



Pearson

Bright Ideas

Visual feedback for active listening skills

Liz Potarzycka

University of Adelaide ELC

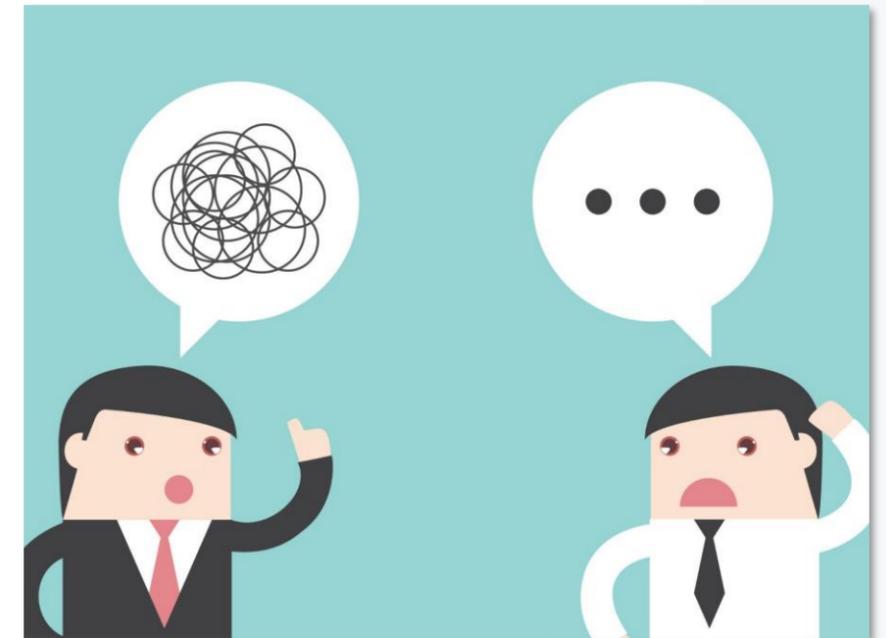


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Active listening is...

- **Showing the speaker you are listening**
- Highly valued by universities and employers
- Often lacking in students and employees
- A skill we are expected to 'pick up'
- A skill that can/should be taught explicitly



Active listening is not... looking at the table/your laptop waiting for your turn to talk!



