

Research Title: Effects of Active Listening in a Virtual Classroom

Research Objectives:

- Find/measure the effect(s) of Active Listening in a virtual setting;
 - Assess if the “game” would suffice as a “virtual learning environment”;
 - Confirm if certain virtual elements can substitute for the physical/real requirements in Active Listening.
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Exploratory Interview: Unstructured & Open-ended (Probing)

- ❖ The software testing is to be done after a brief introduction to the concept Active Listening;
- ❖ Interviews could possibly done as FGDs if the interviewees’ schedules permit it;
- ❖ FGDs to be divided into instructors (speakers) and students (listeners).

Participant Details:

- ❖ Three student-teacher pairs to test the software via [Steam](#) and Zoom.
 - ❖ One pair each from the JHS, SHS, and College departments.
 - ❖ Not strictly required, but participants who have strong thoughts on or issues with the F2F-to-remote learning transition are appreciated.
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Guide Questions:

The Physical Aspects of Active Listening

Does the presence of simulated physical motions help in the virtual interaction? Why/not?

- How do the facial expressions do so?
- How does the head movement do so?
- How do the gestures do so?

Active Listening & Learning in the (Virtual) Classroom

In what way does/n't the virtual environment act as a possibly conducive learning environment?

- Which feature contributes the most to an improved virtual learning experience? The least?
- What's missing from the current features? Which of them need more improvement?
- Would this app hypothetically be a benefit to your classes? How about other situations?

Regarding the Technology Used and Possible Improvements

In what way can this be improved using other features or technologies?

- Would a greater range of movement (e.g. walking) further improve the quality of the app as a learning environment?
- Between a virtual avatar (e.g. FaceRig) or webcam feed, which would be more apt?
- How and by how much would the use of VR affect this type of environment?