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Communities of Practice in Teaching Business Interaction – a Video-Based Role-Play Assignment

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Tässä artikkelissa tarkastelemme käytäntöyhteisön näkökulmasta monivaiheista kurssitehtävää, jossa opiskelijat harjoittelevat liike-elämän vuorovaikutustaitoja asiakas- ja myyjäyrityksen välisessä neuvottelutilanteessa. Tavoitteena oli selvittää, miten käytäntöyhteisö tukee teorioiden oppimista ja viestintätaitoja. Tutkimuksen aineisto koostui kurssiin liittyvistä etnografisista seurantadokumenteista ja opiskelijoiden reflektioteksteistä. Tehtävässä yhdistyivät roolipeli, opiskelijoiden tuottamat videot sekä vertaisarviointi. Tehtävänantoa testattiin kahdella maisterivaiheen opiskelijaryhmällä, jotka suunnittelivat roolipelin ja nauhoittivat sen videolle. Viestintätieteiden opiskelijat tekivät roolipelistä vertaisarvioinnin. Tehtävään sisältyi työpaja, itsenäistä työskentelyä, ja ryhmätapaamisia. Opiskelijat pitivät tehtävää hyödyllisenä teorioiden oppimisen ja niiden käytäntöön soveltamisen kannalta. Lisäksi opiskelijapalautteesta tehdyn analyysin perusteella kurssilla opittiin neuvottelutaitojen lisäksi muita työelämätaitoja kuten ajanhallintaa, projektinhallintaa, kulttuurienvälistä ymmärrystä ja vuorovaikutteista viestintää. Erityisesti yksityiskohtaisten ja selkeiden ohjeiden, pääkäsitteiden selittämisen ja vertaisarvioinnin käytänteiden tärkeys korostui Kannustamme opettajia soveltamaan käytäntöyhteisöjen hyödyntämiseen perustuvia tehtäviä kursseilla, joihin sisältyy liike-elämän vuorovaikutustaitojen opettamista. Tällaisten tehtävien avulla voidaan opettaa tehokkaasti teorioita ja työelämäntaitoja, ja saadaan vaihtelua luentoihin ja kirjallisiin tehtäviin.

Keywords: communities of practice, role-play, student-produced video, peer-assessment

1 Introduction

Students in higher education not only need to acquire academic knowledge in their area of expertise, they also need to be equipped to meet different types of work-life challenges. However, previous research shows that the knowledge learned at the university is different from the knowledge created and needed at work (Garraway 2010; Kettula & Clarkeburn 2013). Therefore, knowledge is not enough. Students have to be able to apply the knowledge to analysis, decision making, and problem solving in team-based complex environments (Berdrow & Evers 2011). Moreover, it has been pointed out that traditional lecturing does not always support competence and expertise development (Tynjälä, Slotte, Nieminen, Lonka & Olkinuora 2006). Thus, there is a call for learning methods through which students learn by interacting with other students and instructors, and by actively challenging and criticizing concepts developed based on their own, or others' experiences (Ford 2010; Snyder 2003). In this paper, we use Lave and Wenger's (1991) concept of "communities of practice" as a theoretical framework to explore how students develop a learning community based upon mutual engagement. For this study, we created an assignment with the aim for students to learn business communication theories and skills.

The particular theoretical approach to business communication, which we will discuss in this paper, concerns relationship governance and boundary behavior. In inter-organizational business interactions, governance mechanisms regulating boundary behavior can be clearly distinguished in practitioners' actions (Vesalainen, Rajala & Wincent 2016). However, even though these mechanisms are visible in the behavior of individuals operating within boundaries of two firms, they easily remain abstract when teaching business communication to students. It is, therefore, critical to offer hands-on activities to students to make the abstract concepts better understood (Shaw 2004) and to teach and evaluate skills that prepare students for working life. The aim of this paper is to explore the use of role-play, student recorded videos and peer-assessment as a reflective platform in teaching business communication for business students at the university level. More specifically, the interest lies on how the community of practice approach enhances 1) the students' theoretical understanding of relationship governance and boundary spanning and 2) the students' business communication skills.

