INTERCULTURAL-SENSITIVITY <input type="checkbox"/></p> <p>DIFFICULTY LEVEL: 1 2 3 4 5 EASY HARD</p> 	<p>NON-VERBAL COMMUNICATION <input type="checkbox"/></p> <p>DIFFICULTY LEVEL: 1 2 3 4 5 EASY HARD</p> 

Figure 4.15: Self-assessment action 4

4.4.3 Observe

Program Design

To prevent any misunderstanding, Japanese writings helped to explain some terms if students cannot follow. Having skit also grabbed the students attention and give a more clear example that is close to the real-life situation.

Tsurushibina made the students really focused on discussing how are the group going to design it because they need to combine it with what they learn in previous actions regarding Sustainable Development Goals.

Although the time is limited, students take their time to craft Tsurushibina and even going being more creative and use other materials that they have like origami and create cranes.

Supporting Materials

Based on the survey given to the students related to the paper guide, 96.6% students stated that it is clear enough. The paper guide form itself served the purpose of giving more ideas about the skills (41.4% Agree and 34.5% Strongly Agree) as well to assess students skills (43.1% Agree and 36.2% Strongly Agree). In fact, 55 students out of 96 stated that they also would want a copy of the instructions in a form of soft copy that can be read on their device.

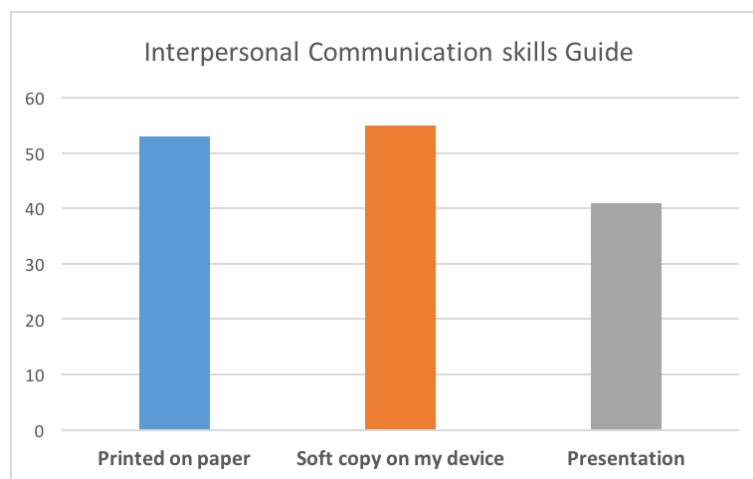


Figure 4.16: Form of Interpersonal Communication skills

Students' Behavior Changes

As this is the last action, students were asked to fill out their perception about their ability after 4 actions and also to provide overall comments. The questions were asked were to answer:

- to determine if Communication Activity helped students in practicing Interpersonal Communication skills
- to identify which skill is the hardest to practice
- to see student's self-assessment result

The result in figure 4.17 showed that Ice Breaking (Communication Activity) helped most of the students to practice Interpersonal communication skills.

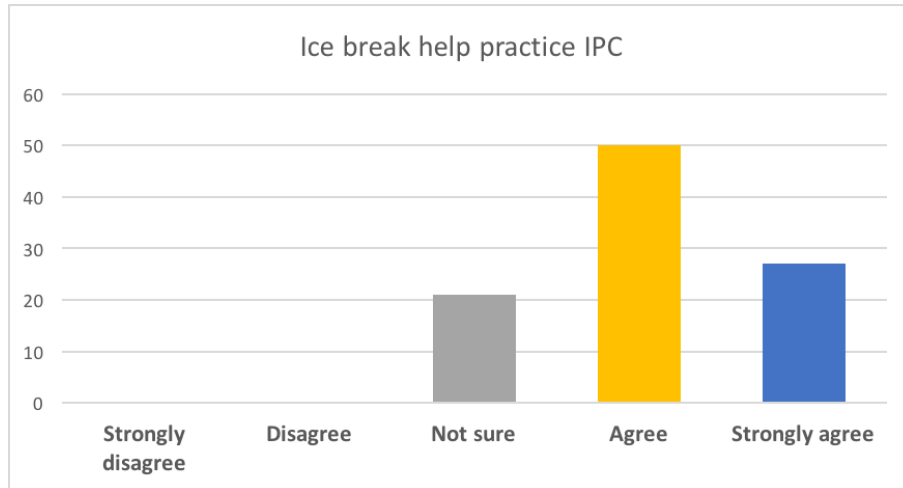


Figure 4.17: Ice breaking helped students practice the skills

After practicing all of 5 skills through 4 actions, students were asked to rate difficulties of each skill. The graph showed that 7 to 13 people still find Active Listening, Oral Communication, Non-verbal communication, and Assertive Communication, hard. While 21 students thought that Intercultural-sensitivity is hard to very hard to practice.

