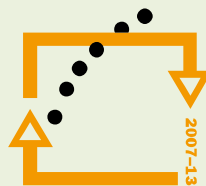


# EFFECTIVE COMMUNICATION

## SESSION 6

### EFFECTIVE COMMUNICATION: TEACHING, LEARNING AND ASSESSMENT STRATEGIES



# Expected language proficiency

- Required entry-level proficiency?
- What is B2?
- What is IELTS 7?
- Spikey profiles
- Diagnostic discipline specific tests
- Role of specialist language unit vs you

# Expected behaviours

- A good student...
- A good teacher...

# Unexpected behaviours

- Giving presents
- Answering all my questions with 'yes'
- Calling me Dr.X even when I have said 'call me John'
- Complaining about wasting time on seminars rather than me teaching
- Handing in 4,000 words for an essay with a 2,500 limit
- Writing very personal coursework with the main point on page 3 and lots of unnecessary background
- Repeating verbatim my lecture notes in coursework
- Coming into my office after I have given the marks to argue loudly that I should have given them higher marks – several times
- Remaining silent in seminars even when I ask a direct question
- Coming up after the lecture for a 1:1 discussion and seeming to expect me to stay for as long as it takes even though I said 'Any questions?' in the lecture
- Deferring to my opinion even when a preference would be appropriate
- Talking loudly in lectures

# Initial negative reactions

- Present = bribery
- Xtra words = disorganised
- Arguing for better mark = pushy
- Talking in lectures = rude

# Meta-awareness

- Moving beyond spontaneous first reactions to identify what you were assuming would happen – looking for the normal ‘rule’
- Cultural repair – looking for root cause

# Hidden rule

- Presents are OK but only after the mark has been given. The present should be small and preferably disposable/edible. It is more common to send a thank-you card or note.

# Repaired thinking

- This present is probably not a bribe; it probably arises from different ideas about gift giving



# Do you share the repaired thinking?

- Specific guidance will help student succeed
- Patronising or criticising student's culture
- Student needs to figure it out for self
- Too much explicitness stifles curiosity & sensitivity
- Too much effort – busy workload

# How explicit do we need to be?

- Ensure your essay draws on a wide range of sources to support your argument.
- What is an essay?
- What is a wide range?
- What is an argument?
- What constitutes support?

# Is telling enough?

- Rationale
- Practice
- Sensitive feedback
- Examples of good and poor work
- Opportunities to try out new skills
- Time!
- Wisker (2003) 'Hang in there and keep going'

# 'Your' assumptions & expectations

- Did you tell me enough on yesterday's posters? What would you add now?
- What do you need to tell your students?
  - Teaching methods
  - Assessment
  - Teacher-student relationships
  - Academic writing

# How are you going to do that?

- Being explicit about 'cultural' assumptions
- Lightening the language load

# Being explicit

- Course overview
- Lecture aims
- Assessment criteria
- T/S relationships
- Plain English
- Glossaries
- Visual support

# Empathy

- Do you have the right to ask for such changes?
- Deeply held beliefs
- Differentiation? Equal opportunities
- Can you adapt?

# Communicating across cultures

- Getting to the point
- Pausing & turn taking
- Tone of voice
- Role of silence
- Showing agreement
- Showing respect for others





# Your feedback

Format: ++-