

NANYANG TECHNOLOGICAL UNIVERSITY
INTERDISCIPLINARY COLLABORATIVE CORE (ICC)

Academic Year: 2021-2022, Semester 1

COURSEWORK ASSIGNMENT 2

Course Code and Title: CC0005 Healthy Living and Wellbeing

Domain: Well-being

Assessment Title: Interview & Presentation

Topic: Life Lessons Through Overcoming Challenges

Nature of Assessment: Group Assessment (taking into consideration Peer Assessment)

Weightage: 25% of total grade

Content: Details on the nature and assessment criteria for this assignment.

Task Completion:

1. Executive Summary (between 200 and 250 words) to be uploaded onto NTU-Learn 7 days before the presentation.
2. Group Presentation (maximum of 8 minutes per group) – in-class

Presentation Date (Assignment Due Date): In-class during the Tutorial of Week 7 (Monday, November 8th to Friday, November 12th)

A. Background

In the groups of 4 to 5 members that were formed in Week 3, you will interview an individual who has overcome challenges in his/her life and experienced personal growth in its aftermath. The goal of this assessment is for you to explore the applicability of the knowledge and skillsets acquired in the well-being domain of the course. Your presentation should highlight the relevance of the course material for life lessons learnt beyond the walls of the classroom.

B. Learning Objectives

1. To apply the knowledge and skillset learnt in the well-being domain to real life experiences.
2. To practice empathetic listening, effective communication, and relationship building.
3. To deepen the understanding of holistic well-being through analysing the narratives of an individual who has overcome life challenges and experienced personal growth as a result.

C. The Task

Goal: To gain insight on how to develop wisdom and build resilience after overcoming life challenges through someone's narrative/life stories.

The following are the SIX key steps that you have to take in this assignment. Please read the details of each step in the following sections:

- Step 1: Identify an appropriate interviewee;
- Step 2: Send out e-mail or telephone invitation to interviewee;
- Step 3: Select interview questions from the list compiled by the teaching team;
- Step 4: Conduct the interview, audio record, and transcribe appropriately;
- Step 5: Analyse the Interview to tease out important learning points; and
- Step 6: Structure and deliver the presentation.

Step 1: Identify an appropriate interviewee

The goal of your interview is to gain knowledge about how individuals have overcome life challenges and experienced personal growth as a result. Therefore, it is important for your group to identify an individual who can provide you with important life lessons that they have learned. This interview is a *strength-focused* interview in which the interviewee shares the unique characteristics, traits, values, abilities or life principles that he/she possesses, that enabled them to remain steadfast in the face of adversity. Thus, the challenges that the interviewee faced provides the *context* in which these strengths were important, but these challenges are only a small part of the narrative that your team needs to draw from the interviewee. For the purposes of this assignment, a *life challenge* refers to a circumstance or event that required the individuals with adequately manage so that they can lead a flourishing life. Examples include academic stress, work stress, difficulties balancing work and personal life, financial difficulties, relational challenges, or the breakup of a romantic relationship. These are all circumstances or events that we are all likely to encounter in daily life, and it would be informative for us to learn how others have overcome these obstacles.

Therefore, potential interviewees include a more senior student at NTU, a more senior university student at any institution in Singapore or around the world, a family member, a family friend, someone who coaches you in a sport, someone who teaches you a musical instrument, a member of your religious institution, someone with whom you have done community service, etc.

Beyond being able to impart life lessons on successfully navigating life's challenges, there are only two other criteria. The first criterion is that the individual must be 21 years old or older, which is the age of consent in Singapore. The rationale for this has to do with receiving consent for conducting the interview. As you will see in Step 4, the interviewee will be asked to consent to being interviewed. The second criterion is that the individual must not be known to you to have had any major mental health concerns and/or mental illnesses.

As your group brainstorms potential interviewees, please bear in mind that your first choice may decline to be interviewed. Therefore, do be prepared to cast the net widely, and collate a list of potential interviewees. This way, if your group's first choice declines the invitation, you can contact the next person on the list immediately without losing momentum.