The role-play method was chosen as a teaching method because of the abstract nature of boundary behavior. By experiencing a simulation of a real-life negotiation situation, students can practice the governance mechanisms they are supposed to learn. Student-produced videos in negotiation situations were used to enhance learning and creativity in a complex problem-solving situation (cf. Schultz & Quinn 2014). After the negotiation, the students reflected on their chosen boundary behavior, and its effects on the outcome of the negotiation. Also, an additional teaching method, peer-assessment, was used. There was a group of communication students viewing the role-playing groups' videos and providing feedback. By viewing the videos, the communication students learned about business negotiation situations as well as about boundary behavior and could use their field-specific expertise to evaluate the performances of the groups.

In the following chapter, we discuss the theoretical framework of the paper and the teaching methods applied in the negotiation assignment. In the third chapter, we will describe the flow of the role-play experiment in detail. The fourth chapter explains the research design and data analysis methods and discusses the learning outcomes and the applicability of the communities of practice theory and the chosen teaching methods. Finally, we will present the implications for future development of the assignment, along with some concluding remarks.

2 Role-Play and Student Produced Videos in Teaching Business Interaction

The concept of community of practice refers to social dimensions in learning (Wenger 2010), involving "*a group of people who are socially interdependent, and who share mutually-defined practices, beliefs, and understandings over an extended time frame in the pursuit of a shared enterprise*" (Barab et al. 2002). In communities of practice, learning does no take place in an individual mind; it is a process in a participation framework (Lave & Wenger 1991). In organizations, communities of practice enable peer-to-peer learning among practitioners, whereas in education, communities of practice provide a fresh perspective on learning (Wenger 2010) and extends the learning space beyond the teacher and the classroom (Kolb & Kolb 2005).

2.1 Role-Play as a Teaching Method

Role-play is a pedagogical approach that activates students to immerse themselves in real-life scenarios of different types. Such scenarios may concern predefined situations, problems or types of persons (see e.g. Shaw 2004; van Ments 1989; Williams 2006). The goal of role-play is to challenge the students to personally reconstruct information and construct new knowledge, which gives a deeper understanding of the issues than from only hearing or reading about them. Thus, role-play requires a reflective process in which the students not only get information, but also learn to evaluate and use it (Merryfield & Remy 1995: 8). Role-play also helps to develop skills that can be directly applied in the workplace, such as personal interaction, public speaking; listening, communicating ideas and team-work (Andrews & Higson 2008). As an active student-centered experiential teaching method, role-play has been found to be efficient because it tends to increase the students' interest in the topic of the course and add to their enthusiasm towards learning (Laird & House 1996). Additional benefits include improved confidence in students' own performance and a better understanding of the complexities of working-life encounters, which tend to be underplayed in higher education teaching (Brown 1994: 105).

However, using role-play in higher education settings has its limitations for both teachers and students. For teachers, the challenges may be the time required for such exercises, lack of resources or loss of lecture time (Michael 2007) while students are often reluctant to participate in role-plays because of a fear of exposure, anxiety or feeling insecure in front of the group (Nestel & Tierney 2007). According to Burns and Gentry (1998) role-play, therefore, needs to be introduced step-by-step so that the students will understand the value of working experientially and can overcome cultural barriers that may impede their engagement.

Generally, role-plays require that the students take up a role for a pedagogical purpose. Students are first introduced to the topic through lectures or course readings. Instructions are then given for the role-playing task, which aim to provide students with first-hand experience of the task while deepening student knowledge of the role to be played. In every case, the students need to prepare for the task, such as carrying out background research or figuring out different perspectives and positions required by the task. In addition, depending on the scenario, role-play may have different degrees of spontaneity, and as such, has been compared with drama (see e.g. Harris 1997). The difference is that drama is focused on an audience, while role-play focuses on the participants themselves (Lewis & Meed 1981). However, a script may be drafted in the preparation phase, but the role-play itself still requires that the students improvise. Improvisation allows the students to practice their new skills and empathize with the emotions and moral values included in the scenario. In so doing, the students shape and revise the roles according to their interpretation of the requirements of the situation.

2.2 Learning “with” Video

The sources of video material available on the internet for classroom use are expanding, and the videos are rich in content. Viewing video materials in the classroom provides skills that written assignments do not offer (Liedka 2001). Additionally, they may bring about a sense of practical business experience that the students lack (Roth 2001). Thus, videos can be used pedagogically in two ways: they can be learned “from” or learned “with” (Schultz & Quinn 2014). In higher education, videos are typically used to learn “from” (ibid.), which may not be the best way to utilize video techniques. This is because mere watching may tempt the students to take a passive role without critical thinking or a requirement to evaluate the contents (Jonassen, Peck, & Wilson 1999). Selecting appropriate video material may also be a challenge for the teacher. For example, materials provided by textbook publishers, may not have the quality that would provide optimal learning outcomes (Hunt 2001). Moreover, while the entertainment industry provides documentaries and motion pictures, they seldom have strong theoretical content (Champoux 1999).

