

Student Authorization...

Their Approach to Learning and Practicing Human Communication

A. Pedagogical Strategy

B. Application & Impact

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GOALS

Provide a welcoming environment

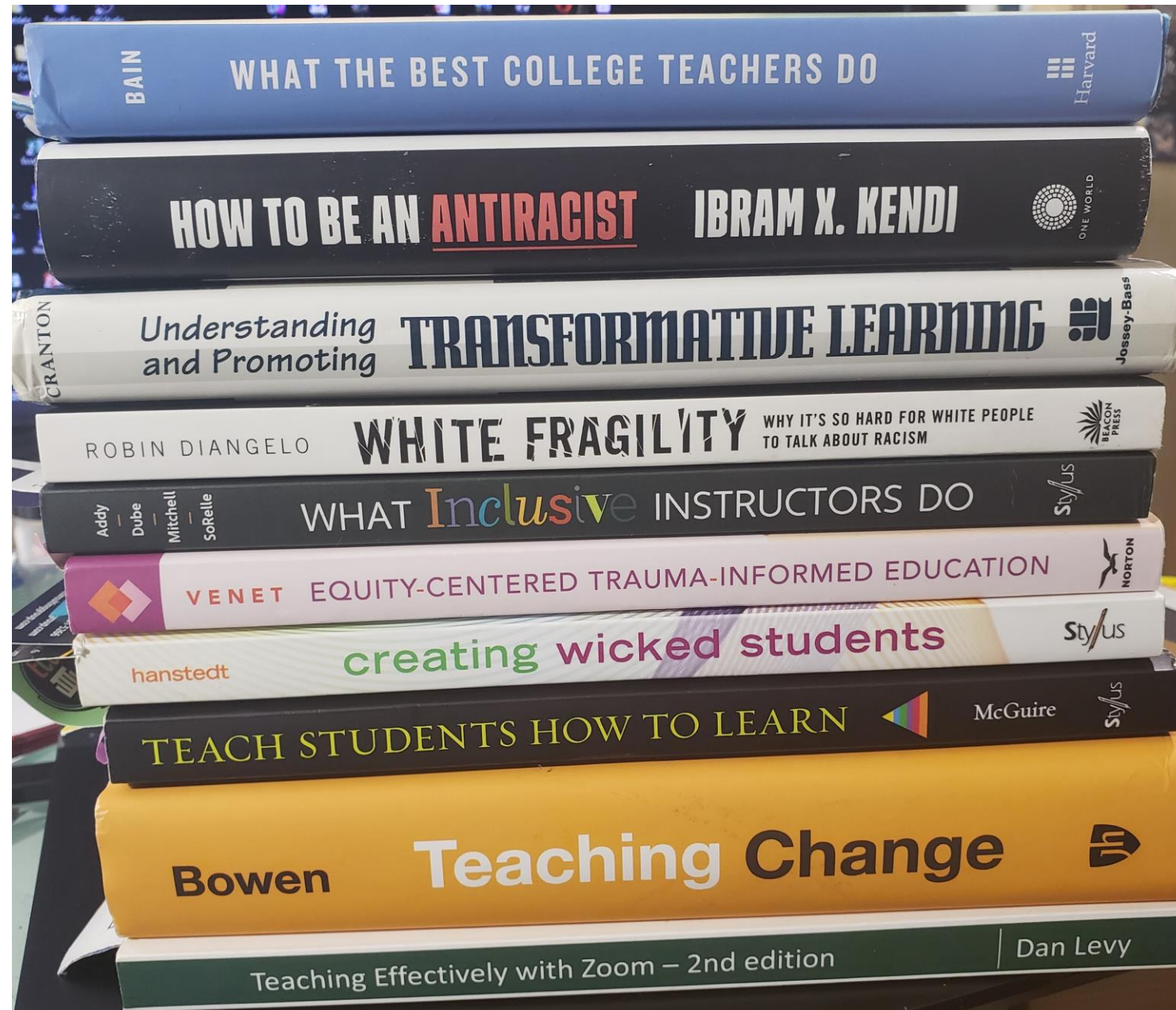
Create a Greater Sense of Students' Agency as Learners

