



IFSTAL

Innovative Food Systems Teaching And Learning

HEFCE
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ENGLAND



IFSTAL Accra 2018

Thursday 26 July – Lecture 6
Communication & Feedback





Communication

Learning Objectives

- Analyse the principles of communication across disciplines and beyond academia, including: persuading, synthesizing, listening, feedback.
- Demonstrate clear, engaging and effective communication in the context of complex food systems issues.
- Finalise your project presentation employing clear and creative messaging.



Outline

- Communication theories
- Communicating creatively
- Exercise: communicating your research
- Giving and receiving feedback
- Project teams meet – finalise presentations

Masters of Communication? Food Advertisements

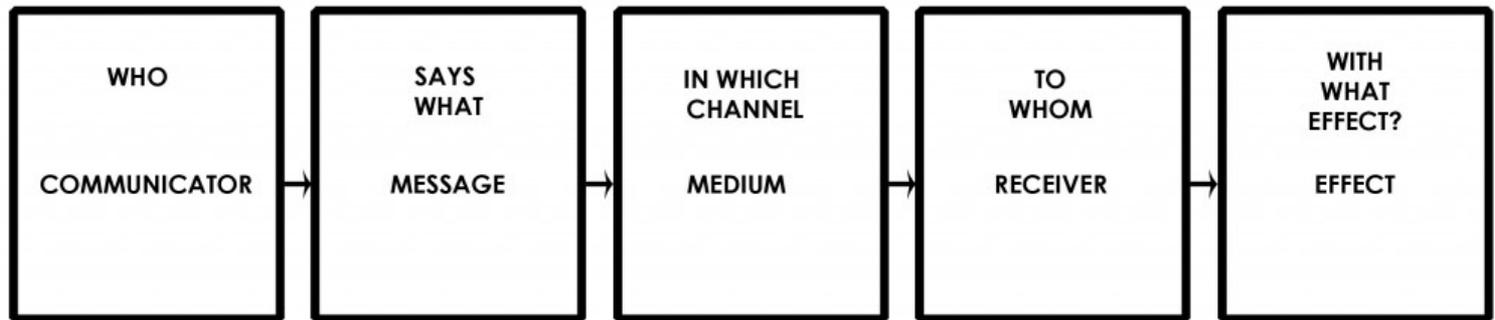


- Cadbury Ghana – Richoco (2015)
<https://www.youtube.com/watch?v=9H2c5vgdqpl>
- Cadbury UK Mum's Birthday (2018)
<https://www.youtube.com/watch?v=l0eEgeizNCA>
- What do you think?
- Compare these two adverts
- Discuss in your tables
- Feedback

Principles of Communication

Transmission Models

Lasswell's classic model of communication (1948)



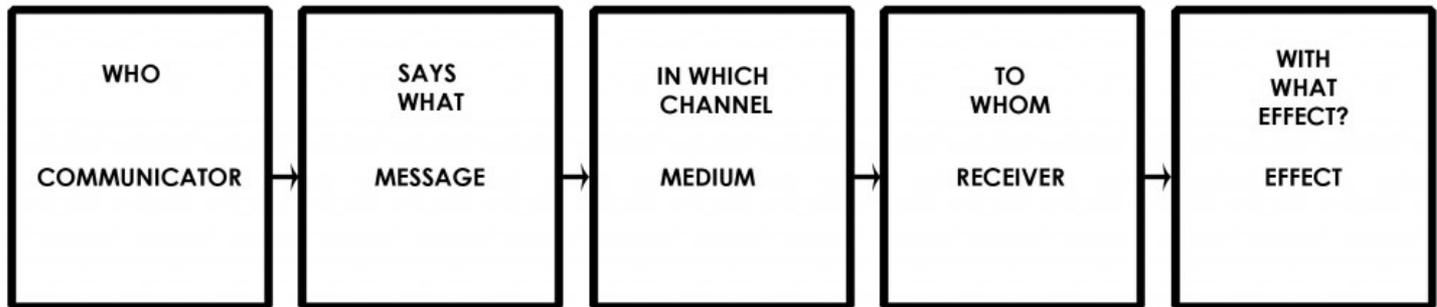
Principles of Communication

Problems with Lasswell's model:

Linear

No feedback

No interaction



Principles of Communication

Interactive model

More sophisticated

e.g. Hall (1974) – messages are ‘encoded’ by the sender and ‘decoded’ by the receiver.