Learning “with” videos means that students create their own video projects, by which they can prove their learning and understanding of the theories and concepts included in the course. Thus learning “with” videos is considered a successful teaching method (Schultz & Quinn 2014). Besides the benefits provided when learning “from” videos, learning “with” videos offers additional benefits, because students not only observe, but also solve problems and evaluate performance (ibid.). Learning is improved when students are actively involved in a process that requires social interaction and problem solving (Proserpio & Gioia 2007). When working in groups to record a video, students learn from each other, see various ways of relating to situations, and get feedback from each other (Schultz & Quinn 2014). Student-produced videos can also be used in feedback processes, where students record role-plays and use the videos as feedback on their performance (Mumford 2009). Student videos can also function as a discussion platform for the entire class when videos are viewed together during a lecture (Schultz & Quinn 2014). In this way, the whole class can see how the course concepts are used (ibid.). Video-based role-play is also used in communication skills training for professionals. In particular, the Conversation Analytic Role-Play Method (CARM) is based on analyzing videos of authentic encounters in order to explore what people are actually doing in their job to learn about efficient ways of communicating (see e.g. Stokoe 2014). While CARM concentrates on professionals and developing their existing practices, educational video-based role-play focuses on future professionals and teaches them ways of putting new theories into practice.

3 Objectives and Design of the Business Communication Assignment

As part of their course, the students learned to analyze business relationships in network context from different theoretical perspectives, and to apply this knowledge to business activities in international markets. The role-play assignment was developed to serve two intensive six-week international master's level courses (one with a marketing perspective, 5 ECTs study points, and one with a management perspective, 7 ECTs study points) in the faculty of business studies. The number of students taking each course varied between 30 and 40, of which about half were international students. Together, approximately 70 students would attend the role-play during one semester. In addition to learning theories, the assignment included practicing a diverse range of relevant working-life communication skills, such as working skills in groups with people from different cultures, and negotiation and oral presentation skills. The role-play was also expected to give variation to regular lectures and written assignments.

For this article, we focused on 36 marketing students in the course "Managing International Business Networks" in the autumn 2014. This group co-operated with a group of communication students (28) participating in a master´s level course on organizational communication (5 ects). Each group had their own teacher, and course design that included pre-assigned readings and instructional videos and a 2-hour classroom group assignment. The goal of the pre-assignment was for students to become familiar with business negotiation practices and in giving constructive criticism to peers. The only contact between the groups was through the negotiation videos. The role-play assignment was introduced in detail during the course introduction (see Burns & Gentry 1998). The assignment consisted of several phases, which included individual and group activities, both in classroom and outside the regular classes. Briefings were included where the teachers checked that the students understood the guidelines and that they were able to keep to the time schedule.

The first phase was *to form the learning communities*. In order to create a real business-life situation, the teachers divided the class into groups with students from different cultures. The students were given some time to get familiar with their group members, and to plan some practical issues, such as the time schedule for the group meetings and communication methods outside the lectures.

Theoretical orientation: As a *pre-assignment*, the students were required to read two articles related to the topic in order to understand the theoretical background of boundary behavior. The articles were uploaded to the virtual learning environment a week before the related lecture and workshop. The articles were discussed during a *lecture* and elaborated on in a two-hour *workshop.* To make sure students understood the theories, the core concepts were practiced with the help of a quiz. The students were first given some time to discuss the quiz and then they completed it in pairs. Finally, the correct answers and the questions that the quiz gave rise to were discussed in the class.

Practical orientation: students worked either individually or in groups outside the lectures to prepare for the negotiation role-play. The material included a case description, a book chapter about the context of the negotiation. Furthermore, educational videos introducing general negotiation techniques and styles (supportive/non-supportive) were uploaded for the students to watch. The case description included information of the firms the students were to represent in their negotiation. The negotiation partners were from a marketing communication agency that provided advertising services and a food supplier that was buying an advertising campaign. The object of the advertising campaign was a milk product, which the groups were free to specify in more detail. The idea was that being concrete and non-technical the setting would offer equal opportunities to all students to participate.

Creating the negotiation video: Both the orientation and the role-play negotiation were performed outside the classroom and scheduled independently by the groups. The teachers had decided on the negotiation setting: In the buyer organization, the negotiators were marketing manager, purchasing specialist and product manager. The negotiators in the seller organization were sales manager, art director and project manager. The groups had to make the following decisions: 1) divide the group members to sellers and buyers, 2) agree on the professional positions of the negotiators, 3) agree on the specific product that was focused on in the negotiation, and 4) agree on the boundary behavior (relational, hierarchical, or competitive behavior or a combination of these) the negotiators would apply, as well as 5) agree on the method of recording the video. The groups prepared and rehearsed a negotiation, which they video-recorded. Recording the negotiation, instead of playing it in the classroom was chosen for three main reasons. First, there was the time constraint as classroom negotiations would have taken more time. Second, recording a video outside the lectures was seen as more enjoyable, and strengthening of group spirit. The students were given two alternatives for recording the video. First, they could use their own equipment, such as a smartphone, and second, they could book time with the university's media-assistant to make the video. The second option was given in order to avoid focusing too much on the technology and technological skills, and to give all the groups equal possibility to make a high-quality video. The instruction for the length of the video was 5 to 10 minutes. To help the peer-evaluators, each negotiator was instructed to present her-or himself in the beginning of the video by stating the name, title, and the firm they represented.

Assessment and feedback: The peer-assessment was conducted in-class in small groups by the communication students, who watched one video per group, discussed the video and drafted an assessment both for the whole group and for each participant separately. Using peer-assessment and small groups as evaluators instead of discussing the videos in the class (Schultz & Quinn 2014) saved time and was regarded as a more sensitive method (cf. Nestel & Tierney 2007). The students were advised to provide written comments and suggest a grade. Groups were evaluated based on the functioning of the negotiation for the whole group (15/20 points). Individual performance (5/20 points) was evaluated on a scale from 1 to 5 based on the following questions: How did the person perform in the role? How did the role show in the actions of that person? The students also obtained suggestions of what could have been improved, and how the person could have improved his or her own position in the negotiation and in the negotiation as a whole. The final grade was decided by the teachers.

Self-reflection paper: The role-playing students were required to write an individual one- page reflection paper based on the assignment. They were asked to answer the following questions: (1) What was your role? (2) How did you feel about the role you were playing? (3) How would you evaluate the group's cooperation? (4) What did you learn? This self-reflection paper was not graded, but it was mandatory in order to pass the course.

4 Communities of Practice in Teaching Business Interaction

In this section, we will first describe research design and data analysis methods. Second, we will discuss the students' perceptions of the assignment and the learning outcomes. The percentages in the analysis are based on the self-reflection papers.

4.1 Research Design and Data Analysis

We conducted ethnographic research where the researchers were part of the learning communities as instructors and as observers. Data was collected from written and oral student feedback. Content analysis of the learning outcomes was conducted based on the students' self-reflection papers, anonymous student course feedback in a study register, and observations from discussions in the wrap-up lecture of the course. We analyzed the learning outcomes of the role-play assignment from two perspectives. First, how the learning objectives were met (learning theories of relationship governance and buyer-supplier boundary behavior and applying this knowledge in practice), and second, how the students experienced the development of their work-life skills. (group working skills in multicultural groups, negotiation and oral presentation skills).

4.2 Students' Perceptions of the Role-Play Assignment

> *"I really enjoyed the assignment and the greatest thing was that we really had fun doing it and learned theory at the same time."*

The students perceived cooperation and social engagement (Schultz & Quinn 2014) enjoyable: 25 % of the students found the assignment fun, which typically enhances learning (Laird & House 1996). The groups were committed in fulfilling their assignment and in most groups, *"there was great group cooperation with a high level of commitment by all the team members"*. In terms of communities of practice, the assignment thus supported *learning as identification* through engagement, imagination, and alignment (Wenger 2010).

One of the motivations for us to use video recordings was the fact that the students are different in their personalities. Also, the shy students were given the possibility to practice their negotiation skills in a small and safe environment, without the pressure caused by an immediately present audience and thus without "stage fright" (see McLoughlin & Lee 2008; Sherer & Shea 2011). However, two students mentioned that the assignment was awkward, which was related to taping the video, watching themselves on the video, and the idea that other students were watching the videos.

