- ⚙ Discipline-specific knowledge and capabilities

- 🗣 **Communication skills**

- ▢ Digital literacy

- 💡 Critical thinking

- ❓ Problem solving

- 👤 Self-management

- 👥 Teamwork

- 🌐 Global citizenship

ABSTRACT

Using oral, written and interpersonal communication to inform, motivate and effect change is one of Deakin University's eight **Graduate Learning Outcomes**. It is important for all Deakin graduates to have mastered the generic skill of communication in order to attain employment, be successful in their future careers and engage in professional written, oral and interpersonal communication with colleagues, clients and the general public. It is important that units and courses teach and assess communication skills in order to provide students with the opportunity to develop what are important employability skills.

The following information is set out to assist academics at Deakin University to explore, create and re-imagine what teaching and assessing communication as an outcome means.

TABLE OF CONTENTS

WHAT IS COMMUNICATION?

Communication has traditionally been seen as verbal or non-verbal (Iksan et al. 2012). However, our understandings of communication are based on a rapidly evolving field that incorporates many different domains. These domains are not necessarily mutually exclusive and can transcend a traditional perception. These domains include face-to-face interactions (e.g. premium located meetings), **digital literacy** including, email and texting, social media and virtual environments for instance, ePortfolios, Facebook, Twitter, and Instagram. The protocols of communicating within each domain are different in regards to the length of message, the texts used for specific communicative purposes, intended audience, acceptable norms, nomenclature, spelling/grammar conventions, etc.

There are many elements to communicating effectively that individuals need to consider when entering into some kind of communicative interaction. Some of these elements include. the aim of the communication, level of formality (usually based on relationships of power and purpose for the communication), consideration of audiences' prior knowledge, cultural aspects etc. Some elements specific to oral, written and interpersonal communication are listed below:

Oral communication

- empathy
- use of visual aids in a presentation
- amount of information/detail in visual aides
- provision of handouts
- feedback from audience
- engagement with audience
- responding to questions from the audience
- voice modulation
- tone of voice
- eye contact
- presenter's positioning within the room

Written communication

- text type (e.g. report, case study, essay, reflective piece, annotated bibliography etc.)
- appropriate length of document
- structuring of the argument (usually presented as one main idea with supporting evidence for each idea)
- appropriate level of detail within document (e.g. presentation of supporting evidence, referencing system)
- ratio of white:black space (i.e., avoid long chunks of dense text)
- font style/size
- adherence to reference conventions (Harvard, APA, Vancouver etc.)

Interpersonal communication

- emotional intelligence
- body language
- posture
- sensitivity to the audience demonstrated through appropriate behaviour
- active listening.

WHY IS TEACHING COMMUNICATION AS AN OUTCOME IMPORTANT FOR ACADEMICS?

The teaching of communication as an outcome, along with expert content, is important as it prepares students to better communicate through their assessment, enter into dialogue with peers and academics, formulate questions to further their learning etc. It is also integral to preparing for various professional environments and develop skills that are important as graduates, and sought after by employers.

WHY ARE COMMUNICATION SKILLS IMPORTANT FOR STUDENTS?

Effective communication skills are essential for Deakin University graduates to, gain entry to and be successful in, their future professions. Learning and developing effective written, oral and interpersonal communication skills will develop students' emotional intelligence and empathy through an understanding of their audience; these skills contribute significantly toward positioning graduates as **global citizens**.

In the workplace and professions, graduates will be required to communicate with multiple individuals – these may include:

- colleagues
- employers and managers
- clients
- the media
- the general public

This communication could take multiple forms, for example:

- **Written communication**
  - applications
  - proposals
  - applications for promotion
  - letters
  - memos
  - emails
  - purchase orders
  - publications
  - reports
  - media releases
- **Oral communication**
  - oral presentations
  - meetings
  - client interviews

Effective communication skills will be needed by graduates for tasks such as:

- providing instructions
- resolving conflicts
- negotiating
- sharing ideas.