Student issues

- COVID impact
- Cultural expectations
- Neurodiversity



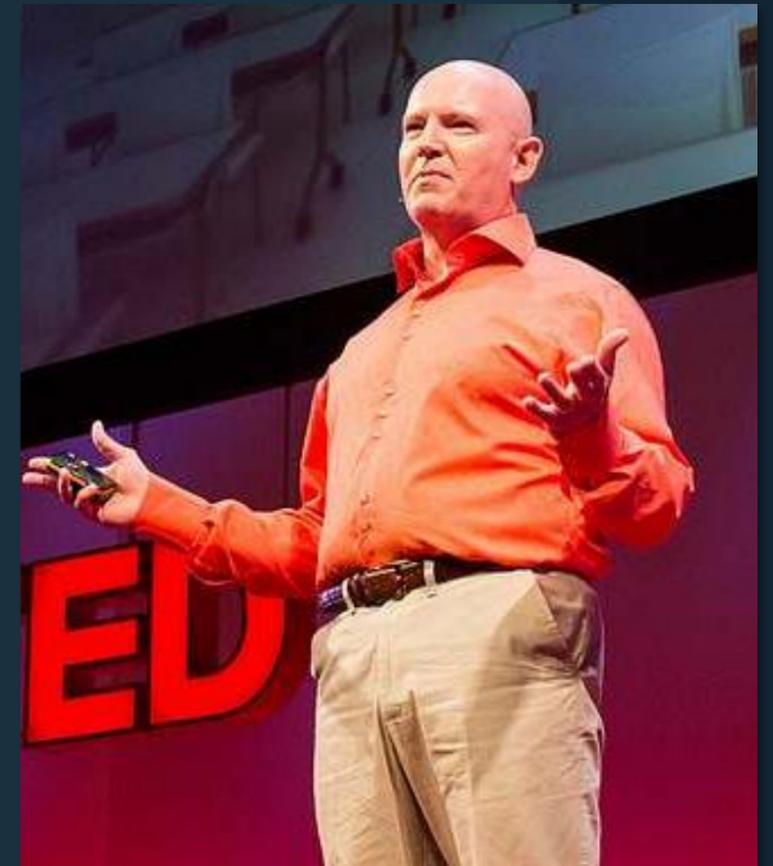
Background

- Direct-entry EAP courses (UG & PG)
- 25 week program (IELTS 6.5)
- Student lack of communication skills
- Teacher lack of explicit teaching & feedback
- Lack of relevant materials



Active listening skills

R ecieve	A ppreciate	S ummarise	A sk
Make eye contact	Nod/smile/shake head/shrug	So you're saying...?	So why do you think that?
Actively pay attention	Uhuh/Mm/Right/Uhh/OK/Sure	So what you mean is...?	Why is that then?
Not focus on phone/notes etc.		So it sounds like...?	So what do you think about...?



Julian Treasure
@ TED

Student checklist task 1

- Two discuss a simple prompt