Step 2: Send out e-mail/telephone invitation to interviewee

Once your group has selected a potential interviewee, you will need to send out an invitation to him/her to ask if they are willing to be interviewed. Once the interviewee has agreed, please remember to follow-up to check their availability, and set a mutually agreeable time and date for the interview.

1. Sending an invitation via e-mail. If your interviewee is contactable **via e-mail**, below is template that you may use as an invitation. You may also edit the template as you wish. However, you are encouraged to state clearly the following three components:

1. That the interview is for the Healthy Living and Well-Being core course conducted at NTU;
2. The interviewee will be asked questions that touch upon these 5 specific themes about a life challenge that they have overcome and the lessons that he/she learnt; and
3. A summary of the interview will be presented to the class, but the interviewee's identity will remain anonymous to the class; and the group will keep the identity confidential.

-- START of E-mail Template --

Dear *(Name for Potential Interviewee)*,

I am currently taking an interdisciplinary course at Nanyang Technological University (NTU) on Healthy Living and Well-Being. One of the course assignments requires us to interview someone who has faced life challenges, and experienced personal growth as a result. More specifically, in the interview, we will ask about the life challenge(s) that you would like to share, and the life lessons that emerged from the experience.

For the purposes of this assignment, a *life challenge* refers to a circumstance or event that required the individuals with adequately manage so that they can lead a flourishing life. Examples include academic stress, work stress, difficulties balancing work and personal life, or the breakup of a romantic relationship. These are all circumstances or events that we are all likely to encounter in daily life, and it would be informative for us to learn how others have overcome these obstacles.

We believe that you would be an ideal interviewee because _____ *(student group to fill in the blanks)*. We are hoping that you would also enjoy imparting knowledge onto the younger generation to help them build resilience should they ever face obstacles. The interview should take between 45-50 minutes.

We will ask questions that will touch upon 5 themes:

1. The challenges and adversities faced in life that you had to overcome;
2. The coping styles you engaged in, and the support systems you had in place in for facing such challenges;
3. The values, strengths, and resilience you had that helped you rise above such challenges;
4. The rewards and wisdom that you gained from the life challenge(s); and
5. Your future outlooks, dreams, and aspirations.

After we conduct the interview with you, we will integrate your life experiences and life lessons with the materials that we have learnt in the course. We will then present this information to our class. Although

we will discuss the contents of the interview that you have shared, please rest assure that your identity will be anonymous to the rest of the class; only the members of our group will know your identity and we will keep it confidential.

We are also aware that discussing past life challenges may be an uncomfortable experience for the interviewees. So, if you have these concerns about participating in the interview, or if you are currently experiencing mental wellness concerns (or have a history of mental wellness concerns), please do decline this invitation. If you are still interested in participating as an interviewee, please reply to this e-mail with your consent to be interviewed with this statement:

"I, _____ (please insert the interviewee's name), consent to be interviewed by _____ (input the name of the sender before sending out the e-mail)'s group for their assignment on Life Lessons Through Overcoming Challenges. This assignment was given to the group as part of the Healthy Living and Well-Being course, conducted at Nanyang Technological University.

I understand that the contents of the interview will be shared with the rest of the class in the form of a presentation, but my identity will remain anonymous; only the members of the group will know my identity and they will keep it confidential. I further verify that I am at least 21years of age. I can confirm that I am comfortable with discussing my life challenges, and I am not currently experiencing mental wellness concerns (nor do I have a history of mental wellness concerns).

In addition to the transcription of the interview, I further consent for the interviewers to audio record the interview for the purposes of the assignment only. The interview will be deleted after the assignment is completed.

___ YES, I consent to the interviewers *audio recording* the interview

___ NO, I do not consent to the interviewers *audio recording* the interview.

-- END of E-mail Template --

NOTE: If you wish to conduct an audio recording, you must seek further consent to do so; if the interviewee does not consent to the audio recording, you may not audio record. You can however, take/type interview notes manually. Video recording is not needed for this assignment, so please do not video record.

