

TUTORIAL 1 1: DEEP MIND – ACADEMIC CONVERSATIONS

ICONS TO HELP YOU NAVIGATE THE COURSE HANDOUTS



Whole class
discussion



Team/Group
discussion



Take/make notes



Impromptu talk topic
(speak for 1 min)

Learning objectives:

- Reinforce and further develop skills for academic conversations
- Apply Barrett's Taxonomy of comprehension levels on a topic to jumpstart an academic conversation
- Make observations of successful discussion behavior
- Evaluate what utterances are persuasive and why
- Note and/or infer how some people say things more clearly and persuasively

1. DEEP MIND

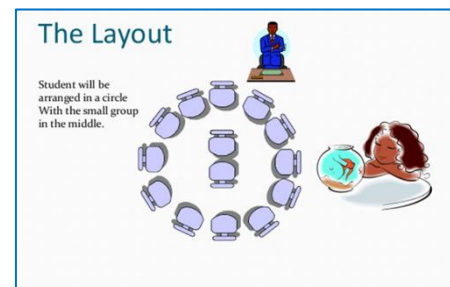
- Watch this video on Deep Mind: <https://www.youtube.com/watch?v=xN1d3qHMIEQ>
- Use the questions in this worksheet to gather information on Deep Mind.

Jump starting an academic conversation –levels of comprehension

Point of interest	Notes
What is "Deep Mind"?	
What does Deep Mind do?	
Why might it be worth US\$400million to Google to buy it?	
What's your evaluation of the presentation of the AI work of Deep Mind in this video?	
What are some useful applications of Deep Mind's work?	

2. FISH BOWL DISCUSSION

- Each team will send a representative up to the fishbowl discussion.
- Rep will be armed with their answers to the five questions.
- Rest of class will observe the fishbowl discussants, making notes on how their rep juggles the conversational balls.
- Team will then discuss what they can learn from their rep in particular and all in general, about juggling conversational balls.
- Diabolical version – one team member per question.



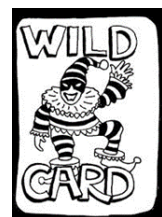
3. JUGGLING ACADEMIC CONVERSATION BALLS



4. HOMEWORK: WILD CARD PRACTICE #5

Can you speak for just two minutes on your observations from the fishbowl discussion?

“What makes the best sort of fish for a fishbowl discussion?”



5. HOMEWORK: READING

Remember to do your reading for the panel discussion.



COURSE NOTES

- An academic conversation differs from a normal conversation in its purpose, duration, outcome, content and rules of engagement.
- Productive academic conversations require a high degree of content knowledge, good academic conversational skills.
- Good academic conversational skills come from juggling the academic conversation balls of content knowledge, language skills, nonverbal communication skills , IPC and ICC.
- To mine for information on a topic, use a systematic framework such as Barrett's to structure a way of understanding more about the topic.
- To evaluate the information that you find, use your rubric/mnemonic based on Ennis Taxonomy of Critical Thinking to analyse usefulness and credibility.