



ES2660 COMMUNICATING IN THE INFORMATION AGE

SMART TALKING STUDENTS ENABLING IDEAS TO TAKE FLIGHT

TII: DEEP MIND -

ACADEMIC CONVERSATIONS

TO DO, TODAY

- 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

INSIDE DEEP MIND

Watch this video on Deep Mind. Take notes as you do so (see next slide).



ACADEMIC CONVERSATION WORKSHEET

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?	

POOLING YOUR RESOURCES

Jump starting an academic conversation – levels of comprehension

Point of interest

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?

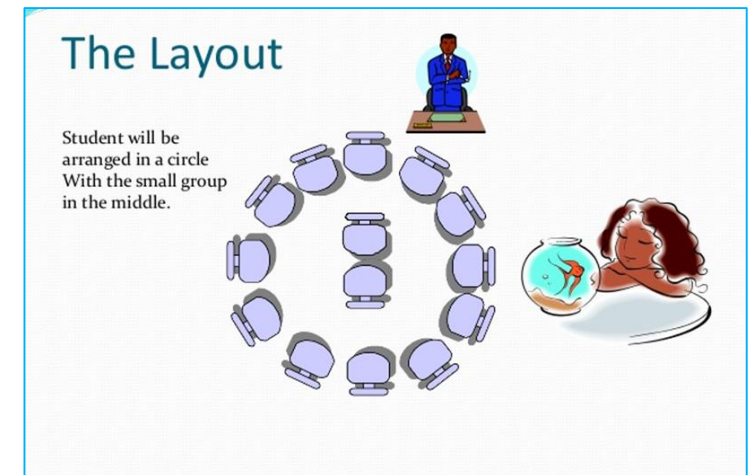
What are some useful applications of Deep Mind’s work?



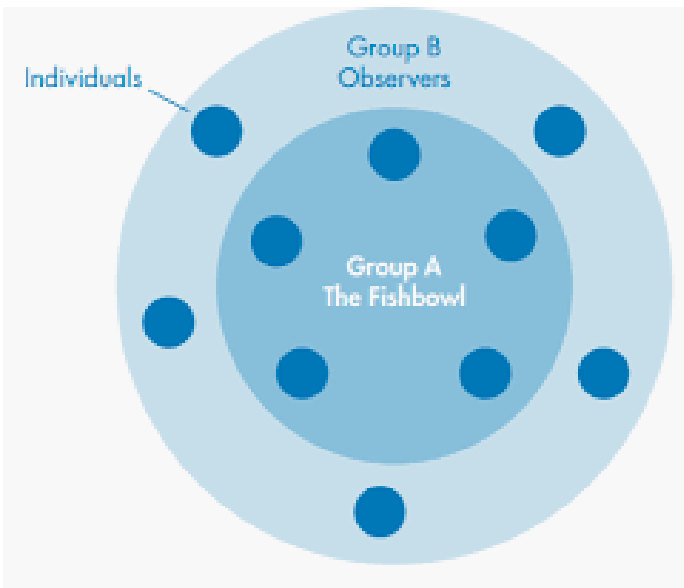
- You should have found the answers to the five guiding questions on Deep Mind.
- Pool your answers.

FISHBOWL 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.



OBSERVERS' TASK



- Pick one 'fish' each.
- Observe how the fish shows CT skills, esp: open mindedness and curiosity, knowledgeableness and analytical vigor, imagination to see implications and applications.
- Note IPC skills such as turn taking/turn wresting/facilitation/active listening
- Note nonverbal behavior – constructive vs obstructive.

JUGGLING THE CONVERSATIONAL BALLS



KEY LEARNING POINTS



- What are your key learning points from the reasons why academic conversations are valuable to how to sustain robust academic conversations?
- The key learning points should help you to steer your panel discussion next week and subsequently also your Oxford Tutorial Discussion.

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?”