2. *Sending an invitation via a phone call.* If your interviewee prefers to be contacted via phone (e.g., grandparents, seniors in your community, etc.), you will need to call and utilize a verbal invitation, obtaining verbal consent to be interviewed.

You may also edit the template as you wish. However, you are encouraged to state clearly the following three components:

1. That the interview is for the Healthy Living and Well-Being core course conducted at NTU;
2. The interviewee will be asked questions that touch upon these 5 specific themes about a life challenge that they have overcome and the lessons that he/she learned; and
3. A summary of the interview will be presented to the class, but the interviewee's identity will remain anonymous to the class; and the group will keep the identity confidential.

-- START of Phone Invitation --

Hello (*Name for Potential Interviewee, or however you address them if they are a relative*),

I am taking a course at Nanyang Technological University (NTU) on Healthy Living and Well-Being. For this course, we need to interview someone who has faced life challenges, and learned something about life as a result. A *life challenge* can be something like academic stress, work stress, difficulties balancing work and personal life, or the breakup of a romantic relationship. These are all things that we will probably encounter in daily life, and we want to learn from you how you have overcome such obstacles.

We believe that you would be an ideal interviewee because _____ (*student group to fill in the blanks*). We hope that you will also enjoy telling your story and sharing your wisdom with us. This will help us build resilience if we ever face difficulties. The interview should take between 45-50 minutes.

We will ask questions about 5 things:

1. The challenges and difficulties that you had to overcome;
2. How you dealt with these circumstances, and the support systems you had in place to help you;
3. How things about you – such as beliefs or life principles you hold or the type of person you are - helped you overcome obstacles;
4. The positive things and wisdom that you gained from these life challenge(s); and
5. How you see your future and what your hopes and dreams are now.

After we conduct the interview with you, we will tie in your experiences and knowledge with the course material. Then we will do a presentation for the class. We will talk about what you told us, but we will not let the class know of your identity – only our group members will know.

We know that discussing past life challenges may be an uncomfortable experience for the interviewees. So if you are uncomfortable about participating in the interview, or if you are currently experiencing mental wellness concerns (or have a history of mental wellness concerns), please do decline this invitation. If you are still interested in participating as an interviewee, do let me know the following:

“Yes, I can be interviewed for (input name of student inviting interviewee)’s group project at NTU. I understand that my stories will be shared with the class but not my identity. I am also over 21 years of age. I can confirm that comfortable with discussing my life challenges, and I am not currently experiencing mental wellness concerns (nor do I have a history of mental wellness concerns).”

Or if you do not want to be interviewed, that is okay. Just tell me:

“No, thank you.”

[NOTE: If interviewee says yes. Then ask, “Is it okay if we do an audio recording of the interview. It is only for our group and will not be shared with others.”

If you wish to conduct an audio recording, you **must seek** further consent to do so; if the interviewee does not consent to the audio recording, you **may not** audio record. You can however, take/type interview notes manually. Video recording is not needed for this assignment, so please do not video record.]

Step 3: Select questions to be used in the interview

With your group, select the questions that you want to ask the interviewee. Remember, the overarching goal is to gain insight on how to develop wisdom and build resilience after overcoming life challenges through someone's narrative/life stories.

To this end, there are five themes that your interview should touch upon:

1. The **challenges and adversities** faced in life that the interviewee had to overcome;
2. The **coping styles** interviewee engaged in, and the **support systems** the interviewee had in place in for facing such challenges;
3. The **values, strengths, and resilience** the interviewee had that helped him/her rise above such challenges;
4. The **rewards and wisdom** the interviewee gained from the life challenge(s); and
5. The interviewee's **future outlooks, dreams, and aspirations**.