Similar to ‘framing’ – that we talked about in systems thinking lecture

e.g. Ghanaian Cadbury’s advert vs. British Cadbury’s advert – frames Cadbury’s products in local context

Messages can be interpreted in different, unintended ways!



Principles of Communication

Transactional Model

Receiver and sender can play the same roles at the same time.

Messages can be sent back and forward simultaneously (Barnlund, 1970)

Conversation and communication is cyclical, simultaneous, constant – it is NOT neat, it is messy!



Principles of Communication

Systems Theories of Communication

Beavin and Jackson (1967) “One cannot **not** communicate”

All behaviour is communicative

Intent is not necessary

Communication is contextual and relational



Communication and systems thinking

- How does this relate to the Cadbury's adverts?
- Problems can occur when adverts take a particular perspective, or ignore other perspectives
- Shortened advert (2009):
<https://www.youtube.com/watch?v=yya0UHY1eBQ>
- What do you think?
Discussion (2 mins)



News · Media · Advertising

Cadbury accused of racial stereotyping in chocolate advert

Viewers complain about another campaign two years after the firm's ill-fated Trident commercial

Emily Dugan · @emilydugan · Sunday 11 October 2009 00:00 · 0 comments



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pa

The multinational chocolate firm Cadbury has been accused of racism and perpetuating "colonial stereotypes" of African people in its latest advertising campaign. A poster and television advert created in Ghana for Dairy Milk has infuriated a number of prominent equality campaigners and Ghanaian leaders in the UK.

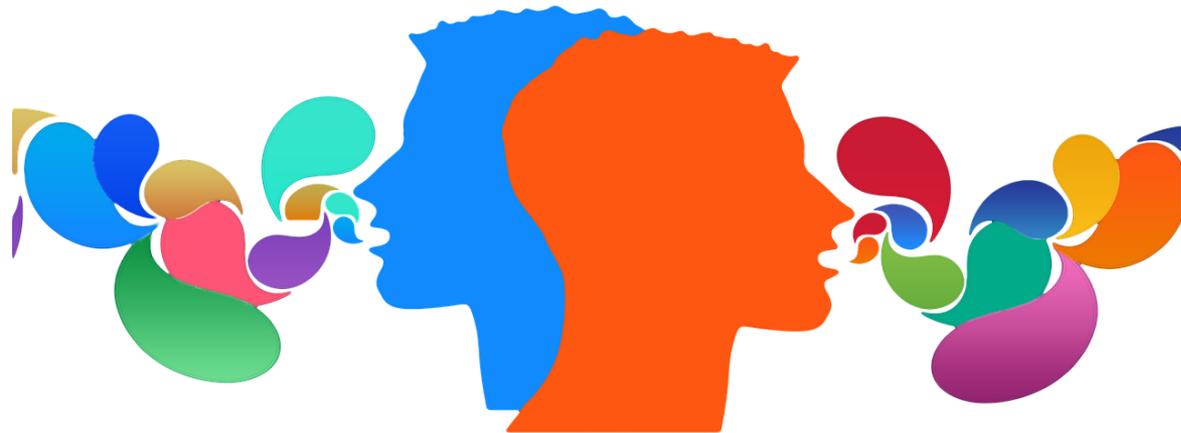
The Advertising Standards Authority (ASA) meets this week to



Exercise

Communicating your work

- think of a specific research, essay or work project you've done



Communicating Your Work

- Write a paragraph summarising your research/work project (2 mins)
- In pairs, tell your partner about your project (1 min)
- Swap (1 mins)
- Write down what's important about your partner's project (1 min)
- Tell each other what you wrote down (2 mins – 1 min each)
- Reflect and refine your project summary (2 mins)
- Plenary feedback to the group – How did this process feel? What did you learn from someone else's interpretation of your work?



