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The Education University
of Hong Kong

GCS 4031

Capstone Project II

Project Report

How experiential learning strengthen the communication skills for youth
with special education needs

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1. Introduction

Subjective well-being among youth with special education needs

- **1.1 Challenges of youth with special education needs family**

Parenting a child with special educational needs is challenging, and it compounds to a family's instability (Watson et al, 2011). Dealing with children's illnesses, providing specialized care, and obtaining community support can all be difficult. Excessive long-term child care may have a negative impact on caregivers' mental health as they deal with demanding activities on a daily basis. According to several studies, SEN and their parents frequently experience unpleasant feelings such as humiliation, wrath, and shame (Heiman, 2002). The majority of SEN kids may have a negative self-perception, which can lead to social retreat or identity hiding (Mitter, Ali & Scior, 2019). The research also claims that the parents of children with SEN will also have higher parenting stress and a lower quality of life compared to parents of normal developed children.

- **1.2 Self-stigma of youth with special education needs and parents**

In Asian cultures, discrimination and comparison are easy to cause self-stigma for youth with special needs and their parents (Mak & Kwok, 2010). Self-stigma is a process to internalize the stigma into the mindset. Based on Corrigan and Watson (2002), youth with special needs are developing a negative self-evaluation, experiencing heightened negative emotions and behavioral withdrawal under self-stigmatization. Under the situation, they will also engage in a negative self-concept, self-identity and social withdrawal. The impact can be amplified in a collaborative

manner by the family and the external environment (Heiman, 2002). Under the stigmatization from others, it has a huge impact on their daily lives (Frank et al, 2022). It can be divided into cognitive (e.g. being discriminated against; damage in reputation), affective (e.g. feeling inferior; negative emotions), and behavioral (e.g. social withdrawal) aspects, which affected their self-development, especially in self-identity.

- 1.3 Self-identity

Self-identity can be viewed as a "meaning-making" process that links the individual's quest for autonomy with their implicit recognition of the need for connectedness, both of which are necessary components of self-determination. Adolescents constructed their identities through a process of integrating their life experiences and self-adaptation. It suggests that adolescents carry the results of a long developmental history of self-related processes that, when combined, fuel the development of their distinct identities (Brinthaupt & Scheier, 2021). This developmental process, as well as the activities associated with self-construction, the effects of significant others, and one's growing identity, all have significant implications for both positively and negatively adaptation in youth and beyond (Erikson, 1968).

Based on the negative identity that is easily established in youth with special education needs, the paper aims to discover the teaching model: Experiential learning, for youth with special education needs to positively strengthen their communication, which tends to decrease the deviations in their growth and improve their social and emotional competencies. In general, experiential learning can re-construct learners' behaviors, skills and mindset, and also improve their recognition and people relationships. Through the designed workshop to discover the

in-depth effectiveness of experiential learning theory in education and provide policy advising in Hong Kong to better SEN education. Thus, the capstone project tries to integrate experiential learning theory from theory to practice. It engages the outcome of the capstone project:

- Experiential learning Theory can positively strengthen the communication skills for SEN youth by increasing their social and emotional competences
- Through their own observations and reflections to reinforce their self-reflection on communication

2. Workshop Design

- ### 2.1 Experiential Learning Theory

Experiential Learning Theory (ELT) emphasized cognition over effect, and behavioral learning theories, which do not allow any role for subjective experience and consciousness in a learning process (Kolb, 1984, p.41). ELT is intended to be a holistic adaptive procession learning that merges experience, perception, cognition, and behavior. Experiential learning is the process of constructing knowledge that involves an interactive tension among the four learning abilities. Learners must need to experience every four stages - experiencing, reflecting, thinking and acting. The four-stage learning model can be divided into two polar opposite dimensions of grasping experience - concrete experience (CE) and abstract conceptualization (AC), and two polar opposite dimensions of transforming experience - reflective observation (RO) and active experimentation (AE). Figure 1 shows the conception of the four-stage cycle and the learner must go through each stage when participating in ELT. The learner can gain new information through experiencing the process, tangible, felt qualities of the world and society, relying on their senses and immersing themselves in the concrete reality. Experiential learning tends to perceive,