Helpful Hints

- In the "Qualitative Interview Guide" document, we present a list of potential interview questions developed by the teaching team. Please select from this list to prepare for the interview.
- *Potential resources:* If you are unsure about how to conduct such interviews, you can search the internet for interviews with famous individuals. While watching the videos or reading the recorded transcripts, focus on the dynamics between the interviewer and the interviewee. Watch out for interviews in which the interviewer build rapport with the interviewee and when the interview flowed, and contrast these with interviews that lead to the interviewee clamming up. Also remember to use the skills from practicing empathetic listening to help you conduct the interview.
- *Time management:* While planning for the interview, ask for the amount of time the interviewee is granting your group. This will maximize your chances to gaining all the necessary information within the allocated amount of time. A typical qualitative in-depth interview will last around 45 minutes to an hour.
- *Note:* As a list of potential interview questions have been provided by the teaching team, selecting the appropriate questions from this list is part of the learning process and one of the learning objectives. Therefore, to be fair to every tutorial group, instructors will not vet the interview questions for any of the groups.

Step 4: Conduct the interview, audio record and transcribe appropriately

Be prepared for the interview with your questions, but be sure to practice empathetic listening and be flexible in how and when to ask questions to maximize a positive exchange. Ensure that you transcribe (typing out the interview conversation) the interview accurately, and only audio record if you have consent to do so.

At the end of the interview, please pass the handout for NTU and Community Resources for Mental Health (Annex A) to your interviewee. The following are suggested ways to do so, depending on the mode of interview and profile of your interviewee:

1. If the interview takes place in person, please bring the handout for NTU and Community Resources for Mental Health (Annex A), and offer this information to the interviewee before ending the session;
2. If the interview takes place virtually, please e-mail or Whatsapp the interviewee with a thank you note along with the handout for helping with the interview;
3. If the interview takes place over phone and that the interviewee is not technologically savvy (i.e., no emails/Whatsapp, etc.), do provide the interviewee with the number and name of the resources listed in the handout, and request that the interviewee note down this information.

Please be mindful of the interviewee's emotional state, and if the interviewee seems uncomfortable at any time, stop asking questions immediately if continuation will cause unnecessary distress. The mandate of any interview is that we must cause no harm. Do not leave the interviewee at this point; instead, sit with the interviewee to ensure that he/she is comfortable again. **Do not proceed with the interview, even after the interviewee is comfortable again.** Again, please ensure that you have the handout for the NTU and Community Resources for Mental Health ready and offer this information to the interviewee (using one of the modes suggested above) before ending the session. You may also refer to this information to reach out for professional help if needed during the interview. If any adverse events occurred in the interview, reach out to your tutor immediately and provide information of the event and how the situation was resolved. The tutor will offer consultation and follow-up support if necessary.

Step 5: Analyse the Interview

The interview should have provided you with a substantial amount of information, so your group needs to find ways to extract, summarize, and synthesize that information for the presentation. Be sure to draw connections between the interview and the materials covered in the well-being domain of the course. Three helpful hints:

1. Ensure that the life lessons learned has context; provide a brief summary of the life challenge(s) that the interviewee overcame;
2. Focus on the *wisdom* gained from the experiences, and sources of *resilience* for overcoming adversities; and
3. The knowledge that your group acquired on how to enhance personal growth in the face of obstacles.

Remember that by the end of your presentation, your audience should have gained insight on how to develop wisdom and build resilience after overcoming life challenges through the narrative and life stories imparted by your interviewee.

Step 6: Structure the presentation

Given that your group has a **maximum of 8 minutes** to present, it is critical that your group structures the presentation with an organized and coherent flow. Please refer to the rubric on pages 8 and 9 to

help guide your presentation. As a group, please decide who will present which part. We *will not* require that all group members present the material; however, it is the group's responsibility to ensure that the workload is fair. A peer assessment component is built into this assessment (see pages 10-11 for the two components for Peer Assessment).

D. Task Completion

1. Executive Summary

The instructor will provide a synthesis of the presentations after all of the groups have completed their presentations during Week 7 (Monday, November 8th – Friday, November 12th). Therefore, this Executive Summary will greatly facilitate that process. There is no fixed format for the Executive Summary, but it should include your results (findings), and brief analyses from the interview that touches on all 5 themes mentioned in the assignment outline. This is an ungraded component.