Creative communications

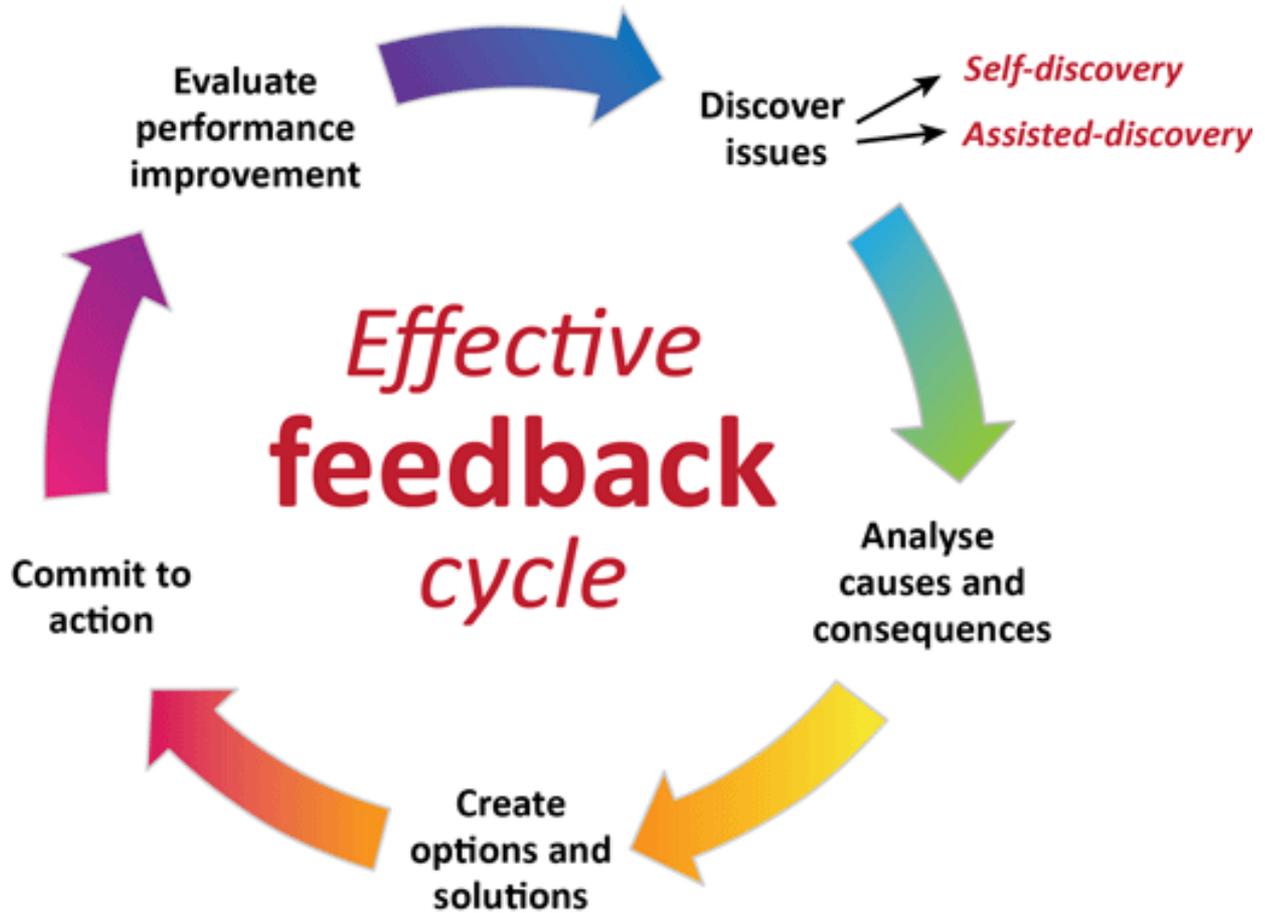
Department for International Development