grasp and inspire new meaning of their cognition. In their transforming process, the learner tries to observe others who are involved in the experience and reflect on what happens while the experimentation is going (Kolb, 1984).
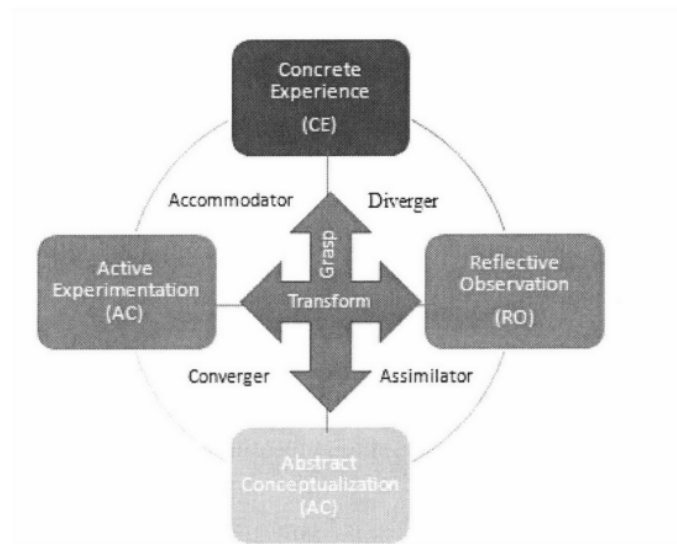

Figure 1 Experiential Learning Cycle and Basic Learning styles (Kolb, 1984)

- **2.2 Research Method**

Tomasulo, D. (1998) introduced the practical applications of action methods in group psychotherapy. He has developed the Interactive-Behavioral Model for group counseling for people with mental retardation. In 2017, Tse reinforced the action method to promote self-compassion and self-reflection. Action Method uses a telling and knowing mode to facilitate the counselling supervision work (Tse, 2015). In this line of thinking, a series of workshops based on the experiential learning approach will be designed, developed and conducted for the target group. Active practice of skills learned in role-plays and games is employed so that youth learn by observation, actual participation, and interaction with peers and facilitators. Through the

designed workshop, the significance of healthy self-identity is emphasized and explored under a relaxed and amusing setting.

Humans interact with others through communication, both verbal and non-verbal methods. Participants will be exposed to various types of communication tools and methods. Through the participation by youth in a series of workshops, they should be able to fulfill the following objectives at the end of this programme:

1.) To be able to understand more about Oneself;

2.) To have a better emotional and social competencies; and

3.) To establish a positive relationship with family, colleagues and peers.

4.) To understand different ways of communication by verbal and non-verbal methods

5.) To practise effective communications in a group

For each workshop, specific objectives are set in line with each theme shown below:

Emotional Management

Participants will be familiar with different types of emotional expression and appreciate the feeling expressed by themselves and others.

Workshop Objectives:

1.1) To appreciate the presence of emotions in people;

1.2) To express own feelings via emotion; and

1.3) To recognize and be sensitive to others' emotions and feelings.

Conflict Management

Conflicts occur naturally when the values and work of each other crash simultaneously. This workshop will explore different types of conflict management styles.

Workshop Objectives:

2.1) To accept and understand the presence of conflicts in life;

2.2) To be aware of five different conflict mechanisms: Accommodating, Cooperating, Collaborating, Competing and Avoiding

2.3) To be flexible in adopting different conflict management styles in handling various tasks.

- 2.3 Data Collection

The capstone project is divided into two data collection methods which include questionnaire and observation. The target group of the research focuses on SEN school students. It would recruit 8 participants from Hong Chi Association and Hong Chi Morninghope school.

- 2.4 Questionnaire

Before the project, we would have the pre-workshop questionnaire to evaluate and pre-test their abilities and value of themselves. It aims to discover the basic understanding and phenomena and background from those participants whether they are familiar with any elements of communication or not and their present status. Pre and Post surveys will be conducted for participants before and after each workshop. For participants who join 2 sessions, a post-survey of 8 -statements will be collected to see any difference in terms of understanding of communication skills and self-concept.