Groups are required to send their Educational Specialist an executive summary (between 200-250 words), 7 days before their presentation. Thus, for example, if your group's presentation is on Monday, November 8th, the executive summary must be uploaded onto Blackboard by 2359 Monday, November 1st. Please nominate one group member to submit the Executive Summary – only one summary needs to be uploaded *per group*.

2. Presentation

Your group will be responsible for a **8-minute presentation** that achieves the goals as outlined. The tutors will enforce the time limit, so be sure to adhere it. Your group must nominate one group member to upload your slide decks into the Tutorial site **the night before your presentation day, by 2359 hours** (eg: if your presentation is on Monday, 8th November, you should upload by Sunday, 7th November, 2359 hours) – only one slide deck needs to be uploaded *per group*. Details on how and where to upload the presentation will be provided at a closer date.

E. Feedback for Presentation

1. Verbal

Immediately after your presentation, the instructor will provide succinct verbal feedback before moving onto the next presentation group.

2. Written

After the presentation, the instructor will provide written feedback to the group. Instructors will communicate to you the timeframe within which to expect their feedback, and their preferred mode of disseminating feedback.

Assessment: Worth 25% of total grade

	Excellent	Good	Adequate	Marginal	(0)
	A+, A, A-	B+, B	B-, C+, C	D+, D, F	F
Appropriateness of Interviewee (15 pts)	The interviewee was thoughtfully selected based on the challenges that he/she has overcome, and the personal growth he/she experienced.	The interviewee was appropriate for the assessment, and he/she was able to provide relevant information on overcoming challenges and personal growth.	The interviewee was able to provide some insight into overcoming life challenges and personal growth.	The interviewee was marginally appropriate and provided limited insight into overcoming life challenges and personal growth.	The interviewee was inappropriate for the assessment and was unable to provide sufficient insight into overcoming life challenges and personal growth.
Analyses of Lessons Learned (50 points)	The group went beyond describing what the interviewee said. The presentation showed strong evidence of detailed analyses. The group drew clear and accurate links between the interviewee's experiences and the course material.	The group described what the interviewee said but also showed some evidence of analyses. Some links were drawn between the interviewee's experiences and the course material. However, the links were generally weak, or showed only surface level understanding and lacked analyses.	The group described what the interviewee said. There was very little evidence of analyses. Only one or two links were drawn between the interviewee's experiences and the course materials. However, these links were insufficient or inaccurate.	The group did not adequately describe what the interviewee said. There was no evidence of analyses. No links were drawn between the interviewee's experiences and the course materials.	The group did not provide sufficient information to gauge the contents of the interview or the analysis was completely irrelevant to the assignment requirements.

Relevance of Quotes & Supporting Evidence (20 pts)	The group presented ample appropriate and relevant quotes and/or evidence that supported their analyses of lessons learnt by the interviewee.	The group presented some appropriate and relevant quotes and/or evidence that supported their analyses of lessons learnt by the interviewee.	The group presented some quotes and/or evidence that were marginally supportive of their analyses of lessons learnt by the interviewee.	The group presented quotes and/or evidence that were tangentially related and/or did not support their analyses of lessons learnt by the interviewee.	The group presented their analyses of lessons learnt by the interviewee without connecting their analyses to any quotes and/or supportive evidence.
Organization of information (15 points)	The presentation was well-organized with a coherent and logical flow. The group presented the correct amount of information; the audience was neither under-stimulated nor overwhelmed. The pace was appropriate. The visual aids helped the audience understand the information greatly.	The presentation was organized, and the flow was generally coherent and generally logical. The amount of information was at times too little or too much. The pace was mostly appropriate, but was too fast or too slow at points. The visual aids were somewhat useful in helping the audience understand the information.	The presentation was organized in a way that was difficult to follow or illogical. The amount of information presented was mostly inappropriate (oftentimes either too much or too little). The pace was also mostly inappropriate (oftentimes too fast or too slow). The visual aids were generally not incorporated in the presentation to aid understanding.	Presentation flow was particularly difficult to understand or haphazard. The amount of information presented was entirely inappropriate (consistently too much or too little) and the pace was consistently inappropriate (consistently too fast or too slow). The visual aids were irrelevant to the presentation.	The presentation flow was random. No visual aids were used for the presentation.