Example: Student perspective of communication skills

This is an example from a Deakin University Engineering student explaining why communication skills are important for engineers:
http://www.deakin.edu.au/current-students/services/careers/mycoursemycareer/scitech/ engineering/communication.php

ASPECTS OF COMMUNICATION TO CONSIDER

Culture

Different cultures have different cultural norms in regards to communicating. In other words, what is acceptable within one culture may not necessarily be appropriate, meaningful or even acceptable within another culture. Academics should be cognisant of some of the following cultural norms:

- In some cultures it is not appropriate for students to ask the lecturer questions in what can be deemed such a blunt way by some of our overseas students, nor to critique or question published work as this maybe regarded as disrespectful. Thus, what can seem to the lecturer as passivity by students in the classroom can be misleading. In order to assist students engage more actively in the class activities it may be beneficial to explain to students in what ways questioning is regarded as appropriate, also to encourage questioning by eliciting student engagement right at the very beginning (e.g. today we are discussing (topic). What questions do you have about this topic before we start?)

- In some countries it is unacceptable to address academics by their first name. Thus ensure that you explicitly inform your students how you would prefer to be called to avoid any awkwardness.

- Students can also be uncertain about whether it is appropriate to contact their lecturer outside of class time. Thus it is worthwhile informing students how best to contact you (e.g. via email, phone, in person at a designated consultation time) when you meet them for the first time and in what time frame you intend to respond (if they email you).

English as a Second Language (ESL)

Some students within your class may be English as Additional Language (EAL) students. Deakin has a range of services that may be of assistance to these students in order to improve their communication skills. You may wish to draw students' attention to the services offered by Deakin. Some of these are listed below:

- Deakin University English Language Institute (DUELI)
- International students

Students needing assistance with their communication skills

Despite being native speakers, students will always be challenged by their studies to develop their communication skills repertoire in different ways. However, should some students require specific assistance or support ensure they are direct to study skills and assessment support programs at the Division of Student Life at Deakin university.

Students with learning difficulties

Academics need to be aware that some students may have learning difficulties (such as an Autism spectrum disorder or dyslexia) and/ or impairments (such as visual, auditory and physical disabilities). To respond to these learning difficulties and/or disabilities inclusive teaching strategies or reasonable adjustments to complete assessment tasks may be drawn upon to ensure more satisfying teaching and learning experiences. For further information, please contact the **Disability Resource Centre**.

Inclusive learning strategies and communication

Adjusting to university can be especially difficult for some students. Some may have difficulty expressing themselves due to language problems, social barriers or under-developed communication skills and may need assistance at various stages of their university experience.

There are a range of inclusive teaching strategies that can assist all students to develop good communication skills, and manage their study independently. Universal Design for Learning (UDL) strategies scaffold learning for students by offering more than one choice or way for expressing themselves. For example, there are a variety of opportunities and models for building fluency in oral communication. First year students may commence with an audio recording, then move onto a video recording of an oral presentation to demonstrate the same learning outcome. Performing in pairs can also build self-confidence. Students can then graduate to presenting their own oral with assurance and self-determination.

There are a number of resources in a variety of media to support the implementation of **Universal Design for Learning**.

Emotional intelligence

There is no one universally accepted definition for emotional intelligence, however, generally, but in general these definitions all relate to being able to understand one's own emotions, being able to regulate them and use emotions to guide our behaviour (Seema 2012). Furthermore, emotional intelligence is about being able to understand other people's emotions and being able to respond to them in a culturally appropriate fashion (Seema 2012). Those who have an awareness of their own emotions and those of others and can integrate this information to guide their actions are said to have a high level of emotional intelligence (Seema 2012).

Emotional intelligence can be a useful tool for individual or team oral presentations or general teamwork interactions (also refer to **teamwork resource**). For example, generally, when giving an oral presentation the speaker can perceive the emotions of their audience and use this information to guide their talk. In this instance if the audience conveys the message of confusion via their facial expressions then the speaker will need to stop and clarify any misconceptions the audience may have had prior to progressing further. It is still uncertain as to whether emotional intelligence can be taught (Zeidner et al. 2002).

