

**Speaking activity on an academic course**

**Do the following stages loosely relate to your academic courses?**

**What kinds of spoken forms i.e. seminars, workshops and lectures take place at each stage?**

**Do you agree with the balance of spoken forms? Do you have any reservations? If so, why?**

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| **Stage**  | **areas** | **tasks** |
| **Introductory stage*****Mapping the terrain*** | * **Overview – “shrinking” the subject**
* **Methodologies**
* **Principle theoretical concepts**
* **Exemplary objects**
 | **Students work with *grasping* the discipline and getting to know its terrain** |

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| **Stage**  | **areas** | **tasks** |
| **Intermediary stage:*****Plotting the map*** | * **More detailed view of key areas in the discipline**
* **History of the discipline**
* **Key questions and paradigm shifts**
 | **Students put methods and concepts to work within teacher-directed tasks or constraints** **Students apply the principle of charity in understanding and accepting the key questions, methodologies and conceptual tools in a positive light****Students gain a historical understanding of developments and shifts in the field.** |

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| **Stage**  | **areas** | **tasks** |
| **Exit Stage – *the moment of critique*** | * **Pedagogical activities**
* **Current readings in the field**
* **Seminal readings and works**
 | **Students critically engage in their subject area****Students have an *experience* of being a participant in an academic community of practice**  |

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