Peer Assessment

Being able to work together as a team is an essential life-skill, during your time at university, when you join the workforce, and even at home when you have a spouse and a family. Therefore, every group project provides you the opportunity to hone this skill. The teaching team strongly encourages team-work and parity in contributions in the group project, and to work well with each other as far as possible. Free-riding is prohibited. The peer assessment is put in place as a form of safeguard to ensure that every member of the group contributes and works cooperatively with one another.

However, should the group encounter difficulties working together as a group, or with any group member's non-contribution, please approach the instructor for guidance. Please approach the instructor when the issue becomes evident and attempts to resolve it within the group has been unsuccessful. Avoid flagging the issue only nearing the date of assessment and/or to wait till Peer Assessment for any measures to be taken. The teaching team hopes to foster a comfortable working relationship within all the groups for team success on the assessment.

After the presentations are completed, you will be given the opportunity to rate the contributions of your groupmates on two dimensions: 1) Contribution to the workload and co-operation; and 2) Contribution to team spirit and interdependence. You will be asked to rate the contribution of yourself and all of your team members for the criteria below by highlighting the level you find best describes each individual's performance. Details of the Peer Assessment will be done online and you will be informed of its details in due time.

1. Contribution to workload and co-operation					
	Always cooperative and works extremely well with others. Is highly productive and routinely comes up with useful ideas. (4 points)	Usually cooperative and works well with others. Does his/her share and usually comes up with useful ideas. (3 points)	Sometimes cooperative. Requires directions. Could have shared more of the workload. Sometimes offers useful ideas. (2 points)	Does not contribute or work much. Does not work well with others. Difficulty focusing on task. (1 point)	Did not contribute to the work at all. (0 points)

2. Contribution to team spirit and positive interdependence					
	Participates in nearly all group meetings. Always listens to, shares with, and supports the efforts of others. Often provides relevant	Participates in most group meetings. Usually listens to, shares with, and supports the efforts of others. Provides	Participates in some group meetings. When present, often listens to others; while only sometimes shares with, and supports	Participates in few or no group meetings. Rarely listens to, shares with, or supports the efforts of others. Provides no useful	Did not participate in the work at all. (0 points)

	feedback that includes effective actionable solutions. Relays a lot of relevant information (4 points)	some broad/general feedback that pinpoints the receiver identifier strengths and areas of improvement. Occasionally provides feedback that includes actionable solutions. Relays some basic information that relates to the topic. (3 points)	the efforts of others occasionally. Provides some general but vague feedback. Feedback rarely includes actionable solutions that may not be easy to act upon. Relays little information that relates to the topic. (2 points)	feedback. Does not relay any information to teammates. (1 point)	
--	--	--	--	---	--

The average score from the inputs of all team members will be taken. The percentage of the group score will be awarded in accordance to the distribution below.

Average pts (AP)	% of group score (out of 25)
AP ≥ 3.50	100
3.25 ≤ AP < 3.50	90
3.00 ≤ AP < 3.25	85
2.75 ≤ AP < 3.00	80
2.50 ≤ AP < 2.75	75
2.25 ≤ AP < 2.50	70
2.00 ≤ AP < 2.25	65
1.75 ≤ AP < 2.00	60
1.50 ≤ AP < 1.75	55
1.25 ≤ AP < 1.50	50
1.00 ≤ AP < 1.25	45
0.75 ≤ AP < 1.00	40
0.50 ≤ AP < 0.75	35
AP < 0.50	0