Body language

Communication is not just about verbal language but it is also about how our bodies are positioned within space. For example, in some cultures, individuals using up a lot of space via spreading their limbs and holding their head up are portrayed as being powerful whereas the contrast is true for those curled up with their arms crossed and their head down (see 'TED talks' video). Students can learn to be more powerful and assertive in presentations/job interviews by controlling their posture and use of space. That is not to say that students should sit with their upper limbs in the air but they should not have their arms crossed and be hunched over looking downwards. Cuddy's '**TED talks**' video on '**Your body language shapes who you are**' provide an overview of body language in regards to discussing the following:

1. why we use body language and how this is used amongst animals including humans

2. interesting research studies on body language

3. the relationship between body language and the mind (especially in giving a job interview and giving an oral presentation)

4. the association between body language and the hormones testosterone and cortisol, and

5. how one can actively control body language.

TEACHING COMMUNICATION SKILLS

The substantial breadth and depth of what is meant by 'communication skills' means that teaching these skills requires various techniques, tools and resources. These in turn, need to be modified depending on the experience of the student (e.g., a first year Bachelor student compared to a Masters level student). It is also important to remember that communication skills should be modelled and taught through different locations and mediums, for instance:

- **work integrated learning** (Deveugele et al. 2005) – e.g., work and/or site placements
- role-playing (Deveugele et al. 2005) e.g., scenarios of simulated learning
- watching videos (Deveugele et al. 2005)
- practising in a virtual environment (Hussainy et al. 2012; Stevens et al. 2006).

Some general points to remember when teaching communication skills in teams:

- teaching and assessing communication skills in teams and for individuals requires different techniques.
- **the dynamics of the team also need to be considered when team communication presentations are being undertaken**
- team communication tasks will enable greater utilisation of interpersonal communication as the team members will need to communicate with each other as well as the audience
- although a number of students will be nervous about communicating in a team, others may be overly assertive and this may need to be addressed during the process so that all students are able to develop communication skills

The following resources provide some guides for teaching select communication skills. It might also be useful to look at the rubrics presented in the '**Assessing communication skills – Table 4**' for a list of skills that can be taught to students:

Oral communication

Oral communication and public speaking can be one of the most confronting tasks for students and any stress may be increased when the presentation is being assessed.

The following points give some guidance on how to teach oral communication:

- place an appropriate weighting on the assessment – this should be high enough to recognise the importance placed on communication, but not so high that the assessment causes undue stress

- clearly identify what is being assessed (e.g. content, structure, eye contact). This can be done by using a rubric such as those in '**Assessing communication skills and rubrics**' below.

- identify what will not affect the mark (e.g. hands shaking or voice tremors)

- **be aware of added complexity for students from diverse backgrounds**

- provide a safe environment for the students to present in:

- acknowledge to the class that there will be significant variation in presentations due to student's previous experience in oral communication outside the specific course and the university (e.g. sporting club participation or part-time job). Provide opportunities for students who require more assistance.

- model good oral communication in your lectures and tutorials

- student preparation is very important

- consider providing class time for 'trial runs'. This can also provide opportunities for students to highlight concerns and be used for academics and peers to provide formative feedback

- provide resources and opportunities for students to practice oral communication outside of the classroom **http://www.toastmasters.org.au/** or **http://www.rostrum.com.au/**

Wilder (1999) outlines the Five fears of public speaking; understanding what these fears are can enable the academic to address them (Table 1).