IFSTAL group project
Summer School UK 2018

Mini-video



Feedback

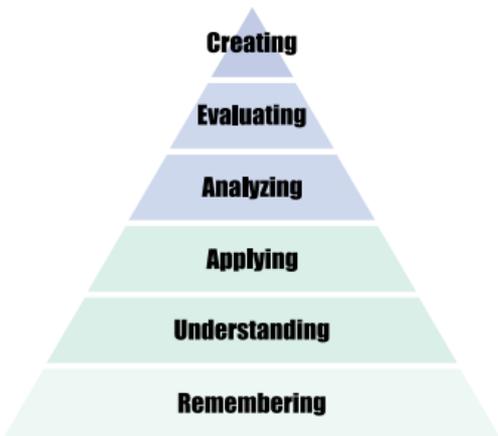




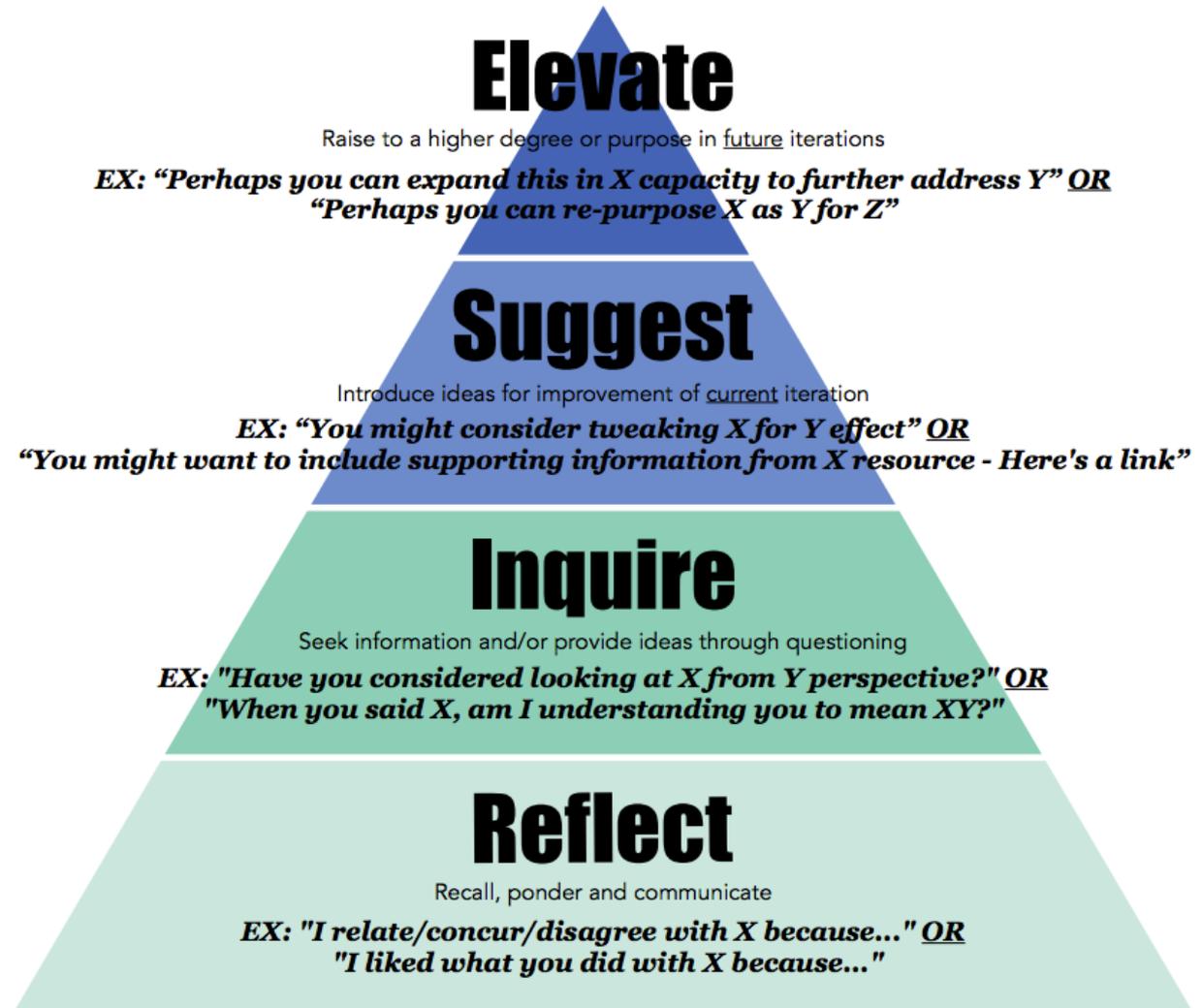
Feedback Models



RISE *to the occasion*
to provide meaningful feedback to peers and colleagues



ALIGNED WITH BLOOM'S TAXONOMY



RISE Model - Copyright © 2013 Emily Wray - www.RiseModel.com



ABCD Model



Achievements

“You really addressed the ...”