Build Competency in Applying Human Communication Skills

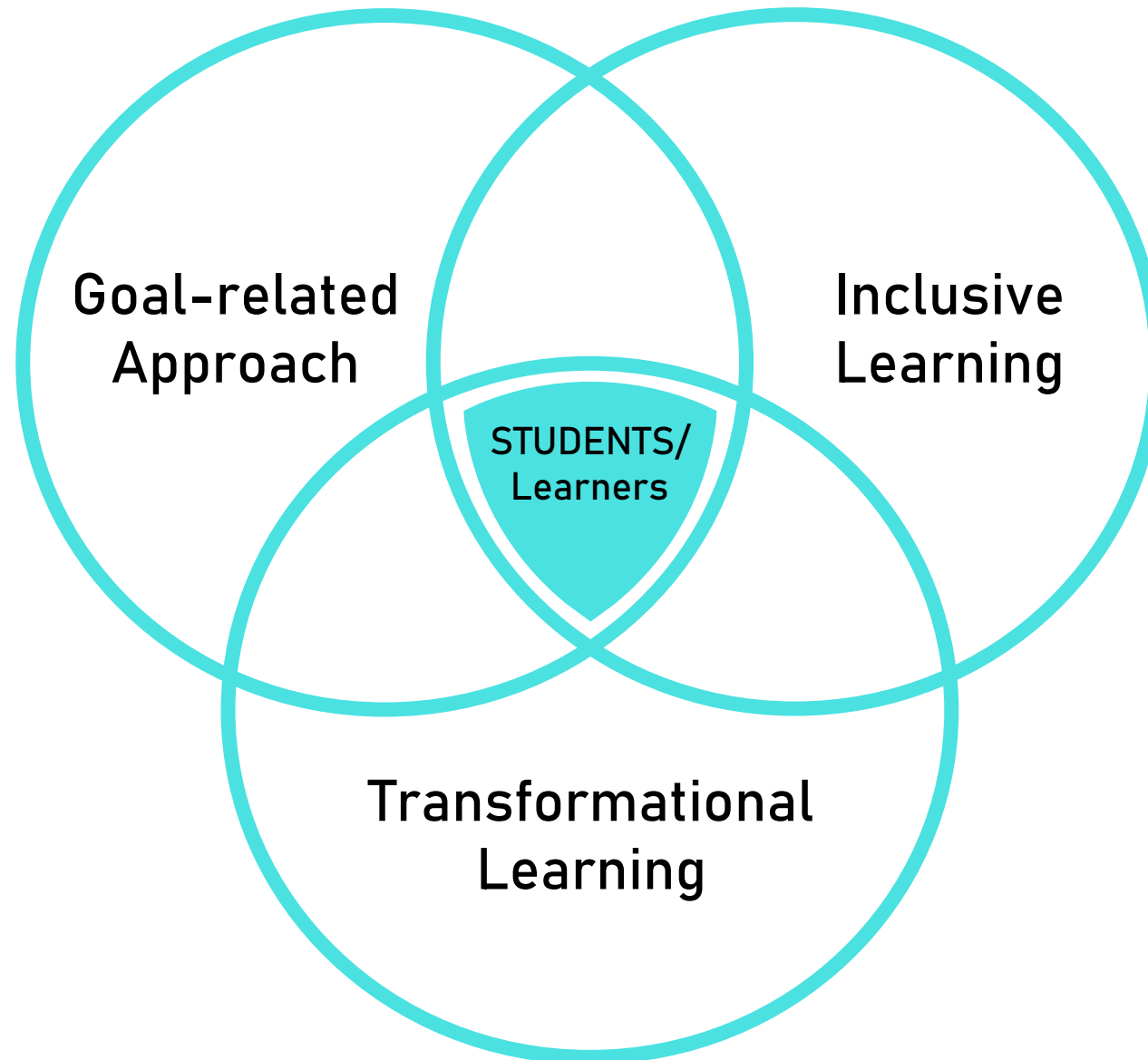
Use inclusive and Strength-Based Teaching and Learning



RESOURCES



THREE-FACTOR STRATEGY FOR STUDENT ENGAGEMENT, INCLUSION & LEARNING©



EXPLICATING THE STRATEGY – ENGAGEMENT, LEARNING & INCLUSIVITY

- **Inclusive Learning:** Where the student sees themselves in the content and owns it. Where the student enters the learning space and finds equity and respect for their transcultural and transborder identity (Rashi Jain et al (2021). Carries the assumptions of the **Universal Design for Learning**.