4.3 Understanding Theories and Putting Them into Practice

> *"Our video assignment enabled me as well as each of our group members to imply our theoretical knowledge in practice."*

Despite the crucial role of the individuals operating in firm boundaries, theories of boundary behavior have focused on the organizational level of investigation (e.g. Pillai & Sharma 2003). However, in business relationships the activities of both organizations and individuals are governed by multiple mechanisms that affect the way people behave. The role-play assignment was developed to help the students understand the challenges *at the interpersonal level* in business negotiations where the firms apply different governance mechanisms. The theories taught through role-play rely on management literature, where these governance mechanisms are conceptualized into *hierarchies, markets, and community* (Adler 2001). Hierarchical relationships are governed by authority. Markets are governed by price and competitive behavior, which is based on promoting competition between suppliers, and on the threat of using alternative suppliers. Communities (social governance) are governed by trust (Adler 2001). The relational behavior is related to an assumption that contracts are agreements, which are intentionally left incomplete so that the actors retain the flexibility to adapt to changes in the environment (MacNeil 1980).

The students perceived that the group discussions and their visibility in video negotiations enhanced the learning (14 %) and understanding of how to apply these theories in practice (25 %). However, there were differences in which governance mechanisms the students chose (see table 1). Most students (36 %) chose a relational role, which clearly indicates that it was the simplest role to understand and is often considered to be the most acceptable way to communicate with peer-students. The teachers tried to encourage students to choose a role with a combination of behavioral styles in order to simulate better the real-life situation. However, only 8 % of the students chose a role that combined two behavioral styles. Furthermore, in their reflection papers, 28 % of the students did not analyze their boundary behavior in the negotiation at all, which may indicate that they either did not fully understand where the main focus of the assignment was or were simply confused by the many “roles” they were supposed to combine.

Table 1. Selected roles

Selected role	**Number of students**	**%**
Relational behavior	13	36
Hierarchical behavior	4	11
Competitive behavior	6	17
Competitive/hierarchical behavior	3	8
Not available	10	28
Total	36	100

Moreover, even though the students found that the role-play was a good method to learn about theories and to apply what they learned in practice, the boundary behaviors were not visible in all the video plays. It may be that the students’ degree of identification with the theoretical concepts was not high enough for them to succeed. Alternatively, playing the boundary behaviors was not easy even though the student would understand the theory behind the behaviors: *“--it was relatively difficult to find key words or expressions which clearly showed the intention of my behavior”.*

4.4 Learning Work-Life Skills

> *“--I believe that I have managed to gain closer to real life experience which would be very beneficial for my future career in business.”*

The students’ self-reflection papers revealed that a number of other skills, besides those defined in the assignment were learned. For example, the students reported to have learned time management and project management skills, which can be added to the objectives. Timing was important in this exercise, because the videos had to be available for the peer-groups to evaluate at a certain point of time. There were no problems with timing as all the groups managed to complete the different phases of the assignment in time.

Learning about cultural differences when working in multicultural groups was reported by 22 % of the students: *"I can say that I enjoyed working with people from different countries and I got to learn from other cultures and academic practices"*. Moreover, the students became more confident to meet their counterparts in negotiations (see e.g. Brown 1994): *"Also my self-confidence when negotiating has increased during this task, which is really significant for me"*.

5 Implications for Future Development of the Assignment

The main implications from the application of the assignment were related to the clarity of the assignment guidelines, ensuring that students understand and are able to interpret the boundary behaviors, the role of the peer-assessment, and the quality of the videos. The assignment was quite complicated with many phases, and the clarity of the guidelines cannot be emphasized too much (McLaughlan & Kirkpatrick 2004). In connection with several lectures, the teachers asked the students if any problems had turned up during the process. The questions the students posed to the teachers were instructional (practical details) or content-based questions related to the group's own play (creativeness vs. following the guidelines). No theory-related questions were asked. The instructional questions might have been avoided by introducing the guidelines phase by phase as the students proceeded with the assignment (see Burns & Gentry 1998). In addition, the teachers could arrange meetings with the groups in order to discuss the process during the outside classroom phases. Overall, there seems to be a need to reduce the complexity of the assignment.