- **2.5 Observation**

During the workshop, the participants will have different kinds of sharing sections and any immediate feedback. Using observation to have direct data collected by their natural behavior. Through act and speech they can collect their non-verbal behavior. Experiential learning is focused on individuals whose verbal and non-verbal reports or articulate themselves meaningfully. Observers can receive first-hand reflection and knowledge from the participants by being in and around the workshop that is being investigated. The participant-observer tries to interact with the participants as naturally as possible to gain a deeper appreciation of the participants and their way of life and may also gain more inspiration and insight by actually participating.

3. Data analysis

- **3.10 Involvement of the participant**

Most of the participants hold a positive attitude and interaction during the workshop (neutral, 12.5%; somewhat involved, 25%; very involved, 62.5%). They positively engaged in workshops both in verbal and non-verbal responses such as actively sharing their thoughts; they were willing to share their hobbies; unconditionally responses such as nodding and smiling; and their body language like a thumb and yeah gestures. During the workshop, the participants actively interacted with speakers and peers, such as in the peer discussion section, most of the participants were willing to share their feeling, their ideas about the activities and their important things (photo, bible etc). Thus, it is discovered that the participants were willing to engage in the workshop and eager to share themselves. They can concrete in the workshop and significantly

practice their social skills like expressing their feelings and being able to express themselves through different communication methods.

- 3.11 Background information

The age group of participants was distributed from 16 to 23 (age 16, 12.5%; age 18, 12.5%; age 19, 25%; age 20, 12.5%; age 23, 12.5%), 62.5% of Male and 37.5% of Female, education level distributed from Form4 to Form 6 graduated (F4, 12.5%; F5, 25%; F6. 25%; F6 above, 37.5%). Not too many participants were fully satisfied with their interpersonal relationships (bad, 12.5%; neutral, 50%; good, 37.5%). 87.5% of the participants claim that they were lack of communication skills and only 12.5% of participants claimed that they did not lack communication skills; 37.5% of the participants responded that they were lack of communication knowledge, 12.5% of the participants responded they did not lack communication knowledge and 50% of the participants responded that they did not sure lack or not. It seems that most of the participants thought they lacked communication skills and half of the participants were not sure about their communication knowledge.

- 3.12 Communication method

Before the workshop, participants tended to use verbal communication methods (50%), written (37.5%) and non-verbal methods, i.e. body language (12.5%). After the workshop, more participants are willing to use other communication methods(75%) instead of speaking and texting.

- **3.13 Communication elements**

Before the workshop, half of the participants responded that content, interaction, tone and expression were the keys elements in communication (expression, 50%; tone, 62.5%; content, 50%; interactive, 62.5%), and only 1 participant responded that body language is the communication element (body language, 12.5%). After the workshop, fewer participants chose content and more participants chose expression, tone and interaction as the communication elements (expression, 75%; tone, 75%; content, 25%; body). It is significant to discover that participants know more about communication.

- **3.14 Communication skills**

Listening

Before the workshop, only half of the participants were willing to listen to others while communicating with others (Disagree, 12.5%, Neutral, 37.5%, Agree, 37.5%, Strongly Agree, 12.5%). After the workshop, most of the participants think the workshop can help them listen to others more (Yes, 87.5%; Not sure, 12.5%). In the workshop, the participants were willing to listen to others sharing and understand the theory of the interactive communication process, with a good concentration.

Responding

Before the workshop, only half of the participants were always responding to others while communicating with others (Strongly Disagree, 12.5%; Disagree, 12.5%; Neutral, 25%; Agree,

25%; Strongly Agree, 25%). After the workshop, all participants think the workshop can help them be willing to respond more to others (Yes, 100%). Significant observe during the workshop: actively answer speakers and in the activities,

"Participant C: The storytelling part is very interesting"

"Participant E: I can feel people actively express themselves"

Misunderstanding

Before the workshop, half of the participants thought they were always misunderstanding others easily while communicating with others (Neutral, 50%; Agree, 37.5%; Strongly Agree, 12.5%). After the workshop, most of the participants think the workshop can help them decrease misunderstandings with others (Yes, 87.5%; Not sure, 12.5%).

