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Bridging Workplace Communication into the Classroom Through AI and 360° Video for Future Graduates

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The world of work is undergoing significant transformation. How people interact and the tools they use to do their work are changing. Numerous innovations will emerge in the workplace, accompanied by diverse ways of working. The skills that will help people thrive in this evolving environment are not new: analysing situations, expressing ideas, collaborating, resolving conflict, and adapting communication to an audience and context are essential for workplace success. People must continually develop and refine these skills to remain relevant in the workplace.

The challenge lies in determining how best to teach and prepare students to become flexible, responsive, and responsible communicators (Salim et al., 2025a). The “how” of professional communication depends heavily on context. Students can learn “what” to communicate in professional contexts. Various initiatives have sought to address this gap by integrating work-based contexts (Salim et al., 2025b). Academic contexts remain the primary environments in which students are socialised to learn the “what” and “how” of communication. There is a need to design professional communication pedagogy and provide students with opportunities to learn communication in contexts that allow them to practise when, why, and how to communicate.

Immersive technologies offer considerable potential. 360-degree videos let students move beyond the confines of the camera frame, look around the space, identify auxiliary communicators and observers, and consider alternative vantage points for viewing the depicted communication. Previous work has incorporated 360-degree videos to create interactive environments that support vocabulary learning (Salim et al., 2025c). Other research has used 360-degree videos to teach students how to communicate and prepare for work-related meetings, thereby improving their communication skills (Shah et al., 2026). 360-degree videos can support the development of communication skills in various ways (Mohd Salim et al., 2026a). A systematic review of 360-degree videos in virtual reality and other simulations for teaching vocabulary and communication skills identified a range of positive effects on student learning. However, the review found that the primary factor limiting these simulations' effectiveness was how much teachers integrated the technology into instruction (Shadiev et al., 2025). 360-degree video can provide context, while AI can facilitate interaction.



Consider a student attending a 360-degree recording of a workplace meeting. A project management issue arose two weeks earlier, and the manager is seeking an explanation from the team. One team member offers an explanation that leads to further disagreement among the team. The student is invited to examine and interpret the situation and share their views on how it should be handled.

The student is encouraged to propose possible solutions and recommend appropriate behaviours. Current technologies can provide immediate feedback based on the student's interpretation. They can also prompt the student to reformulate their response or interpret the situation differently. If team members disagree, the student can be prompted to recommend possible solutions while managing their emotions.

Ultimately, the student can learn how to incorporate feedback and engage in reflective practice. Language-learning practices already incorporate certain elements of observation, interpretation, and feedback. For example, researchers have integrated educational chatbots into virtual language-learning environments (Shah et al., 2025). Researchers have also explored integrating chatbots into English and other language-learning contexts (Mohd Salim et al., 2026b). Furthermore, researchers have incorporated AI-powered technologies into teaching and learning practices to improve speaking and other skills (Meng & Zou, 2026; Wu, 2024).

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