

**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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