Table 1: Wilder's Five fears of public speaking

Career Terror	Job-related functions – promotions, presentation to a 'hostile' boss, using new technology such as video conferencing, insufficient time to prepare, talking about unfamiliar topics
Perfectionism	Bright, clever, successful people with high standards and high achievement. When they have to speak they expect perfection and forget that it is about communication, not perfection.
Panic	Negative self-thoughts about forgetting words, shaking hands, etc. Your head becomes full of your fear, not your talk.
Avoidance	Self-sabotage – putting off deadlines and preparation. Can be rooted in perfectionism. The truth is – you put it off because of fear of failure – but when it's done you almost always succeed.
Trauma	Memory of a specific incident or continuing experience. Being told you can't do it – that you're not capable.

(Wilder, L 1999)

Tips and suggestions that can ease student anxiety associated with public speaking are presented in Table 2 and are discussed further in **Griffith University: Oral Communication Tool Kit**. Although these specifically focus on public speaking, they could also be applied to decreasing anxiety with any form of oral communication.

Table 2: How to manage student presentation anxiety

Convincing students of need	When students understand the importance of oral communication in their studies and future professional role, they will actively participate in class activities.
Model behaviour from week one	Establish a routine of dialogue in the first class session to set the pattern for subsequent weeks.
Icebreakers	Involve whole class in speaking in safe, interesting, fun ways.
Be forthcoming	Provide information about yourself, your interests and background.
First meeting tasks	Try to include some two-person tasks in first class. Then pyramid into a four-person group, which pools ideas and reports outcomes to class.
Provide opportunities	Include regular opportunities in class for oral expression, building from small tasks to larger tasks.
Provide feedback	Use peers to provide feedback – this allows for both sides to benefit from the experience.
Self-assessment	For formative and summative assessment – ask students to evaluate their own oral performance on pre-set criteria.
Classroom arrangement	Use seating patterns which allow eye contact between students, not just between students and teacher.
Modular furniture	Use tables and chairs that aren't fixed, if possible, as this allows moving from large group to sub-groups.

(Griffith Institute for Higher Education 2004)

Written communication

The three main components of written communication are:

1. Structure
2. Style
3. Content

Table 3 summarises points that can guide students in reviewing their written communication in light of each of these components. These points can also be used to structure a lecture or tutorial to teach written communication.

Table 3: Questions for structure, style and content of written communication

Structure	• discipline specific guidelines e.g., Psychology normally has strict constraints regarding the how to write Psychology reports • are the use of headings appropriate? • is there a logical introduction and conclusion?
Style	• is it concise? • check for clarity, brevity, simplicity, and humanity (Zinsser 2010) • **length of sentences** and paragraphs • avoidance of jargon • suitable for the audience (e.g. final year students, general public) • avoidance of repetition
Content	• check spelling and grammar • is there a logical argument? • are references relevant and contemporary?

(University of Kent, retrieved 30 May 2013, **http://www.kent.ac.uk/careers/sk/written-communication. htm***)*

Other points to consider:

- Types of writing
    - **academic**
    - **reflective**
    - **creative**
    - **scientific**
    - **business/professional**
- Students should understand that the easiest way to understand the conventions of the particular style of writing they are trying to undertake is to read multiple examples of that style. Academics may need to guide students in this process should that the examples that they are reading are of an appropriate level.

ASSESSING COMMUNICATION SKILLS AND RUBRICS

How to assess

Assessing communication skills can be subjective which can lead students to feel that they are being assessed unequally. To make the process more objective and enable the academic to impartially compare communication skills, rubrics can be used. Table 4 describes the component skills that may be assessed and provides examples of rubrics with which to undertake the assessment.