Expressing

Before the workshop, over half of the participants thought they were always presenting their idea with confidence (Neutral, 50%; Agree, 37.5%; Strongly Agree, 12.5%). After the workshop, most of the participants think the workshop can help them be more confident in expressing ideas(Yes, 75%; Not sure, 25%). Significant observation during the workshop: positive answers speaker in the activities and express the things they like to share their feeling with positive emotions and eager in sharing. Some participants shared in the workshop:

"Participant A: My feeling is very joyful."

"Participant B: Very happy"

Based on the observations and learning outcomes, it is significantly shown that the workshop is effective for the SEN youth. Before the workshop, 87.5% and 37.5% of the participants thought they lacked communication skills and knowledge. After the workshop, 87.5% of the participants think the workshop can increase their cognitive of communication. After the comparison, it is significantly discovered that the workshop can successfully increase their cognitive of communication skills and knowledge such as listening skills, responding skills, expressing with confidence, less misunderstanding with others and more people understand non-verbal communication (expression, tone and body language).

- **3.15 Social and emotional competencies**

Meet new friends

Before the workshop, most of the participants are seldom met new friends (Never, 12.5%; Rarely, 37.5%; Sometimes, 37.5%; Often,12.5%; Always, 0%) and with nervous emotion (nervous, 87.5%; pressure, 12.5%; embarrassed, 0%; enjoyable, 12.5%; joyful, 12.5%; eager, 37.5%; happy, 37.5%; excited, 37.5%). After the workshop, all participants agreed that the workshop encourages them to meet more friends (yes, 100%; no, 0%; not sure, 0%) and the level of nervous emotion is significantly decreased and with more eagerness and happiness (nervous, 12.5%; pressure, 12.5%; embarrassed, 0%; enjoyable, 25%; joyful, 12.5%; eager, 50%; happy, 62.5%; excited, 0%). As the participants shared that:

"Participant A and D: I can meet different kinds of friends and want to join the workshop one more time."

Build up relationship

Before the workshop, participants hold a neutral attitude towards building up a relationship with others easily, only 2 participants think they can easily (strongly disagree, 12.5%; disagree, 12.5%; 50% neutral; agree, 25%; strongly agree). After the workshop, most of the participants think the workshop can help them build up a relationship (yes, 87.5%; no, 0%; not sure, 12.5%) and encourage them to start a conversation with others (yes, 50%; No, 12.5%; not sure, 37.5%).

Emotion

Before the workshop, only a few participants understood different kinds of emotions (yes, 12.5%; no, 37.5%; not sure, 50%) and easily sensed others emotions (yes, 25%; no, 37.5%; not sure, 37.5%). After the workshop, all participants responded that the workshops can help them understand different kinds of emotions and be more sensitive to emotion (yes, 100%).

Misunderstanding

Before the workshop, only half of the participants will actively explain the misunderstanding to others (yes, 50%; no, 12.5%; not sure, 37.5%). After the workshop, it helps them be more willing to explain the misunderstanding to others (yes,75%; no, 12.5%; not sure,12.5%).

After the comparison, it is significantly discovered that the workshop can effectively encourage them to meet more new friends, i.e. start a topic, with less nervous, more eager, enjoy and happy while meeting a new friend; help their emotional competency (understand the kind of emotions

and sense of the emotions) and their social competency (encourage them to meet new friends, start a good conversation and with less nervous).

- **3.16 Effectiveness of workshop**

After the workshop, three-quarters of participants think the workshop can help their daily communication (yes, 75%; no, 12.5%; not sure, 12.5%) and most of the participants think the workshop achieved the interaction with peers and learning from each other (yes, 87.5%; not sure, 12.5%). Compared with the traditional classroom, most of the participants think experiential learning is better than classroom teaching (yes, 87.5%; no, 12.5%) and learning communication skills (yes, 87.5%; not sure, 12.5%). Most of the participants are willing to study via experiential learning. It is more effective to learn skills and knowledge, be more engaged in the workshop (high concentration on the workshop education model with ELT) and provide peer learning and communication, which achieved peer-peer strategy.

