

One-way Communication In-class Exercise

2017 ABC My Favorite Assignment
Jennifer Loney - Portland State University
loneyj@pdx.edu

Exercise Process/Instructions:

- ➔ Ask for 2 student volunteers – bring them up in front of the class.
- ➔ Have them quickly choose who wants to speak and who wants to write.
- ➔ Place the “writer” facing the white board, with their back to the class, and provide the following instructions.
 - ➔ *Here is a dry-erase marker for you to use. You are to do only what the “writer” says. You may not ask questions, speak, make noises of any type, or turn around. There is to be no feedback from you to the “speaker” or the class.*
- ➔ Place the “speaker” facing the class, with their back to the “writer”, and provide the following instructions.
 - ➔ *Your job is to communicate to the “writer” so that what you have on the piece of paper given to you is replicated on the board by the “writer”. Your goal is to get the end result placed on the board as accurate to what is on the paper that you are holding as possible. You MAY NOT turn around, ask questions to the class or “writer”, or try to get any feedback. Your only job is to describe to the “writer” what to put on the board.*
- ➔ Ask the class to get involved by choosing one of the pictures for the “speaker” to describe to the “writer” (four options are included with this exercise – or you can use your own creation). Once they choose the picture, hand it to the “speaker” to review while you provide the following instructions to the class.
 - ➔ *Your job is to watch and listen. Do not provide any feedback to the writer or speaker. You may smile, but do not laugh out loud. Any “noise” from the class will provide feedback to both volunteers which will change the outcome of this exercise.*
- ➔ Ask the “speaker” to begin and watch the process unfold. The class will see first-hand what happens in a one-way process. If the “speaker” is really good, the end result on the board will be close to the picture. Then it is time to discuss why it worked and how it relates to one-way communication in writing.
- ➔ If the “speaker” has problems communicating to the “writer” and the end result on the board is not good, ask for another “speaker” volunteer but use the same “writer”. Many students think they can do a better job so it is fun to see it unfold again.
- ➔ The class discussion at the end of this exercise allows the faculty to tie in the concept of one-way communication based on written documents and the necessity of writing clear, concise and complete messages for the reader. An added plus is the students are engaged and learning.