Table 4: Components of communication to be taught and assessed

Component of communication	Description	References
Oral communication skills	A composite including: appropriate vocabulary, speaking voice, verbal techniques (including silence) and ability to engage the audience	UWA Business School Oral Presentation Skills Rubric: **http://www.business.uwa.edu.au/__data/assets/pdf_file/0007/1548187/Rubric_oral-presentation-skills.pdf**
Written communication skills	A composite including: writing style, synthesis, analysis and persuasiveness.	UWA Business School Written Communications Skills Rubric: **http://www.business.uwa.edu.au/__data/assets/pdf_file/0006/1548186/Rubric_written-communication-skills.pdf**
Clarity of ideas expressed	Ideas are threaded throughout the presentation and develop in a logical manner	Utah Education Network: **http://www.uen.org/Rubric/rubric.cgi?rubric_id=1226**
Organisation	Clearly structure presentation; if a team presentation, then all team members have a defined role	Ohio State University: **http://www.cse.ohio-state.edu/~neelam/abet/DIRASSMNT/oralTeamPresRubric.html**
Eye contact	Student looks at the audience instead of just reading from notes	Griffiths University: **http://www.griffith.edu.au/__data/assets/pdf_file/0018/162720/oral.pdf**
Delivery	Clear enunciation with good modulation of voice that enhances presentation	Ohio State University: **http://www.cse.ohio-state.edu/~neelam/abet/DIRASSMNT/oralTeamPresRubric.html**
Content selection	Well evidenced content and pitched at the correct level	UWA Business School Oral Communications Skills Rubric: **http://www.business.uwa.edu.au/__data/assets/pdf_file/0011/1548146/Rubric_oral-communication-skills-3.pdf**
Accompanying handouts	Comprehensive and appropriate handouts	University of Hawaii: **http://manoa.hawaii.edu/assessment/resources/rubrics/OC_rubric_presentations_2009-01-21.pdf**
Visual aids used during a presentation	Visual aids or PowerPoints are not distracting and link with the verbal communication	University of Hawaii: **http://manoa.hawaii.edu/assessment/resources/rubrics/OC_rubric_presentations_2009-01-21.pdf**

Rubrics

Some rubrics have also been designed to assess the contribution made by multiple students within a team. Below are some examples of rubrics created by other institutions which may be useful for you to design your own rubric to assess communication skills.

- General rubric for both oral and written communication with expectations for beginners through to professionals can be found at:

  - **http://www.catl.uwa.edu.au/projects/communication**

  - **http://www.business.uwa.edu.au/learning/rubric-skills-criteria**

  - **http://www.ubalt.edu/merrick/student-resources/rubrics.cfm**

The following website may be useful to use as a framework for developing your own assessment rubric: **http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics**

Guidelines for assessing Deakin Graduate Learning Outcome 2: Communication can be found at:

- AQF level 7 (Bachelor degree)
  http://www.deakin.edu.au/__data/assets/pdf_file/0019/17236/aqf7.pdf

- AQF level 8 (Graduate Certificate/Graduate Diploma Courses)
  http://www.deakin.edu.au/__data/assets/pdf_file/0020/17237/aqf8.pdf

- AQF level 9 (Masters degree)
  http://www.deakin.edu.au/__data/assets/pdf_file/0016/17251/aqf9.pdf

Who should assess

The question of who should assess students' communication skills has received some attention within the literature particularly within medicine where students' communications skills are predominantly assessed via the Objective Structured Clinical Examination (OSCE).

Possible assessors include academics, clinical supervisors, patients or clients in a simulation or peers and employers. As an example of scaffolded communication assessment across a course, consider the following table.

Table 5: Teaching communication skills across the course

Year	Task	Spiral evidence - based practice	Example	Communication skills
Pre-university	Shop Assistant	N/A	Student interacts with multiple customers and fellow employees at casual /part-time job	• Demonstrate basic oral and written skills for interacting with people.
1	Observer	Replicator	Student observes a doctor taking a medical history and writes a report.	• Observe interpersonal communication such as body language, active listening and posture • Report writing
2	Simulation	User	Student takes a medical history with an actor portraying a patient and responds to scenarios and provides reflective feedback and writes.	• Practice interpersonal communication such as body language • Practice oral communication • Report writing
3	Real Life Scenario	Doer	Student takes a medical history with a real patient under supervision and provides reflective feedback and final report.	• Demonstrate interpersonal communication such as body language, active listening, posture • Demonstrate oral communication • Report writing

An e-portfolio could be used as scaffolding approach across the course for students to evidence the development of their communication skills.