4. Reflection

- **4.1 Experiential learning**

Experiential learning theory is effectively applied in the workshops, which achieved the learning goal: strengthen their concepts in communication (level of cognitive in communication concept); theoretical and practical improved their social and emotional competencies (peer-peer learning and social interaction); inspire their own observations and reflections during the workshop (actively engaged in activities). It is also discovered that the participants were eager to join this

kind of workshop and feel comfortable and highly motivated during the learning experience. They are willing to participate in it and agree the teaching model is more effective than traditional class teaching and it also helps to discover their talent and interests by themselves. Thus, the experiential learning model is an effective teaching method for SEN education. School sectors and NGOs can implement experiential learning theory more in general classroom teaching, and organize different kinds of experiential learning workshops for them, which improves the peer-peer learning and practical skills, it helps to build up their social relationship, social and emotional competencies.

- **4.2 Implement ELT in inclusive education**

Now Hong Kong does not have enough resources for SEN students. The education bureau advocates the school use multi-sensory learning activities to enhance the understanding and experience of SEN students in education. According to Charitable Choice (2019), 83.9% of public primary schools have applied for government funding "Enhanced Speech Therapy Grant", but 78% of SEN children obtained less than 30minutes in speech therapy. Schools need to apply different learning strategies to deal with the needs, experiential learning is significantly effective for SEN to increase the understanding of social and emotional competencies. Experiential learning workshops can positively increase their social skills, communication skills and emotional competency. Flexible to apply in different focus group teaching/ counselling and group work, such as a specific theme of can be a supportive activity to strengthen their performance with low cost and a positive expected outcome.

- 4.3 Dual tracks: School-based Support Service and Human-based Support Service

The existing policy is only based on schools dealing with the problems and issues of SEN students. According to Charitable Choice (2019), it is researched that the policy is poorly targeted, which can not effectively discover the uniqueness of students to help their personal development. Thus, implementing Human-based Support Service is useful for SEN education. As the workshops successfully discovered some participants were interested in drawing and inspiring themselves more, experiential learning can be targeted to discover them deeply in their life, which helps their personal development. Based on the targeted support, it is more effective to allocate the resources for SEN and targeted referees to different kinds of focus group training and learning to reinforce their performance.

- 4.4 Human-based Support Service - Underprivileged SEN families

Most of the underprivileged SEN families find it difficult to help the personal development of SEN children. According to CharityChoice (2019), caregivers need to save money and spend $500-$1000 per month for SEN children to participate in tutoring, extracurricular activities or training. 47.5% of families can only participate in free activities and 35.5% of families can only choose not to let their children participate in any extra class. Respondents indicated that the support they most wanted was support for children's studies and interest classes for developing their children's potential support for their children's emotions and children's behaviour. It is not a sustainable and healthy situation for SEN families in the long term. It is recommended that the government must input more funding into SEN education. Providing monthly subsidies for SEN

families for their child's own development, which help to achieve a targeted education and development and deal with the money problem in underprivileged SEN families.

- 4.5 Limitation and forecasting

As SEN students gain the knowledge that needs more practice and time, 2 times of workshops in this project cannot accurately follow the changes of participants. It can only discover their behaviour during the workshops and measure their changes before and after the workshops. To obtain more precise data and the effectiveness of experiential learning theory, repeatedly experiential learning training can be more precise to discover more and more accurately. As of now, resources for SEN education in Hong Kong are not enough, it still has a lot of SEN families that can not receive well-services for their children. The experiential learning theory is an innovative way of applying this idea instead of using a therapeutic approach. While the traditional therapeutic process can help the youth, it may induce high labour costs in hiring professionals. Experiential learning attempts from another angle deserve recognition and support. This method can effectively enhance more beneficiaries, including better self-image and self-confidence, awareness of physical conditions, and better relationships (family members, colleagues, and peers). It is more on the qualitative improvement of an individual. For quantifiable measurement, the cost saved for attending training sessions outside, loading Social Services in the Hong Kong government, and improving productivity and efficiency of youth labour is all the savings worthy of spending on supporting experiential learning theory implemented into the SEN education.