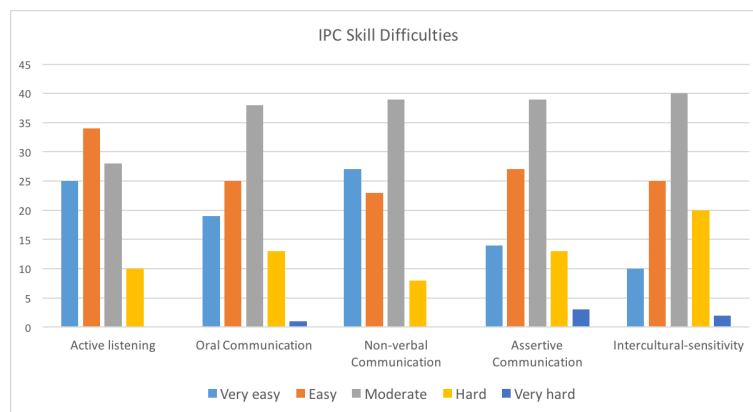


Figure 4.18: Difficulties of each Interpersonal Communication skills

Finally, the figure 4.17 shows that more than one-third of students think that their overall skills are under "Fair". Nevertheless, comparing by each action, there is a declining number of students that think their skills are very bad and bad, and inclining number to "Fair", "Good", and "Excellent".



Figure 4.19: Skills progress from action 2 through action 4

There were several comments that were gathered from students survey regarding their thoughts about their skills and the program:

"Because we had fun while learning, I gained knowledge"

"My proficiency and ability in communication increases"

"Not only it was fun, I could also learn a lot of things"

"Not only high school friends, I could also speak with people with outside school"

"It was interesting because I have the opportunity to practice"

"I have my opinion that I can share and express"

"I could talk to facilitators in English. It was really fun"

"I understood the importance of communication. Thank you"

"Because we always do group work, I can practice communication skills"

4.4.4 Reflect

Program Design

Through 4 cycles, the evaluation leads to improvement, nevertheless, in order to see better results of the program, it has to be done as frequent as possible and followed by a session that can be an opportunity for students to practice and explore more about the skills.

Supporting Materials

Although students stated that both paper guide on action 3 and action 4 were clear, students prefer their guide to be on paper (52.6%), soft copy on the device(45.6%), and presentation (21.1%).

As the action from one another has approximately two to three weeks gap, it is also a consideration to create something that is handy and can be brought anytime and anywhere as a reminder, guide, and also assessment.

Students' Behavior Changes

Some behavior changes was shown on how students became more open to facilitators topic of discussions, how they wrote the message in Tsurushi-bina. But it was limited on that only. Intercultural-sensitivity is one of the most challenging skills to be practiced. Therefore, students need more exposure to a more diverse environment to have proper practice and understanding.

Notes

- 1 <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>
- 2 <http://www.p21.org/our-work/p21-framework>
- 3 http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf
- 4 <http://www.p21.org/our-work/p21-framework>
- 5 http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/047/siryo/__icsFiles/afieldfile/2012/03/21/1318690_01.pdf
- 6 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf
- 7 <http://www.fujimigaoka.ac.jp/en/sgh>
- 8 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf

Chapter 5

Analysis and Conclusion

5.1 Analysis

By conducting 4 actions cycles, analysis and conclusion were to answer two research questions:

1. How might we foster Interpersonal Communication skills in first-grade students of Fujimigaoka high school in Japan?
2. What are the key elements of learning method that develop Interpersonal Communication Skills in high school level?

Results

Positive results already shown after 4 cycles. And it also showed that there is a need to foster Interpersonal Communication skills in high school, and it is better to start as early as possible. There are many factors that can trigger positive behavior change on students; environmental support from teachers, peers, facilitators, and parents, materials, and numerous practice. Students put efforts in practicing alone and also with friends that resulted in the positive shift in students' self-assessment that shows that these training can have a positive impact on first-grade students, especially to group works.

By keeping this program on a regular basis, monitored by assessment from both teachers and students. And by making this a regular behavior, students will recognize this as regularity and pattern to easily make this a habit.

Several comments from students showed that students found this training interesting and fun ways of learning.

”Because what we did was super interesting and entertaining, I won't forget and I will keep applying it in my life”

”Compared to last year, I truly feel that my communication skills improved”

Limitations and Room for Improvement

Some of the limitations when conducting this research are:

- Limited time for facilitators to learn about communication skills
- 100 students that were divided into several groups can be hard to monitor by 3 to 4 facilitators
- Several facilitators were rotated for each action to have students interact with different facilitators
- Assertive Communication and Intercultural-sensitivity were still seen as hard for students due to limited time
- A short time communication training with up to one month gap in each session

To address the limitation for future work, guides will be further explained in the later part of this chapter.

5.2 Conclusion

While there might be some components related to people’s personalities that may make them seen as good communicators, Interpersonal Communications skills can be learned and practiced. While there are many ways of acquiring Interpersonal Communication skills competence, implementing this program is one of the possible paths to do so.

Implementation of the program consisted explanation, practice, and self-assessment were seen to positively shift students competencies in Interpersonal Communication and how practicing can change the way they perceive the difficulties of doing it. Because it starts with understanding the matter and importance, continues with numerous practice, and assessing in order to completely acquire the skill. And to continue to a consistency level, making the exercise a regularity will have a longer impact for students if it also supported by teacher’s model behavior.

Since the skills included in this program are basic skills, this program would be an ideal program for:

- Similar schools like Super Global High school that encourages students to have communication and language skills
- First-grade students who are still not familiar with friends
- Students who rarely engage in group discussions,
- Will have group discussions throughout the school life.

If the school has any engagement with diverse culture, then the last skill, Intercultural-sensitivity skills will be beneficial to teach empathy in Super Global High School in Japan that is promoting communication with the international environment.

As a consideration, it is also possible to have a constant reminder for students to practice Interpersonal Communication skills using other than presentation and paper assessment, which is using an application. More than half students stated that they also would want a copy of the instructions in a form of soft copy that can be read on their device.

5.2.1 Future Plan

Fujimigaoka High school decided to extend its partnership with Keio Media Design's Global Education project to implement Global Workshop for another 3 years, including the Interpersonal Communication skills program. The program for AY 2018 itself will start in June 2018 and ends in February 2019 with a total of 8 sessions.

Thus, an extensive facilitators guide to replicate the program will be developed for future workshops.

5.2.2 Guide for Program Replication

Key Components for Communication training

Throughout this action cycle, few findings lead to several important components in order to conduct communication training.

- Facilitators: Students learn from explanation, practice, and assessing themselves. But giving a model behavior from facilitators is also as important in fostering this communication skills.

- Time management
- Frequency/Retain: Although positive results already shown after 4 cycles, there is a need for communication training to be conducted as frequently as possible
- Measurement: there is a limited metrics in assessing individual skills. It is necessary to provide guide assessment from both students and teachers. Some improvements that can be implemented for future research are:
 - Ample time for facilitators to master not only presentation slides but also Interpersonal Communication Skills to provide model behavior for students
 - In order to see any changes in students' skills improvement, 1 facilitator can be assigned and dedicated to 1 group for 1 action and create a detailed individual report so the researcher can compare
 - Each skill can be practiced by repeating a minimum 2 to 3 times in action cycle
 - School can partner with the researcher to support the training program even if the communication training is not on a schedule

Implementing this program in Japan can be started with the Japanese way of learning communication begins with understanding oneself.

- Understand yourself
- Understand other people
- Understand the bigger world

And continue with stressing how Interpersonal Communication benefit to both daily life personal and professional life for students. By stressing the importance and be able to find the connection, students can build the motivation and fuel the effort to overcome challenges in order to grow.

It is important for parents, teachers, and peers to keep reminding students to understand their capabilities and continue assessing it in order to develop, with also supporting them by stating the importance of being honest and brave to express feelings and ideas. That is how people will learn.

Notes

- 1 <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>
- 2 <http://www.p21.org/our-work/p21-framework>
- 3 http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf
- 4 <http://www.p21.org/our-work/p21-framework>
- 5 http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/047/siryo/_icsFiles/afieldfile/2012/03/21/1318690_01.pdf
- 6 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf
- 7 <http://www.fujimigaoka.ac.jp/en/sgh>
- 8 http://www.hyogo-c.ed.jp/~kenshusho/06hyogokyoiku/hk2014/2014honbun/hk201405_jissen03.pdf

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Appendix

A Students Survey Form

A.1 Action 1

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I enjoy the ice breaking game in the beginning of the session	1	2	3	4	5
2	I was very satisfied with the conversation for the whole session with facilitator	1	2	3	4	5
3	I think ice breaking game is important to have in the beginning of each session	1	2	3	4	5
4	I like to get involved in group discussions	1	2	3	4	5

A.2 Action 4

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Ice breaking helped to feel more comfortable	1	2	3	4	5
2	Ice breaking helped to understand about interpersonal communication	1	2	3	4	5
3	IPC skills daily practice outside of Global Workshop is important	1	2	3	4	5
4	IPC skills guide in a form of paper helped me have more ideas about the skills	1	2	3	4	5
5	IPC skills guide in a form of paper helped me assess myself	1	2	3	4	5

1. For instructions and guide, i prefer:

(a). Paper (b). Soft copy on device (c). Presentation

B Facilitator Survey

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I enjoy the ice breaking game in the beginning of the session	1	2	3	4	5
2	"What Am I" helped me communicate more with student	1	2	3	4	5
3	"What Am I" makes me feel more comfortable to talk to students for the whole session today	1	2	3	4	5
4	I was very satisfied with the conversation I had with the student	1	2	3	4	5