Results: Building relationships set up success (Bowen, 2021 & Venet, 2021). Being able to see student's strengths and **assets**. Ensuring learners have access, can participate in meaningful ways, and have reduced distractions (www.cast.org)

- **Goal-Related Approach (Paul Hanstedt, 2018):** Students **are** encouraged to:
 - Think about what we want them to do with the content we teach them.
 - Learn about their authority, find their agency
 - Solve problems with deliberation, creativity, resilience, and collaboration.



Results: Not only acquire content and skill knowledge, but also how to perform with authority to respond to this complex world. To engage in meaningful dialogue with the larger sociopolitical context beyond college, and to face wicked problems unforeseen.

Transformational Learning: The transformational line leads to action, where data becomes knowledge (Zull, 2002), a line between reflection and abstract hypothesis, listen to my student's speech later



Results: Joining the student/learner in the emancipatory domain of learning of asking why (Cranton, 1994) and adopting an action.

CONNECTING AND CONTEXTUALIZING : HIGHER ORDER THINKING



ARE YOU LISTENING? FULL EQUALITY FOR ALL

MENTIMETER

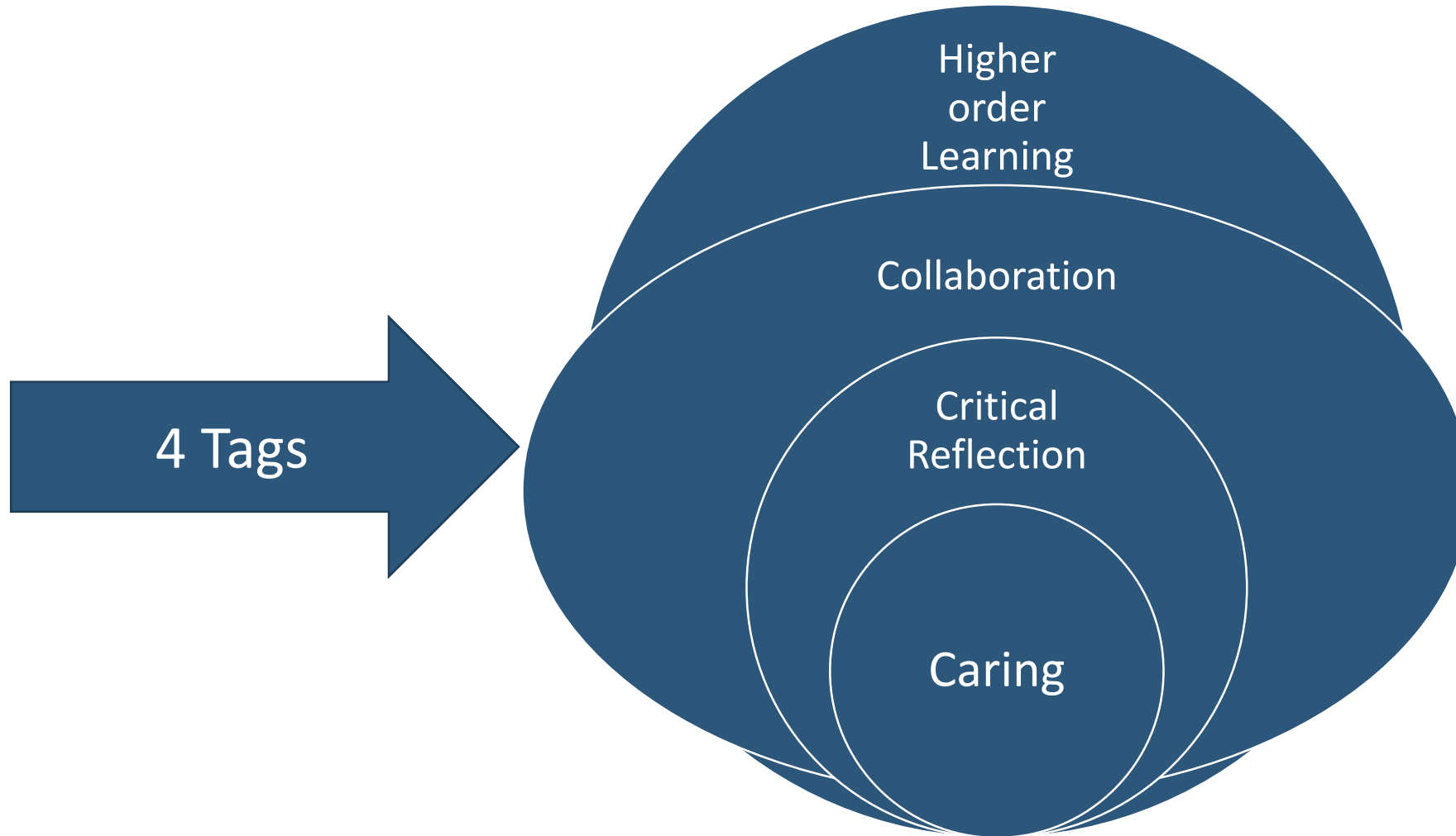
sometimes we forget to listen...

