

Project Based Learning with or without Multimodal Feature: Action Based Research for Developing and Assessing Intercultural Competence

Prof. Pushp Lata, PhD¹, Ms. Sugandha Bhatnagar²

^{1,2}Dept. of Humanities and Social Sciences, Birla Institute of Technology and Science, Pilani

Abstract

The present paper proposes the framework for using “Multimodal Creative Projects” (MCP) for developing Intercultural Competence in engineering students. For enhancing the learning experience of the students while engaging them in Project Based Learning, instructors added a multimodal feature for providing numerous opportunities to the students who wished to present multiple representations of content by using text, video, audio, images, comic strips suiting to their diverse learning styles. We argue that though both research paper writing and MCP, allow an instructor to carry out *assessment of learning* as well as *assessment for learning*, but it is MCP that improves the learner engagement, motivation and learning outcome better when compared to the academic research paper writing. For collecting data, a questionnaire was designed and circulated using Google forms to 122 Engineering students enrolled in the Cross Cultural Skills course, being offered at Birla Institute of Technology and Science, India, a premier engineering institute in India. This paper presents the findings of the experiment to measure the impact of multiple representations of content and research paper writing by analyzing learner engagement, motivation, learning outcomes, and learning performance in both the alternatives.

Keywords: Intercultural communication competence, project-based assessment, project-based learning, student engagement, multimodal creative project