Learning to Interact: Promoting Discipline-based Oral Communication in Professional Programs
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2019 *Teaching Professor* Conference

"It is easy to forget that [technical/discipline-based] vocabulary can sound like a foreign language to people outside the profession, …students should practice "translating" technical language into lay terms," Rosa (2006).

Thinking Prompts

- What might students infer about communication skills expected/required in your profession,…based on the instructional strategies and assessments in your program?

- Does incorporating discussion pedagogy / interaction necessarily mean less content will be "covered"?

- How should participation be defined?

- Can participation be defined in ways that make it easier for introverts to contribute?

- Could students be involved in establishing the definition for participation? Are there reasons to get them involved? Are there dangers and problems?

- Do students have the right to remain silent if they can learn the material without making verbal statements about it in class or online?

- Who does/should determine the percentage of grade affected by participation?

- What do students learn when they are being called on without volunteering?

- Should participation count more when students volunteer?

- Does small group contribution count?

- Is online contribution an acceptable substitute for verbal communication?

- Are students more or less likely to volunteer if the teacher calls on them?

- Are there ways that calling on students benefits the teacher?

- If you decide to grade participation, how do you determine the effectiveness of that policy decision?

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