Good morning
Hello!
Bonjour
Hi
Hola
Ni hao
Guten morgen
Bom dia
Buongiorno
Kaworinon
Kaworinon

Synthesis of Week 2, July 21, 2021

Language
Listening
Nonverbal Communication

PROGRESSIVE ENGAGEMENT & RELATIONSHIP BUILDING

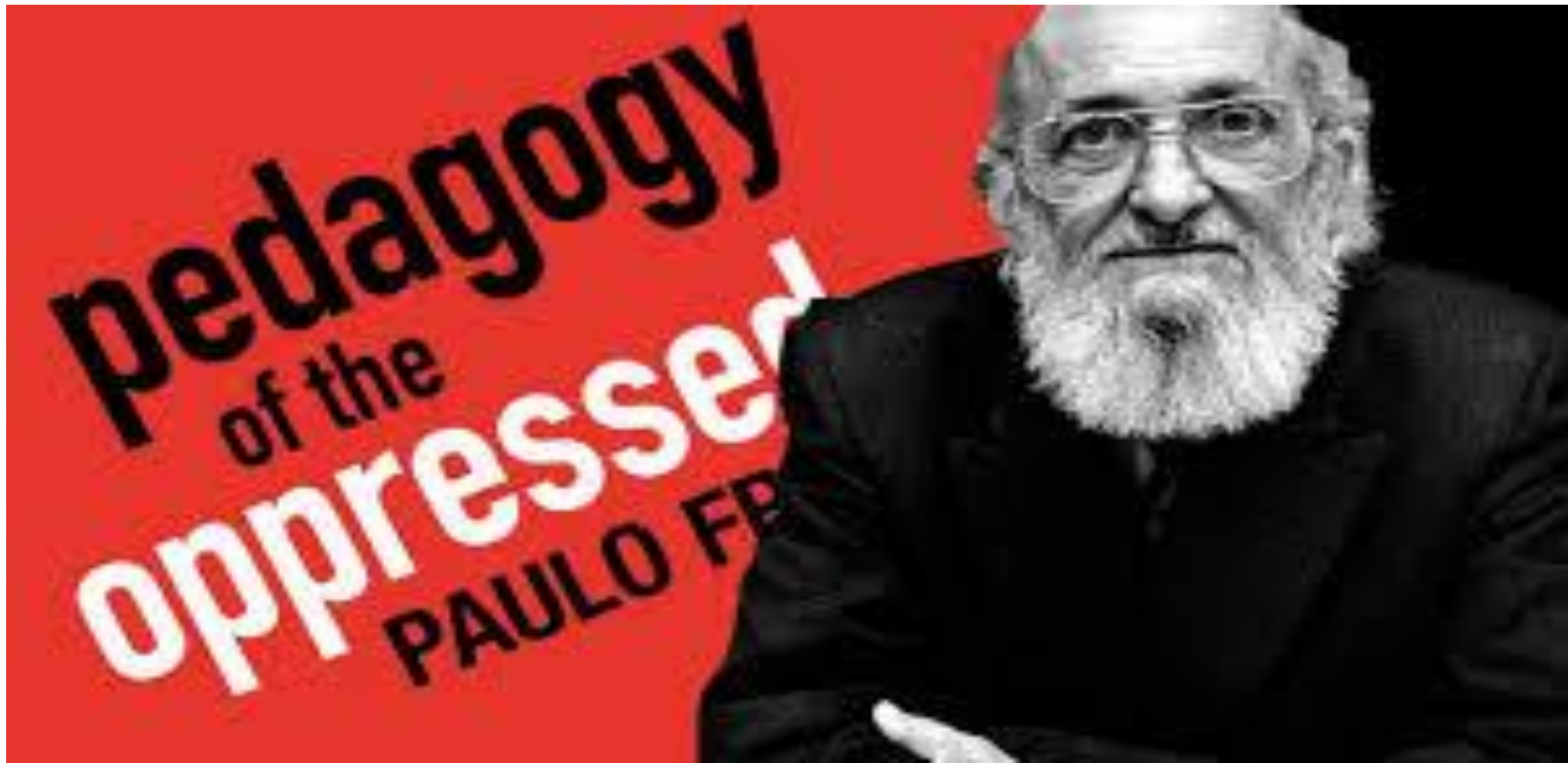


SITUATIONAL TAGS

- 1. Supportive class Environment**
 - Enjoyment
 - Transition to college
 - Inclusiveness
- 2. Varied Class Environment**
 - Multimodal Instruction
 - Contextualization
 - Adaptation
- 3. A Challenging Classroom Environment**
 - Assessments
 - Feedback
- 4. Organized Classroom Environment**

Scaffolding
- 5. Evaluating Student work**
 - Assessments/Feedback

“AN EDUCATION OF ANSWERS DOES NOT AT ALL HELP THE CURIOSITY THAT IS INDISPENSABLE IN THE COGNITIVE PROCESS. ON THE CONTRARY, THIS FORM OF EDUCATION EMPHASIZES THE MECHANICAL MEMORIZATION OF CONTENTS. ONLY AN EDUCATION OF QUESTION CAN TRIGGER, MOTIVATE, AND REINFORCE CURIOSITY” ...PAULO FREIRE IN THE PEDAGOGY OF THE HEART (2000).



HOW STUDENTS WORK

- Work Individually.
- Work in pairs.
- Work in small groups of three to five members.
- Gather materials from web research as examples.
- Complete the assignment.
- Report out to the class.



CLEAR INSTRUCTIONS FOR STUDENT WORK

1. Please go to the web and select a sentence or paragraph from a speech you will deliver. (Emphasis will be on inflection, pace, and conviction). 2. Post the speech in the chat. 3. Tell us why you selected it. 4. Deliver the lines.



(Teaching Effectively with Zoom)(/Mentimeter) Dan Levy, 2021.

Tell us about your learning experience today



Insightful

Informative and productive

phonological rules