There are pros and cons to each assessor, the following references may be of interest in regards to who should assess communication skills:

- Cooper, C & Mira, M 1998, 'Who should assess medical students' communication skills: their academic teachers or their patients?', *Medical Education, vol. 32, no. 4, July, pp.* 419–21, retrieved 30 May 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1046/j.1365-2923.1998.00223.x**

- Hodges, B, Turnbull, J, Cohen, R, Bienenstock, A & Norman, G 1996, 'Evaluating communication skills in the objective structured clinical examination format: reliability and generalizability', *Medical Education*, vol. 30, no. 1, pp. 38–43, January, retrieved 30 May 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1111/j.1365-2923.1996.tb00715.x**

- Humphris, GM & Kaney, S 2001, 'Assessing the development of communication skills in undergraduate medical students', *Medical Education, vol. 35, no. 3, pp.* 225–31, March, retrieved 30 May 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1111/j.1365-2923.2001.00869.x**

FURTHER READINGS & OTHER RESOURCES

Journal articles/report articles

Mills, JN, Baguley, J, Coleman, G & Meehan, M 2009, *Enhancing communication and life skills in veterinary students: curriculum development and assessment of methods (PP7–340)*, Australian Learning & Teaching Council, NSW, July, pp. 1–25, retrieved 30 May 2013. **http://www.olt.gov.au/system/files/resources/PP7-340%20Murdoch%20Mills%20ECALS%20 2009%20Final%20Report%20.pdf**

Wu, C & McLaughlin, K 2012, 'Bridging the gender gap in communication skills', *Advances in Health Science Education*, vol. 18, no. 1, March, pp. 129–31, retrieved 30 May 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1007%2Fs10459-012-9420-x**

Young, MR & Murphy, JW 2003, 'Integrating communications skills into the marketing curriculum: a case study', *Journal of Marketing Education*, vol. 25, no. 1, April, pp. 57–70, retrieved 30 May 2013. **http://ezproxy.deakin.edu.au/login?url=http://jmd.sagepub.com/content/25/1/57.full. pdf+html**

Deakin resources

This website provides information in regards to the importance of communication skills within engineering. (Deakin University, *Developing communication skills*, Vic., retrieved 30 May 2013. **http://www.deakin.edu.au/current-students/services/careers/mycoursemycareer/scitech/ engineering/communication.php**)

Communication skills is one of the generic skills that employees are seeking (Deakin University, *Employability skills – what employers are seeking!*, Vic., retrieved 30 May 2013. **http://www.deakin.edu.au/current-students/services/careers/mycoursemycareer/ artsedu/comm-media/employability.php**)

Career development skills – communication skills is one of the generic skills that employees are seeking. (Deakin University, *Career development skills*, Vic., retrieved 30 May 2013. **http://www.deakin.edu.au/health/ens/careers/Dietetics/career-development-skills.php**)

YouTube and other clips

tamuwritingcenter 2010, *Are communication skills important?,* video post, YouTube, Engineering Career Fair, 13 September, Spring, retrieved 30 May 2013. **http://www.youtube. com/watch?v=Vltfc1GptZQ**

Hersey, J 2010, *8 ways to improve your communication skills,* video post, YouTube, 5 May, retrieved 30 May 2013. **http://www.youtube.com/watch?v=pNDa6c7_mpM**

communicationpower 2008, *Effective communication skills,* video post, YouTube, 8 October, retrieved 30 May 2013. **http://www.youtube.com/watch?v=wfM7Py5TA98**

BananaManaTV 2010, *Ep 6. Forgetting the words – public speaking – effective presentation skills,* video post, YouTube, 10 May, retrieved 30 May 2013. **http://www.youtube.com/ watch?v=Sx6_CIZIHek**

eloquentbuzz 2010, *Teaching doctors good communication,* video post, YouTube, 21 January, retrieved 30 May 2013. **http://www.youtube.com/watch?v=0BaqmMOOva8**

handsonerp 2010, *Project management PMP – communication skills*, video post, YouTube, 19 June, retrieved 30 May 2013. **http://www.youtube.com/watch?v=PaXuMjQTLnY**