- A third complete a checklist
- Give feedback
- Discuss & reflect

R ecieve	A ppreciate	S ummarise	A sk
Make eye contact	Nod/smile/shake head/shrug Uhuh/Mm/Right/ Uhh/OK/Sure	So you're saying...? So what you mean is...? So it sounds like...?	So why do you think that? Why is that then? So what do you think about...?

Student checklist task 2 (Bingo)

R eceive ✓	A ppreciate	S ummarise	S ummarise
A sk ✓	A ppreciate ✓	S ummarise	A sk ✓
R eceive	A ppreciate ✓	A ppreciate ✓	R eceive
R eceive	A sk	S ummarise	A sk



Benefits

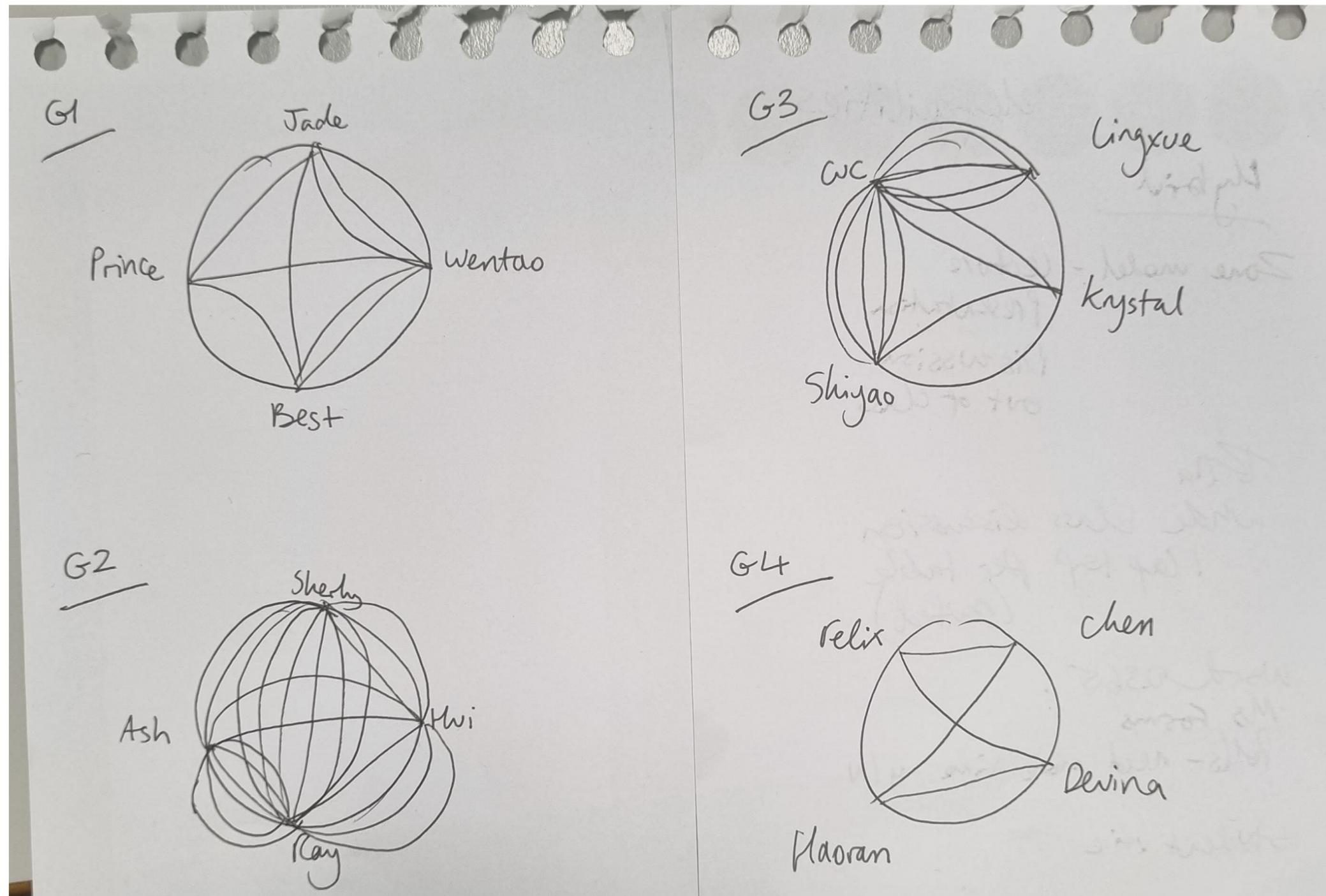
- A safe space to practice specific strategies
- Increased use of strategies, from staged to natural
- Range of options to suit all preferences

R eceive	A ppreciate	S ummarise	A sk
<p>Make eye contact</p>	<p>Nod/smile/ shake head/ shrug</p> <p>Uhuh/Mm/Right /Uhh/OK/Sure</p>	<p>So you're saying...?</p> <p>So what you mean is...?</p> <p>So it sounds like...?</p>	<p>So why do you think that?</p> <p>Why is that then?</p> <p>So what do you think about...?</p>

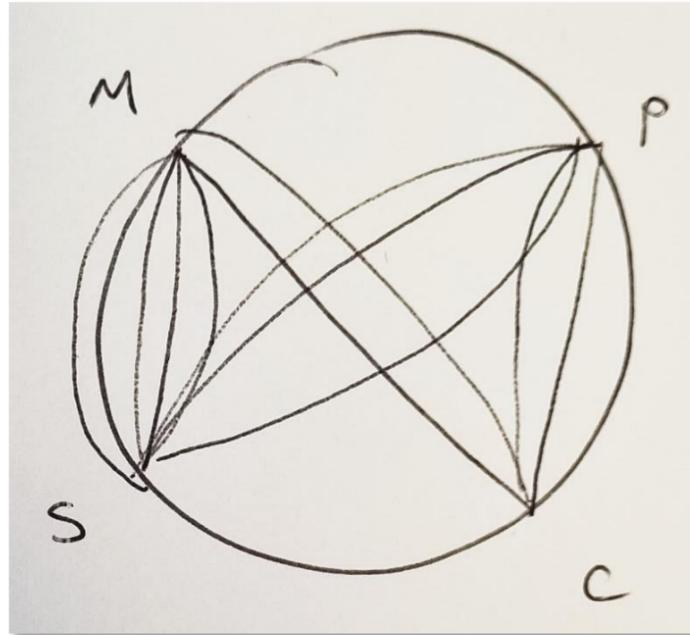
Conversation maps

Based on Simmons (2020)

- Draw a circle & add group members' names
- Listen & draw a line for each interaction
- Give feedback, discuss & reflect



Benefits of visual feedback



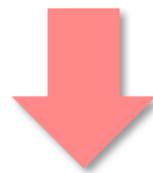
- Immediate
- Accessible (no language barriers)
- Neutral (non-judgemental)



- Ease of reflection



- Increased positivity
- Increased agency & motivation
- Awareness of needs



- Improved skills

Your turn!



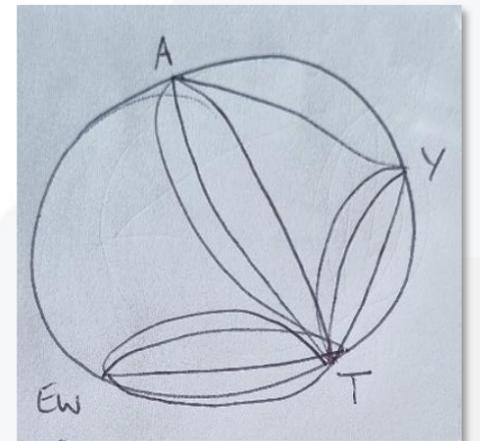
Discuss

- Is active listening something your students find challenging?
- Do you explicitly teach active listening skills in your classroom? How?



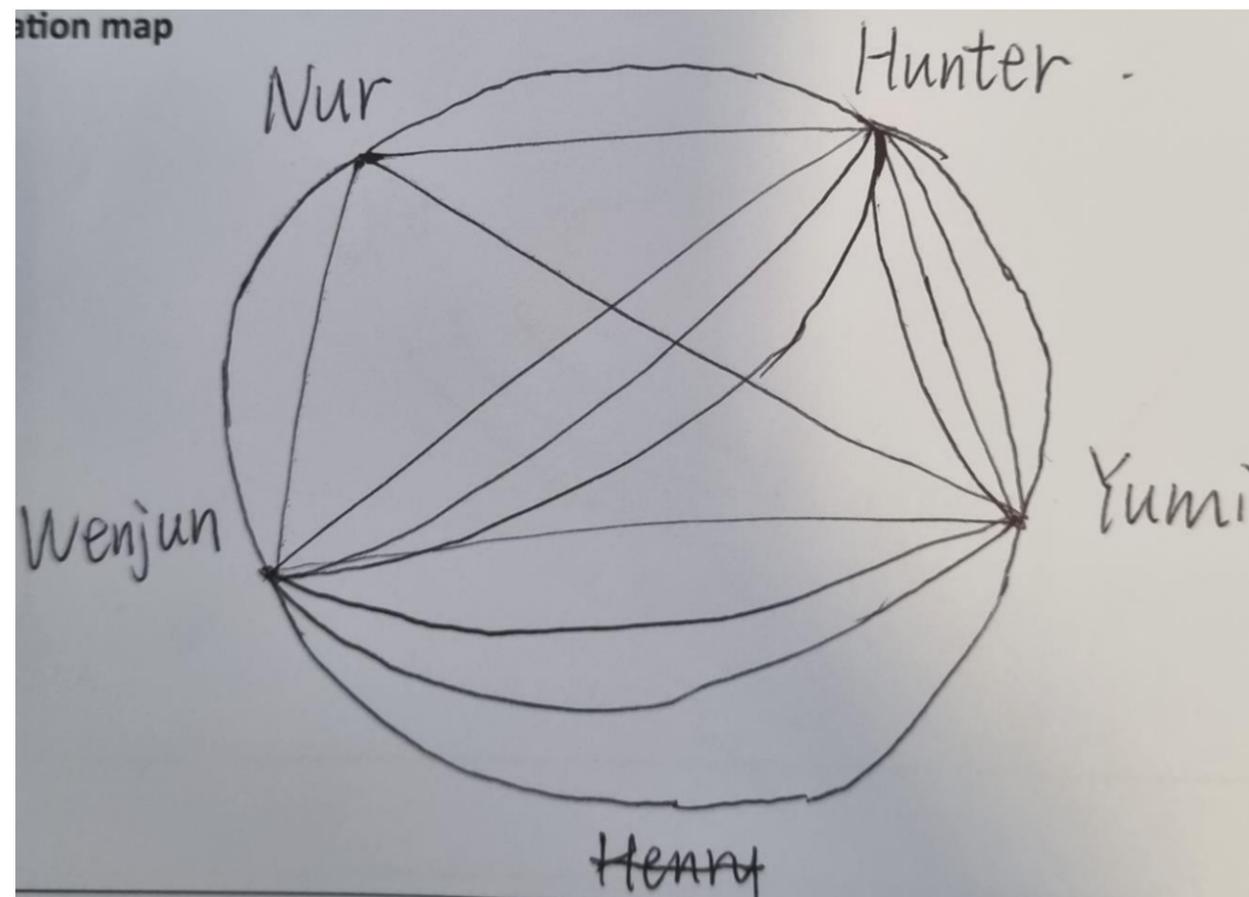
Draw

- One group member draw a conversation map for a few minutes of conversation
- Share with your group and discuss:
 - What does it show?
 - How could you improve?