Learned about how powerful language can diminish others and how language really affects how people perceive others

A single word can have multiple meanings in one language depending on where it is being spoken.

learned how important languages are in the communication and our understanding of other people.

Learning the difference between accent and dialect was interesting.

Learning how powerful language is culturally contextual.



Please list one or two things you learned today about co-culture and cultural shock?

That people in "in groups" can become blindsided with their culture and become ethocentric

Culture has a board spectrum and can even transcend different time periods

People usually view others within the same group positively.

I learned that "in co-culture, you become more, as a result of interacting with others" [Dr. O (Comm 108 Professor) in lecture with his students].

co- culturing can be very hard to adapt and can take some times and it depends on the person and their flexibility.

There are many different cultures that we are apart of. Not only our ethnicity but also our religion, political standpoint, and sexual orientation

Growing up in a certain culture can have you instinctively view other cultures as less in someway and can form a natural bias against practices that are foreign to you

Give is a feeling word or phrase that reflects your sense of ending the semester.





IMPACT

HOW THE LEARNING ENGAGEMENT LANDED!



SOCIAL CONSCIOUSNESS

PERSUASIVELY SPEAKING

<https://www.youtube.com/watch?v=xEPmZ0-Vong>

Personal Reflection



SET IS SEEDING A
CADRE OF
TEACHERS 4.0, AND
I AM HAPPY TO BE
AMONG THEM.
THANK YOU JOAN!