5. Conclusion

Experiential learning theory applied in SEN can effective their learning motivation and learning outcome. Based on the resources in Hong Kong inclusive education and SEN support are still not enough such as the school-based support service is very non-targeted, experiential learning theory can be advocated to become the common teaching strategy in SEN education because of its low cost with a positive outcome and does not need specific staff to handle. At the same time, implement dual tracks: Human-based support services to discover their differences and unique, i.e. talent, interests, which targeted development for each SEN student. Experiential learning theory can be the strategy implemented in Human-based pilot training.

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Appendices

Pre-questionnaire

Background 背景

How old are you? 您的年齡為?   _____

Gender 性別

- Male 男
- Female 女

Education level 教育程度

- Form 4 中四
- Form 5 中五
- Form 6 中六
- Secondary 6 above 中六以上

Knowledge - Communication 溝通知識

1. Do you think you are lack of communication knowledge? 您認為你缺乏溝通知識嗎?

- Yes 是
- No 否
- Not sure 不肯定

2. What communication method(s) do you usually use? (You can choose more than one answer)
你最常用哪些溝通方法? (您可選擇多於一個答案)

- Verbal (e.g. talk) 語言 (例如:說話)
- Non-verbal (e.g. body language) 非語言 (例如:身體語言)
- Written 書面 (寫)
- Visual 視覺 (圖片,動畫)
- Other:_____

3. What communication method do you like the most? 你最喜歡哪一個溝通方式?

- Verbal (e.g. talk) 語言 (例如:說話)
- Non-verbal (e.g. body language) 非語言 (例如:身體語言)
- Written 書面 (寫)
- Visual 視覺 (圖片,動畫)
- Other:_____

4. What do you think is the purpose of communication? (You can choose more than one answer)
您認為溝通的目的是甚麼? (您可選擇多於一個答案)

- Strengthen relationships 加強人際關係
- Express feeling and emotion 抒發感受和情緒
- Train critical thinking 鍛煉批判性思考
- Know more about others 增加對他人了解
- Achieve own intent 達到個人目的
- Spread information 傳遞信息

5. Do you think you can use suitable communication method to express yourself? 您認為您能使用適合的溝通方法表達自己嗎?

- Yes 能
- No 不能
- Not sure 不肯定

Skills - Communication 溝通技巧

6. Do you think you are lack of communication skills? 您認為您缺乏溝通技巧嗎?

- Yes 是
- No 不是
- Not sure 不肯定

7. Do you think the lack of communication skills will affect daily life? 您認為缺乏溝通技巧會影響日常生活嗎?

- Yes 會
- No 不會
- Not sure 不肯定

8. Do you think you are good at communication? 您覺得自己善於溝通嗎?

Very bad 極差　　　1　　　2　　　3　　　4　　　5　　　Very good 極好

9. Have you ever attended any training on communication skills? 您曾經是否有學過任何溝通技巧?

- Yes 有
- No 沒有
- Not sure 不肯定

10. Do you think communication skills are important in workplace? 您認為溝通技巧在將來工作中重要嗎?

Strongly Disagree 極不同意　1　　　2　　　3　　　4　　　5　Strongly Agree 十分同意

11. Do you think communication skills are important in building up a relationship? 您認為溝通技巧在建立關係中重要嗎?

Strongly Disagree 極不同意　　1　　2　　　3　　　4　　　5　Strongly Agree 十分同意

12. Do you think you misunderstand others easily? 您認為自己容易誤解他人意見嗎?

Strongly Disagree 極不同意　　1　　2　　　3　　　4　　　5　Strongly Agree 十分同意

13. Do you always listen to others? 您會經常留心聆聽其他人嗎?

Never 從不　　　　　1　　2　　3　　4　　5　　　Always 經常

14. Do you always respond to others while chatting with others? 您會經常在聊天時回應其他人嗎?

Never 從不　　　　　1　　2　　3　　4　　5　　　Always 經常

15. Do you always present your ideas with confidence? 您會經常自信地表達你的想法嗎? *

Never 從不　　　　　1　　2　　3　　4　　5　　　Always 經常

16. Can you clearly state your stand while communicating with others? 與他人交流時, 您能清楚地表明你的立場嗎？

- Yes 能
- No 不能
- Not Sure 不肯定

17. What factors do you think is important to have a good communication with others? (You can choose more than one answer) 您認為與他人建立良好溝通的重要因素是甚麼?(您可選擇多於一個答案)