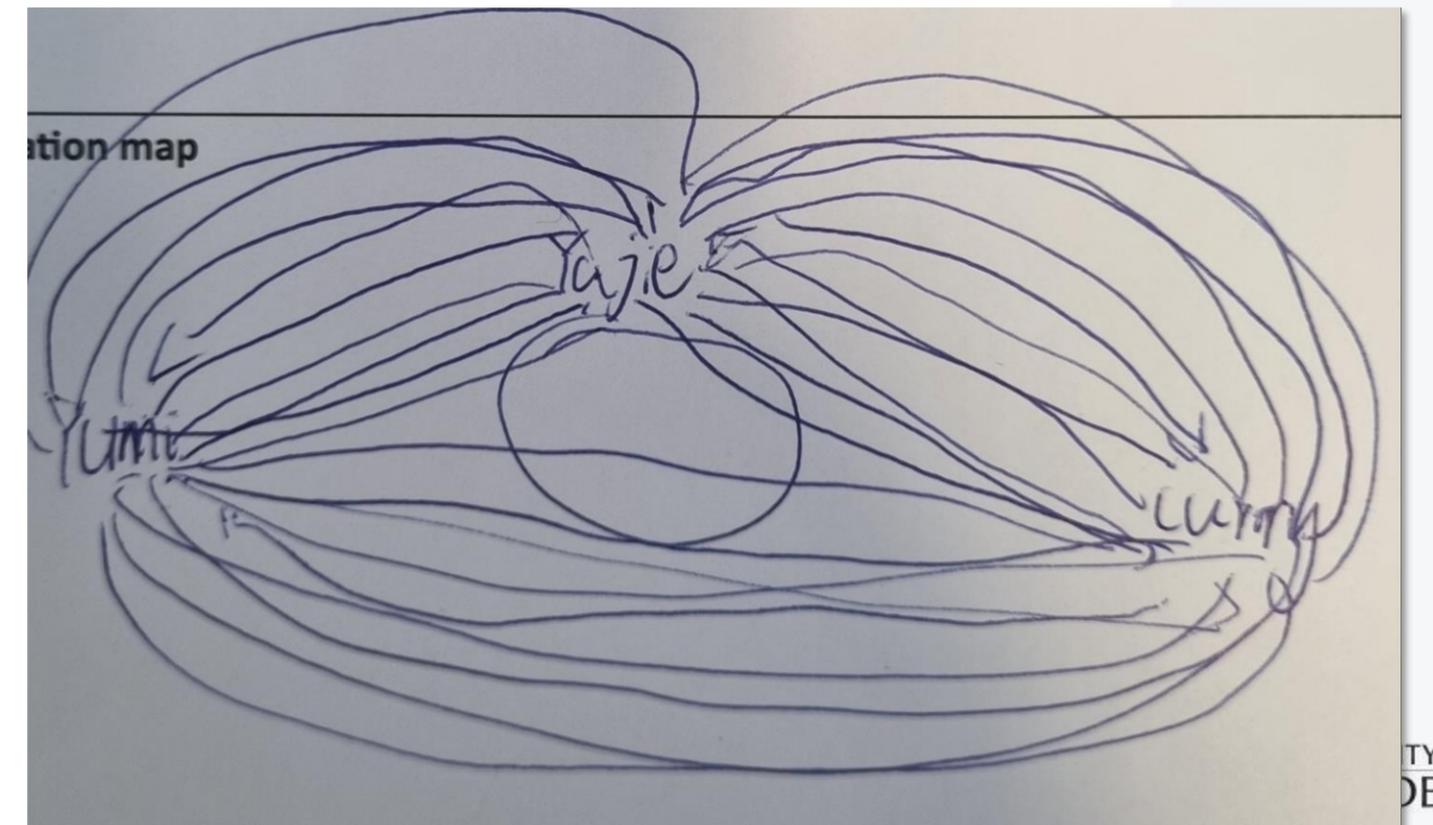


Task variations

- Peer feedback task
- Arrows/colours

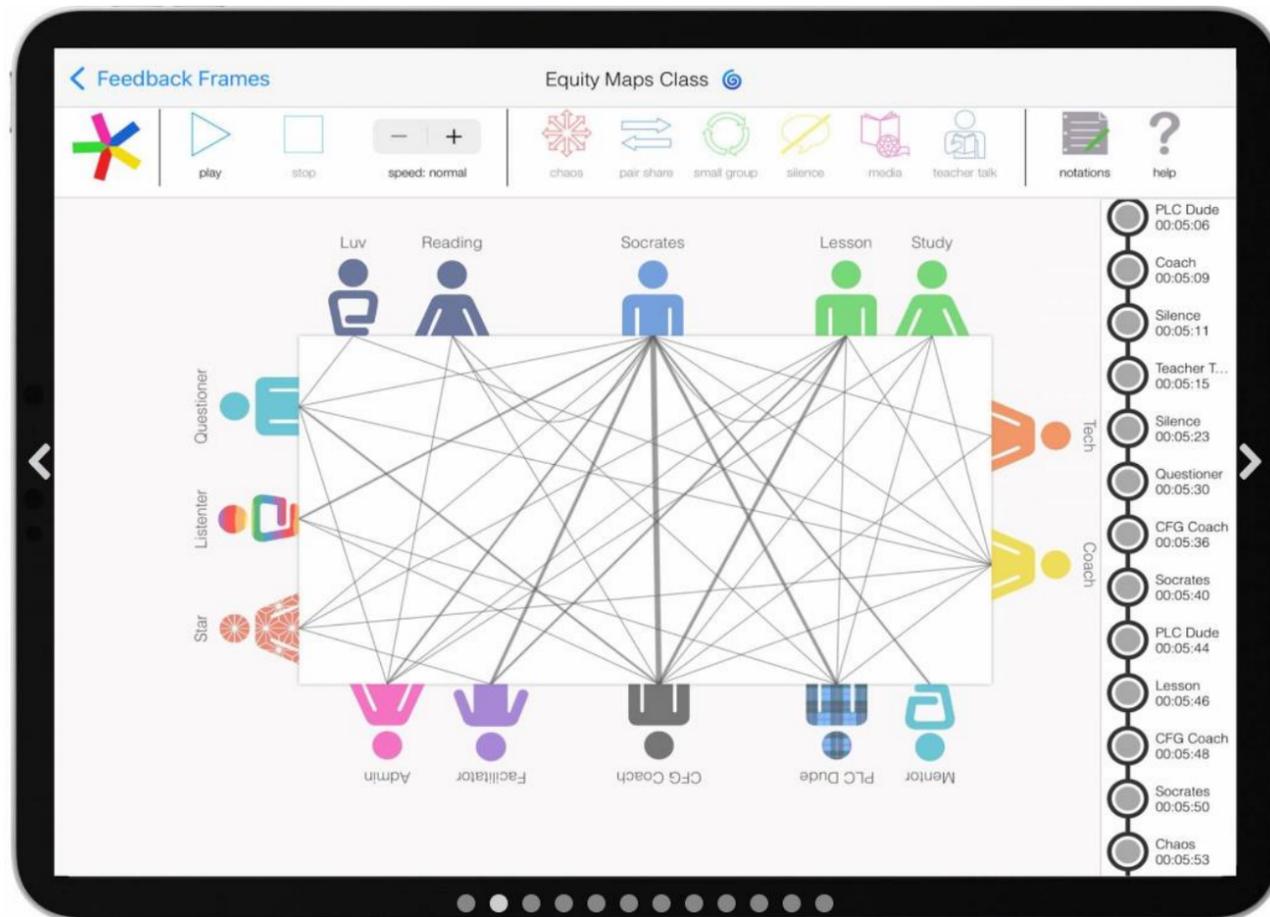


- Control difficulty of prompts
- Control 'RASA' strategies used



Task variations

Digital



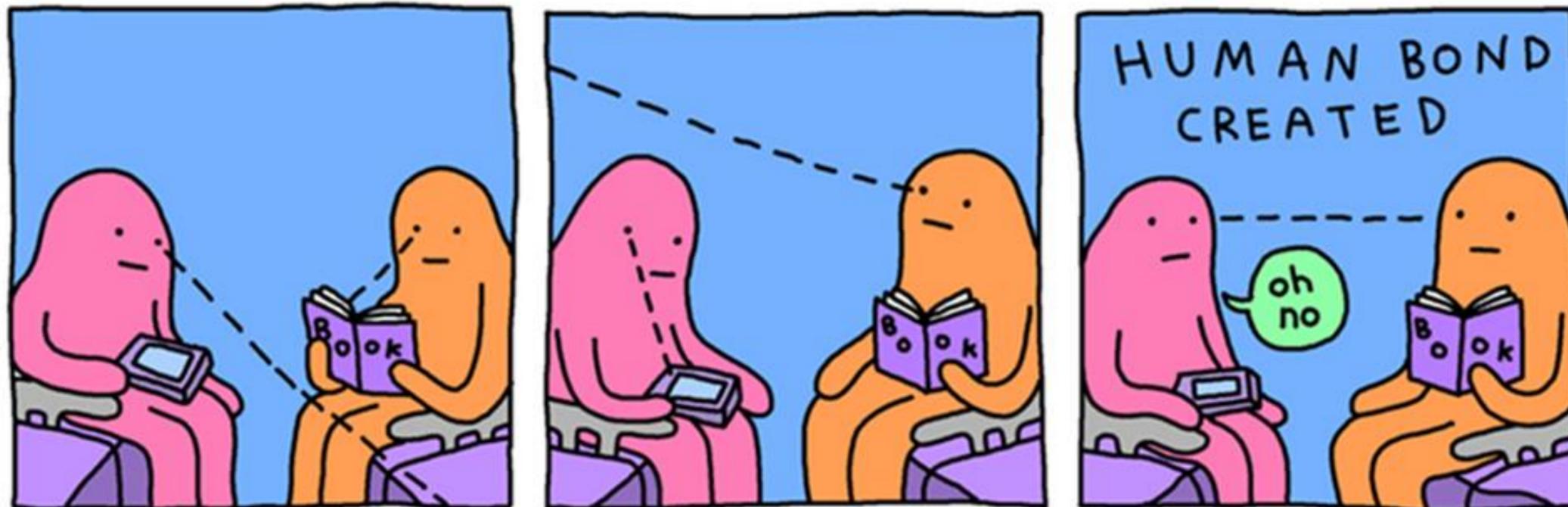
Equity Maps app
(<https://equitymaps.com/>)

Physical



Conclusion

- The explicit teaching of active listening skills is useful for and valued by students
- Visual tools provide non-evaluative, accessible feedback which promotes reflection & skills



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References & Resources

Julian Treasure

- TED talk '5 ways to listen better'
https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better
- RASA - <https://www.juliantreasure.com/5-part-video-series/rasa>

Spataro & Bloch 2018, "Can you repeat that?": teaching active listening in management education

<https://psycnet.apa.org/record/2018-08269-002>

Simmons 2020, A better route with conversation maps

<https://www.ascd.org/el/articles/a-better-route-with-conversation-maps>

`liz.potarzycka@adelaide.edu.au`





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