Benefits

“It will help us longer term in...”

Concerns

“You didn’t cover...”

Do next

“It would be helpful to see...”

Receiving Feedback

1. **Do nothing.** *Don't decide yet whether or not you agree with the feedback: give yourself time to more clearly understand the feedback before you accept or reject it.*
2. **Ask clarifying questions.** *"can you clarify XX?" "what do you mean by the word XXX?"*
3. **Check blind spots.** *"What's wrong?" and "What might be right?" Sometimes feedback doesn't feel "true" to us because we're simply unaware of it. To get a clearer idea of what you might be missing, ask a friend.*
4. **Receiving feedback well doesn't mean you have to take the feedback.** *Being good at receiving feedback means just that: that you receive it. That you hear it. That you work to understand it. That you share your perspective on it. That you reflect on it. That you sit with it. That you look for that (even tiny) bit that might be right and of value.*
5. **Decide whether or not to act on it.** *Whatever you decide, circle back to your feedback giver to share your thinking. If you don't, they will think you didn't hear them, or didn't care. Letting them know you took their input seriously will strengthen the relationship even if you ultimately go in a different direction.*

Questions?





References

Barnlund, D.C., (1970) A Transactional Model of Communication in Sereno and Mortensen (eds). *Foundations of Communication Theory*. Harper and Row, 18, p.50.

Beavin, J., Jackson, D. and Watzlawick, P. (1967). *Pragmatics of human communication*. New York, NYS Norton-Co.

Hall, S., (1974) 'The television discourse-encoding and decoding'. *Education and culture*.

Luhmann, N. (1995). *Social Systems*, trans. Bednarz, John with Dirk Baecker. Stanford, CA: Stanford University Press.



Your Network

1. Establish Your Profile

Make the most of digital channels:

Personal profile/personal webpage

Use your e-mail footer

Social media:

LinkedIn

Blogs

Twitter/Instagram

What more can you do?



2. Select the right channel, to reach the right people

- Who are you talking to?
- How will you reach them?
- What do you want to say?
- What do you want them to do?



2. *Select the right channel, to reach the right people*

- Different channels to increase your research impact:

Journal articles / book chapters

Social Media

Events

Conferences/Symposia/Workshops

Lectures / Teaching

Press

Personal profile

Blogs

Public engagement

- Example from Ed Hawkins (@ed_Hawkins) Reading University
http://blogs.reading.ac.uk/climate-lab-book/files/2016/05/spiral_optimized.gif

2. Select the right channel, to reach the right people

AUDIENCE	OBJECTIVE	MESSAGE	CHANNEL
Ministry of Health, Ghana	<ul style="list-style-type: none">- Engage/consult on specific research area or question.- Raise awareness and interest in published research/research group.	<ul style="list-style-type: none">- Use evidence from our research to support policy change	<ul style="list-style-type: none">- Invite Minister or civil servant to speak at an event- Develop policy brief- Give evidence to committee?
International Food Systems research community	<ul style="list-style-type: none">- Raise profile to develop new research network and collaboration	<ul style="list-style-type: none">- Work with us: we are experts in this field.	<ul style="list-style-type: none">- Attend/speak at international conference- Use digital profile to take part in discussions and make connections using social media



3. Evaluate, Reflect, Learn

Build and maintain a contacts list – share it with your team

Log comments, positive (and negative) feedback

Monitor engagement on social media (eg. Twitter analytics, Facebook insights, Hootsuite, TweetDeck)

Learn from others and reflect on your own communication strategy to make improvements.



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