- Expression 表情
- Tone 語氣
- Content 內容
- Body language 身體語言
- Interactive 互動性的
- Other:_____

Attitude of communication and present status 溝通心態和現況

18. How do you feel about your relationship with your family? 您覺得自己與家人的關係如何?

Very bad 極差   1   2   3   4   5   Very good 很好

19. How many friends do you have frequent contact with?您有約多少位經常聯絡的朋友？

- 0
- 1
- 2
- 3
- 4
- 5 or above

20. How do you feel about your relationship with your friends? 您覺得自己與朋友的關係如何?

Very bad 極差   1   2   3   4   5   Very good 極好

21. How often do you chat with friends? 您會經常與朋友聊天嗎?

- Never 從不
- Rarely 甚少
- Sometimes 偶爾
- Often 時常
- Always 總是

22. What are the main things you chat with your friends? (You can choose more than one answer) 您與朋友聊天的主要內容是甚麼? （您可選擇多於一個答案）

- Entertainment 娛樂
- Study 學業
- Family 家庭
- Interpersonal relationship 人際關係
- Other:_____

23. Do you always actively meet new friends? 您會主動結識新朋友?

- Never 從不
- Rarely 甚少
- Sometimes 偶爾
- Often 時常
- Always 總是

24. When you meet a new friend, you will... (You can choose more than one answer) 當您結識新朋友, 你會... (您可選擇多於一個答案)

- Nervous 緊張
- Pressure 壓力
- Embarrassed 尷尬
- Enjoyable 享受
- Joyful 愉悅

- Eager 期待
- Happy 開心
- Excited 興奮
- Other:_____

25. Can you build up a relationship with others easily? 您可以容易地與他人建立關係嗎?

Never 從不   1   2   3   4   5   Always 經常

26. Will you actively explain when there is a misunderstanding with others? 當您與其他人產生誤會時, 您會主動解釋嗎?

- Yes 會
- No 不會
- Not sure 不肯定

27. Do you think you are always being isolated while chatting with others? 您會經常在與其他人聊天時處於孤立嗎?

- Yes 會
- No 不會
- Not sure 不肯定

28. When you have a conflict with a friend, will you take the initiative to apologize? 當您與朋友發生衝突時, 您會主動道歉嗎？

- Yes 會
- No 不會
- Not sure 不肯定

29. Will you accept any negative comments with optimism? 您會樂觀地接受任何負面評論嗎？

Never 從不   1   2   3   4   5   Always 經常

30. If you are in trouble or lost, will you talk and share with others? 如果您遇上困難或迷失, 你會與其他人傾訴和分享嗎?

Never 從不　　　　　1　　2　　3　　4　　5　　　Always 經常

31. Do you know the different kinds of emotions? 您了解不同類型的情緒嗎

- Yes 了解
- No 不了解
- Not sure 不肯定

32. Do you think you are easily to sense others' emotions? 您認為您能輕易感覺他人的情緒嗎？

- Yes 能
- No 不能
- Not sure 不肯定

33. Are you satisfied with your interpersonal relationship now? 您滿意您現在的人際關係嗎?

Strongly unsatisfy 極不滿意　1　　2　　3　　4　　5　Strongly satisfy 十分滿意

Pro-questionnaire

Skills and knowledge

1. Do you think the workshop can increase your cognitive of communication? 您認為工作坊能提升您對溝通的認知?

- Yes 能
- No 不能
- Not sure 不肯定

2. Do you think the workshop can help your daily communication? 您認為工作坊能幫助您日常溝通嗎？

- Yes 能
- No 不能
- Not sure 不肯定

3. Do you think the workshop can help you build up a relationship with others? 您認為工作坊能幫助您與他人建立關係嗎?

- Yes 能
- No 不能
- Not sure 不肯定

4. Do you think the workshop can help you decrease misunderstanding with others? 您認為工作坊有助減少您與他人的誤解嗎?

- Yes 可以
- No 不可以
- Not sure 不肯定

5. Do you think the workshop can help you listen to others more ?您認為工作坊有助您更留心聆聽其他人嗎?

- Yess 可以
- No 不可以
- Not sure 不肯定

6.After the workshop, will you be willing to respond more when you are chatting with others? 經過工作坊後, 您在聊天時會更願意回應其他人嗎?