HEATINCca 2010, *Communication skills in clinical practice, part 2 – dealing with feelings by Dr Robert Buckman,* video post, YouTube, 25 June, retrieved 30 May 2013. **http://www.youtube.com/watch?v=XhOXzf3CrEU**

Cuddy, A 2012, *Amy Cuddy: your body language shapes who you are*, TED talks, video post, October, retrieved 30 May 2013. **http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html**
(This video discusses 1. Body language in relation to evolution (e.g., alpha males); 2. How body posture is related to dominance (e.g., being stretched out vs. curled up) and hormones (testosterone and cortisol); 3. Low and high power poses; 4. Experimental research in regards to poses and risk taking and job interviews; 5. How to 'fake' it).

REFERENCES

Bruner, JS 1960, *The process of education*, Harvard University, Cambridge, Massuchusetts.

Deveugele, M, Derese, A, De Maesschalck, S, Willems, S, Van Driel, M & De Maeseneer, J 2005, 'Teaching communication skills to medical students, a challenge in the curriculum?', *Patient Education and Counseling,* vol. 58, no. 3, September, pp. 265–70, retrieved 3 June 2013. **http://ezproxy.deakin.edu.au/login?url=http://http://dx.doi.org/10.1016/j.pec.2005.06.004**

Griffith Institute for Higher Education 2004, Griffith University, Nathan campus, Brisbane, Australia.

Hussainy, SY, Styles, K & Duncan, G 2012, 'A virtual practice environment to develop communication skills in pharmacy students', *American Journal of Pharmaceutical Education*, vol. 76, no. 10, December, p. 202, retrieved 3 June 2013. **http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3530064/**

Iksan, ZH, Zakaria, E, Meerah, TSM, Osman, K, Lian, DKC, Mahmud, SND & Krish, P 2012, 'Communication skills among university students', *Procedia: Social and Behavioral Sciences*, vol. 59, pp. 71–6, retrieved 3 June 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1016/j.sbspro.2012.09.247**

University of Kent, Communication skills: writing, The University of Kent, Canterbury, Kent, retrieved 30 May 2013. **http://www.kent.ac.uk/careers/sk/written-communication.htm**

Seema, G 2012, 'Emotional intelligence in classroom', *Advances in Management*, vol. 5, no. 10, October, pp. 16–23, retrieved 3 June 2013. **http://www.managein.net/pdf_Articles/October%202012/16-23=Article=1_713%20(11.06.11)%20(Repaired).pdf**

Stevens, A, Hernandez, J, Johnsen, K, Dickerson, R, Raij, A, Harrison, C, DiPietro, M, Allen, B, Ferdig, R, Foti, S, Jackson, J, Shin, M, Cendan, J, Watson, R, Duerson, M, Lok, B, Cohen, M, Wagner, P & Lind, DS 2006, 'The use of virtual patients to teach medical students history taking and communication skills', *The American Journal of Surgery*, vol. 191, pp. 806–11, retrieved 3 June 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1016/j.amjsurg.2006.03.002**

Wilder, L 1999, *7 steps to fearless speaking*, John Wiley & Sons, New York.

Zeidner, M, Roberts, RD & Matthews, G 2002, 'Can emotional intelligence be schooled? A critical review', *Educational Psychologist*, vol. 37, no. 4, pp. 215–31, retrieved 3 June 2013. **http://ezproxy.deakin.edu.au/login?url=http://dx.doi.org/10.1207/S15326985EP3704_2**

Zinsser, W 2010, *Writing places*, HarperCollins, Australia.

DEVELOPMENT OF THE COMMUNICATION SKILLS RESOURCE: