ES2660 COMMUNICATING IN THE INFORMATION AGE

T6: THE WELCOME

TO DO, TODAY

COLD comments
▶ **C**ontent
▶ **O**rganisation
▶ **L**anguage
▶ **D**elivery

- **Wild card practice #4** – COLD and HOT comments
- **Critical reflection** – more than just your gut reaction
  - In class exercise, finish as homework for formative assessment – The Welcome
    - Summary
    - Analysis
    - Cross reference to prior and/or other knowledge
      - → Considered opinion
  - Same <u>moves</u> as in the group project
- **Academic conversations about CA2**

Speak for **just a minute on**

- **"News or noose? How news reporting can string us along."**

HOT comments from peers

HOT comments

▶ **H**amburger structure positive positive

▶ **O**ne constructive comment

▶ **T**actful tone

WOULD YOU SHARE THIS VIDEO?

The Welcome - United Nations Free & Equal

FREE & EQUAL
UNITED NATIONS FOR LGBT EQUALITY

UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

TO STAND FOR HUMAN RIGHTS WITH THE UNITED NATIONS,
SHARE THIS MESSAGE

FACEBOOK.COM/FREE.EQUAL
@FREE_EQUAL
WWW.UNFE.ORG

- Is sharing just a matter of "if you like something, share it?"
- What criteria do you take into consideration before sharing something?
- If you have a list of points, then this would be the rubric you use to decide.

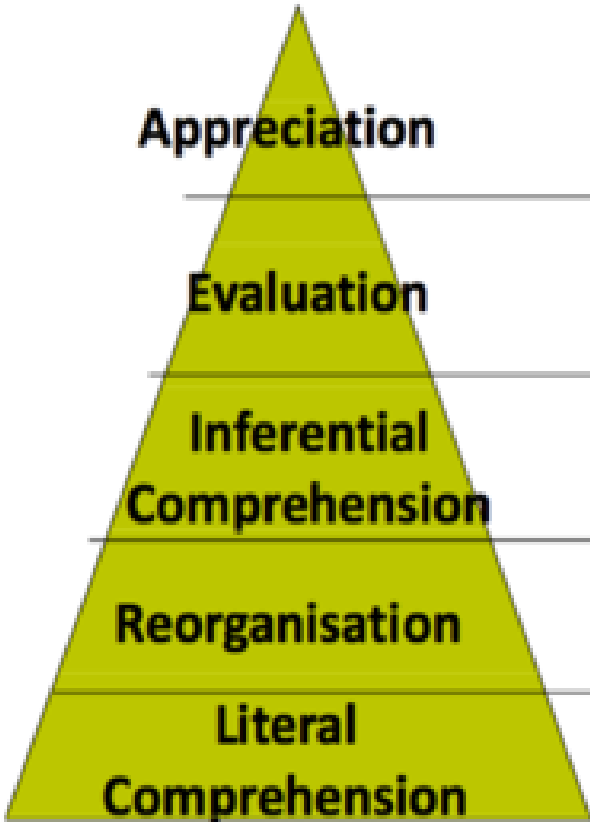# DATA MINING FOR 'THE WELCOME' USING BARRETT'S

What are **five questions**, one for each level of **Barrett's Taxonomy**, that you can ask yourself in order to mine for meaning? Ask and answer these yourself. These are the points that will help you put together your response.
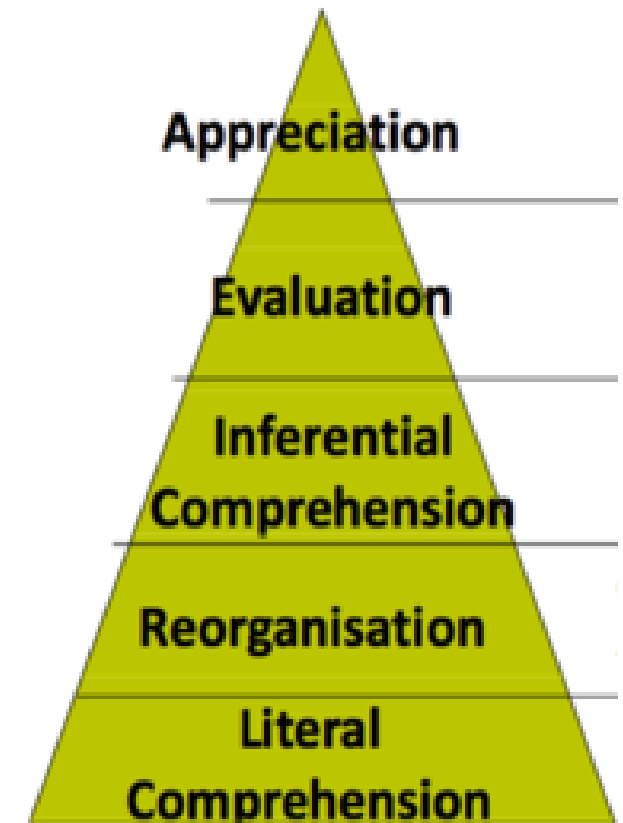
SAMPLE BARRETT'S QUESTIONS FOR 'THE WELCOME'

Barrett's	Eg
Appreciation	In the greater scheme of things, what do you think about the UN human rights commission's concern for LGBT rights in India specifically? Internationally? In general?
Evaluation	Do you think the authorial view is balanced or biased?
Inferential Comprehension	What can you deduce about the role played by the old woman?
Reorganisation	What are some examples from the video that are used to show the authorial view?
Literal Comprehension	What is the purpose of the UNHCR video?

APPLYING MENTAL TOOLS

- What can you pick out?

| Anecdotal evidence	Factual evidence	Generalisations	Stereotypes
Authorial bias	Bandwagon fallacy	Oversimplification	Glittering generality
Pathetic fallacy	Symbolism	False dichotomy	Non sequitur

A CLOSER LOOK AT 'THE WELCOME'

Watch again, and look out for information in one of these aspects:

Team A: verbal clues (lyrics/screenplay)

Team B: non-verbal (backdrop/props/music/color/context)

Team C: characterisations (old lady, (NOT grandmother, singer, couple)

Team D: topic (research into LGBT issues in India/viewership metrics/comments/human rights issues in India)

Appreciation

Evaluation

Inferential Comprehension

Reorganisation

Literal Comprehension
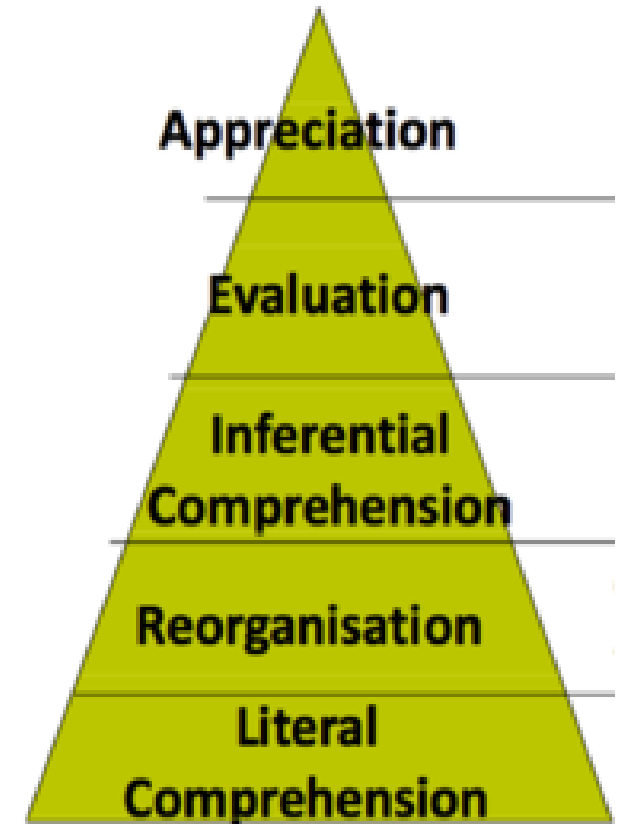
MORE TO THIS THAN JUST WHAT MEETS YOUR EYE?

- What **questions** can you ask yourself in order to mine for meaning? Ask and answer these yourself. These are the points that will help you put together your response.

- Which of Ennis' taxa will you be able to display in writing your critical response?

- **What is your critical reflection on the video in response to the challenge at the end of the video – would you share it to stand up for human rights? What guidelines do you use to decide what to share?**

- Submit your response to your tutor **within 48 hours** (work bin labelled Gp___ The Welcome), in order to get feedback in time for the critical reflection exercise for the project.

- **300 words** (MS Word, please)

A CRITICAL THINKING FRAMEWORK SHAPES A SYSTEMATIC RESPONSE

- Ennis' says:

" **Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do."**

RUBRICS FOR FEEDBACK

Content knowledge – of the topic of human rights

Circumspection – awareness of the sort of stand one is being asked to take at the end of the video set against the context of the whole complexity of human rights

Vigorous analysis – engagement with the issue, not superficial

Persuasiveness – organisation of the response is logical, cohesive, transitions used to show cogency

Originality etc. – in this exercise we are looking for reasonable confidence and perhaps imagination if alternative video scenarios or other cultural contexts were used

ACADEMIC CONVERSATION VS NORMAL CONVERSATION

BRAINSTORM

- What do you think might be the difference between a normal conversation and an academic conversation?

Aspect (add more as relevant)	Academic conversation	Normal conversation
Topic		
Quality		
Duration		
Participants		
Purpose		

ACADEMIC CONVERSATION

Promotes different perspectives	Shows learning
Promotes empathy	Shows critical thinking
Fosters creativity	Fosters engagement and motivation
Negotiates meaning	Builds confidence and academic identity
Builds content understanding	Builds academic ambience
Co-constructs understanding between people and ideas	Builds (professional) relationships

ORAL COMMUNICATIVE COMPETENCE

At work, these skills, among others are valued:

- Communicating effectively
- Asking insightful and critical(important) questions
- Collaborating and working with each other
- Recognizing bias
- Weighing the relevance of information
- Seeing multiple perspectives
- Applying and generalizing from principles and concepts to new contexts

Source: WDA (Workforce Development Agency of Singapore), Report of 2015

The ability to think in real time and to think on your feet.
"Real time cognitive agility is central to future success" (Brookfield and Preskill, 2005)

ACADEMIC CONVERSATION VS NORMAL CONVERSATION

STARTING SERIOUS WORK ON THE ES2660 GROUP PROJECT

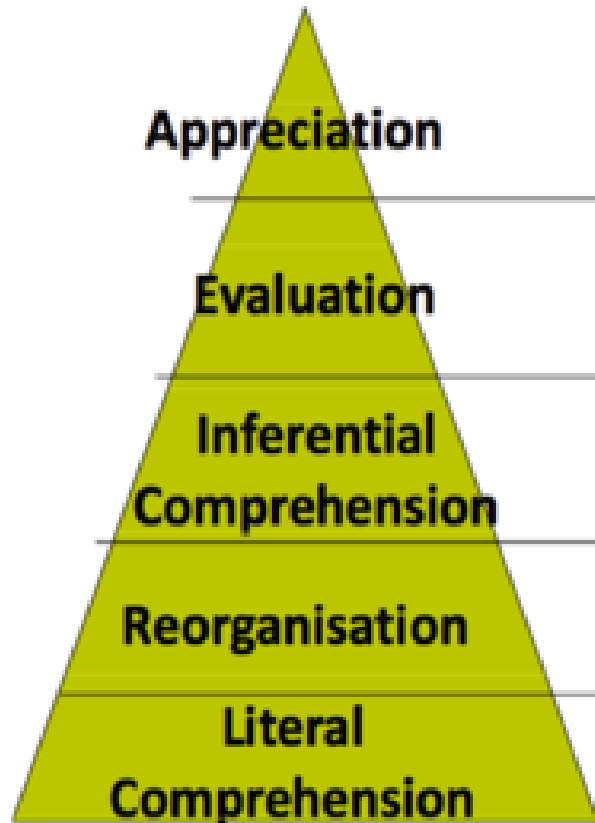# ROLES IN A TEAM DISCUSSION/ACADEMIC CONVERSATION

- You need to have one person to record all your answers.
- You need to have another to ask for clarification of anything that is not clear.
- You need to have someone to keep the conversation going by asking useful questions.
- You could also have someone to encourage the others to talk.
- You could have one live wire who plays devil advocate.

Component	Worth	Work needed
1. Critical reflection (max 5 pages).	15% Group mark	i. Each member should have read and reflected on Ennis, 2011. ii. You need to identify the key taxa of his taxonomy of critical thinking skills and dispositions. iii. You should also analyse how these taxa can be applied to any piece of information about IT for a general audience. iv. In particular, you should 'pilot' your rubric to show how it works to evaluate a short online information source, e.g. website or tech news article or video.
2. Short Oral Presentation with Q & A	10% Individual mark	i. The team will be given a prompt 72 hours in advance. This is essentially a beta test of your rubric. **The topic is likely to be on an IT solution to a human problem.** ii. Team members should discuss how their rubric can be used to assess and evaluate information on a given prompt, likely a piece of technological news (could be verbal, graphic or video or a mix.) iii. The discussion points should then be divided among the team members. iv. Each team member will present a section. v. At the end of all the short presentations, the team will take questions from the rest of the class who have been their audience.

(1) USING BARRETT'S TO UNDERSTAND ENNIS (2011)

Barrett's' Taxonomy

Appreciation

Evaluation

Inferential Comprehension

Reorganisation

Literal Comprehension

Sample questions

- **Level 5** – Can you form a rubric for your group's use based on Ennis' taxonomy for use with information from internet sources?

- **Level 4** – What is/are the positive points about Ennis's taxonomy?

- **Level 3** – Why are some taxa auxiliary?

- **Level 2** – Which taxa seem to be related closely to each other?

- **Level 1** – What is a taxonomy? What is the difference between a skill and a disposition?

(1) HOW CAN ENNIS' TAXONOMY BE USED AS AN SOP FOR PROCESSING INFORMATION? –

AN EXAMPLE OF VISUALIZING THE SOP

(2) BIG QUESTION – RUBRIC

- How can you form a rubric from Ennis' Taxonomy and a memorable way of remembering it (mnemonic)?

(2) HOW CAN WE BE IMAGINATIVE ABOUT THE MNEMONIC?

What is a Mnemonic?

- A mnemonic, also known as a memory aid, is a tool that helps you remember an idea or phrase with a pattern of letters, numbers, or relatable associations. Mnemonic devices include special rhymes and poems, acronyms, images, songs, outlines, and other tools. Mnemonic (pronounced ni-mon-ik) is derived from the Greek phrase *mimnēskesthai* meaning to "remember."
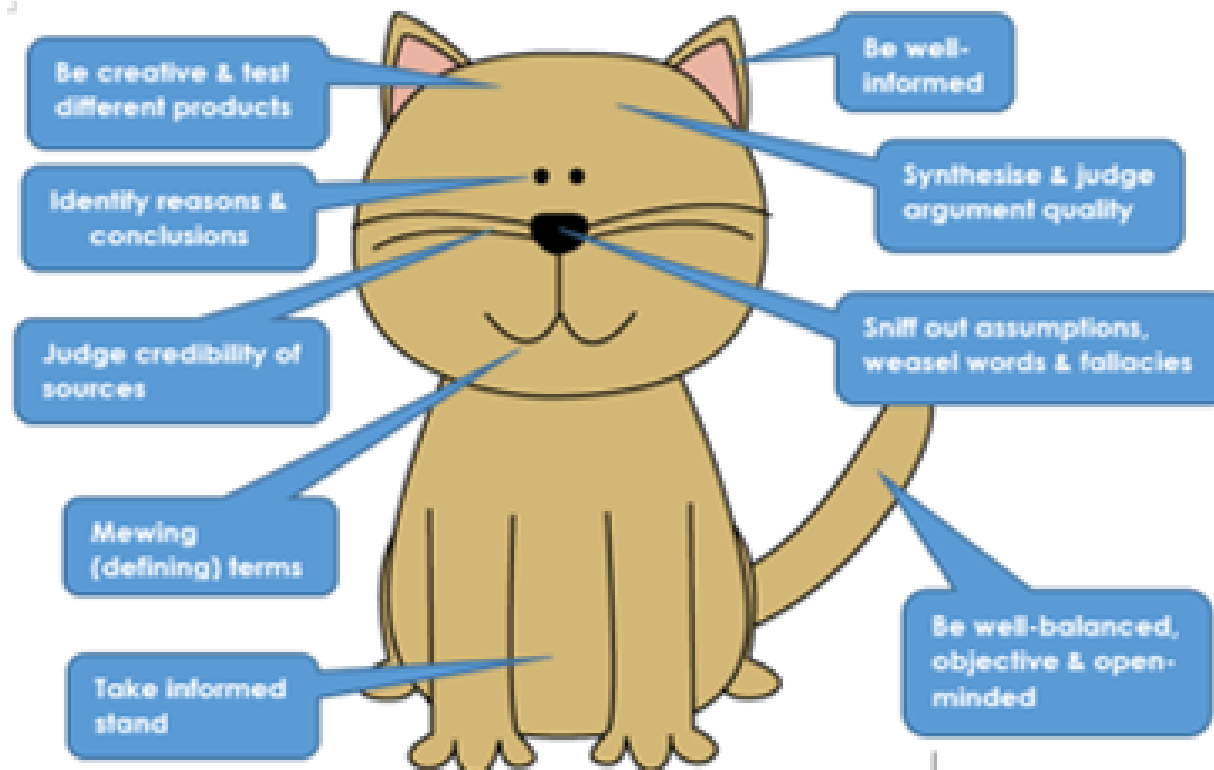https://literaryterms.net/mnemonic/

Examples

Acronym - A, B, C – Assume nothing, Believe no one, Check everything

Acrostic – Critical Cat

EXAMPLE OF RUBRIC HUANG ET AL USED WITH PERMISSION

Mnemonic: C-R-I-T-I-C-A-L- C-A-T

Credibility of sources	
Respect alternative viewpoints	
Identify reasons	
Try to be well-informed	
Identify/ make warranted conclusions	
Creativity	
Analyse argument quality	
Look out for fallacies & weasel words	
Clarify terms & definitions	
Adopt open-mindedness	
Take a balanced & objective stand	

(3) WHAT SOURCE TO USE FOR PILOTING OUR RUBRIC?

- An online news source (provide the link)
- Theme: IT solution to a human problem
- Targeted at general audience
- Could include **text** and graphics/videos
- Show how your rubric can be applied to the source

CRITICAL REFLECTION OF ENNIS – CHECKLIST AND CRITERIA

Checklist	Criteria
Introduction	• Context for project – rationale and objective
Readings	• Ennis, 2011, minimally, maybe other articles by same author • Cross references to other CT frameworks or theories – bonus • References to support reasons for decisions, e.g. why a song or story for the mnemonic?
CT skills	• Appreciation of the CT taxonomy presented by Ennis • Display of CT skills and dispositions of your own when writing CR

CT rubric and mnemonic	• Ownership of Ennis Taxonomy
	   • Rubric + an easy to remember mnemonic
	   • Applicable to IT solutions in general
	   • Road test on one example (online source, provide the link)

Conclusion	• Conclusion showing further possibilities for application and/or possible caveats

HOMEWORK & CONFERENCING REMINDERS

- The Welcome – Critical reflection (300 words); due in 48 hours
- Draft/outline of CA2 Written reflection and rubric
  (Submit to workbin by day before Conference)
- Prepare questions for your tutor.

Q AND A

- Questions, please?