- Yes 會
- No 不會
- Not sure 不肯定

7. Do you think the workshop can help you be more confident in expressing ideas? 您認為工作坊有助幫您自信地表達想法嗎?

- Yes 有
- No 沒有
- Not sure 不肯定

8. After the workshop, what factor(s) do you think is important to build up relationship with others? (You can choose more than one answer) 經過工作坊後, 您認為與他人建立良好溝通的重要因素是甚麼?(您可選擇多於一個答案)

- Expression 表情
- Tone 語氣
- Content 內容
- Body language 身體語言
- Interactive 互動性的
- Other:_____

9. After the workshop, will you be willing to use other communication methods apart from speaking and text? 經過工作坊後，您會願意嘗試使用更多除語言或文字以外溝通方法嗎？

- Yes 會
- No 不會
- Not sure 不肯定

Attitude of communication and present status 溝通心態和現況

10. Do you think the workshop encourages you to meet more friends? 您認為工作坊能鼓勵您多結識新朋友嗎？

- Yes 會
- No 不會
- Not sure 不肯定

11. After the workshop, when you meet a new friend, you will feel... (You can choose more than one answer) 經過工作坊後，當您結識新朋友，你會感到... (您可選擇多於一個答案)

- Nervous 緊張
- Pressure 壓力
- Embarrassed 尷尬
- Enjoyable 享受
- Joyful 愉悅
- Eager 期待
- Happy 開心
- Excited 興奮
- Other:_____

12. Do you think the workshop help you be more observative in communicating with others? 您認為工作坊有助您在溝通時觀察別人嗎?

- Yes 有
- No 沒有
- Not sure 不肯定

13. Do you think the workshop can encourage you to start a conversation with others? 您認為工作坊能鼓勵您與人打開話題嗎?

- Yes 能
- No 不能
- Not sure 不肯定

14. After the workshop, when there is a misunderstanding, will you be willing to actively explain it to others? 經過工作坊後, 您會更願意主動解釋誤會嗎?

- Yes 會
- No 不會
- Not sure 不肯定

15. Do you think the workshop can help you more clearly to the different kinds of emotions? 您認為工作坊可以幫助您更清楚地了解不同類型的情緒嗎？

- Yes 可以
- No 不可以
- Not sure 不肯定

16. Do you think the workshop can help you sense others' emotions? 您認為工作坊能幫助您感覺他人的情緒嗎？

- Yes 能
- No 不能
- Not sure 不肯定

Suggestion and reflection 建議和反思

17. Your level of engagement in the workshop is... 您在工作坊的投入程度為...

Not at all involved 沒有投入   1   2   3   4   5   Very involved 非常投入

18. In the workshop, do you think it helps you interact and learn from each other? 在工作坊中，您認為這有助您與人互動和互相學習嗎?

- Yes 有
- No 沒有
- Not sure 不肯定

19. Which learning mode do you prefer? 您較喜歡哪種學習方式來學習？

- Experiential learning (e.g workshop) 體驗式學習 (例如: 工作坊)
- Classroom teaching 課室教學

20. Do you agree the workshop is better than classroom teaching to learn communication skills? 您同意工作坊比課堂教學更能學習溝通技巧嗎？

- Yes 同意
- No 不同意
- Not sure 不肯定

21. In these two workshops, which part of the activity do you like most? 您最喜歡這兩次工作坊哪一個活動?

- Emoji心情
- 自我介紹 - 物件
- 造句
- 我講你畫
- 猜猜畫畫
- 自我介紹 2.0
- 睇真啲
- 故事阿豬媽 - 你很特別

22. To above the question, please explain the reason. 承上題, 請解釋原因。

_____

23. Would you please share your feelings after joining the workshops? 參加工作坊後, 您能分享一下您整體的感受嗎?

_____

24. Can you share a new finding of yourself/others in the workshop? 您可以分享一個在工作坊中對自己/他人的新發現嗎?

_____