Peer-assessment had some challenges, for two main reasons. First, in the negotiation there were a number of overlapping "roles" to play: 1) boundary behaviors representing relational, hierarchical and market oriented governance, which were the focus of the assignment; 2) negotiation styles presented in the educational video (supportive/non-supportive); and 3) the positions of the negotiators in the buyer/supplier organization (marketing manager, sales manager etc.). These many roles made the evaluation and grading difficult because the evaluating groups did not know what role the negotiators were supposed to play since some of the negotiators tried to incorporate all the "roles" in the play. Furthermore, in some of the videos, the negotiation styles were enhanced more than boundary behaviors. These aspects required more precise guidelines and definitions of the "roles".

The second peer-assessment challenge was related to the evaluating group having different learning objectives for their course and the assignment in question, which was why they were not equally familiar with the theoretical background of boundary behaviors. Even though there are benefits with independent evaluations and drawing on interdisciplinary expertise, differences in background knowledge led to substantial quality differences in the evaluations and in the given feedback. Overall, the communication students succeeded in giving constructive feedback, but it was not focused on the most important learning objectives of the role-play. For example, some of the assessments paid attention to practical issues such as how many minutes each negotiator was speaking, without considering the message delivered. Consequently, it seems that peer-assessment could be a more efficient tool for learning if the role-playing groups themselves viewed each other's videos in order to learn how the concepts of the course were understood and interpreted by the other groups.

Business relationships are contextual, and the history of both inter-organizational relationships and interpersonal relationships has an impact on negotiations. This was not considered in the assignment guidelines. A solution might be to let the groups design the case so that the history of the relations would be considered. The case description would then include a brief description of the relationships, its duration and the parties' involvement in the relationship, which would have an impact on the boundary behavior in the play. This would give students the opportunity to use their own creativity, which may enhance enthusiasm and understanding of real business situations.

As mentioned in the role-play design section, the students had two options to record the video: with the help of their own equipment or using the university media-assistant's help. One of the groups chose the latter option and produced a high-quality video. However, some of the videos that the students recorded with their own equipment were also of high quality. Yet, there were a couple of videos that were difficult to evaluate because of their bad quality. If all the videos were recorded by a professional, technology would not have an impact on evaluation. On the other hand, the high-quality videos that were recorded with students'own equipment, were more creative, and the students enjoyed making them. A video recorded by a professional may rely on the professional's rather than the students' creativity.

In sum, in the role-play, students should be advised to focus more on the boundary behaviors. Therefore, more attention during the orientation phase needs to be paid to ensure that students understand these behaviors. One possibility would be to include in the workshop an oral exercise, where the students would practice with phrases that are featured by each behavior. These phrases were included in the pre-assignment material, but obviously the students did not pay enough attention to actually use them. Furthermore, the students making peer-assessments should be fully informed of which boundary behaviors the negotiators were applying. Alternatively, if peer-assessments were done by student groups taking the same course, the students could compare their own behaviors and discuss the effective and ineffective behaviors in their groups (Schultz & Quinn 2014). Additionally, more creativity and authenticity could be added to the assignment by placing the negotiation in the context of a relationship with a predefined history. When it comes to technology, the students should be able to focus on the contents of the negotiation, and not on the technology. However, making high quality videos, for example, for marketing purposes, is also a relevant skill for business students.

6 Conclusions

In this paper, we have reported on an assignment that was based on communities of practice approach. As teaching methods, we applied the combination of role-play, video recordings and peer-assessment to teach relationship governance and boundary behavior theories from a business communication perspective, and to apply them in practice. The objectives of the assignment were, besides learning the theories, learning group working skills in multicultural groups, and negotiation and oral presentation skills.

We can conclude that communities of practice enhanced the students' motivation to learn the theories and helped them to put the theories in practice in the form of a role-play. The assignment supported not only *learning as doing*, but also *learning as experience* and *learning as identification* (Wenger 2010). Role-play is an efficient method to teach abstract theoretical issues to students, because it allows students to implement their learning into practice and increases the level of understanding of theoretical concepts. Combining role-play with video recordings increases cooperation and engagement among the students (Laird & House 1996), and they can use the recordings as feedback on their performance (Schultz & Quinn 2014).

Finally, the exercise was mainly positive, and provided the students and teachers positive learning outcomes, which was a welcome variation to reading and written assignments. However, our experiment indicates that the exercise should be simple and clearly presented in the instructional lecture (McLaughlan & Kirkpatrick 2004; Schultz & Quinn 2014). In addition, the time frame between the instructional lecture and actual practical carrying out of the task should not be too long in order for the students to have instructions still clear in their minds. Adding checking points between the different phases of the assignment would be in place to ensure that the students know how to proceed.

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