Activating the Audience: Teaching Speaking in a Hybrid Learning Environment

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Hello! As we're getting started, please clink on the link in the chat and contribute to our online discussion board (Padlet). If you're new to the Padlet app, more detailed instructions will follow once we get started.

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Today's objectives…

Today's flow
- Padlet
- Main room (presentation)
- Breakout/Padlet
- Main room (discussion)

In this session, we will…
- **reflect** on a critical context for teaching speaking and listening
- **share** ways to build an inclusive and supportive classroom context for speaking and listening
- **learn** strategies for teaching and learning oral skills in the blended classroom

Please click on the link in the chat to participate in our warm-up on what you learned about cultivating speakers or -- "activating the audience" -- while teaching remotely.
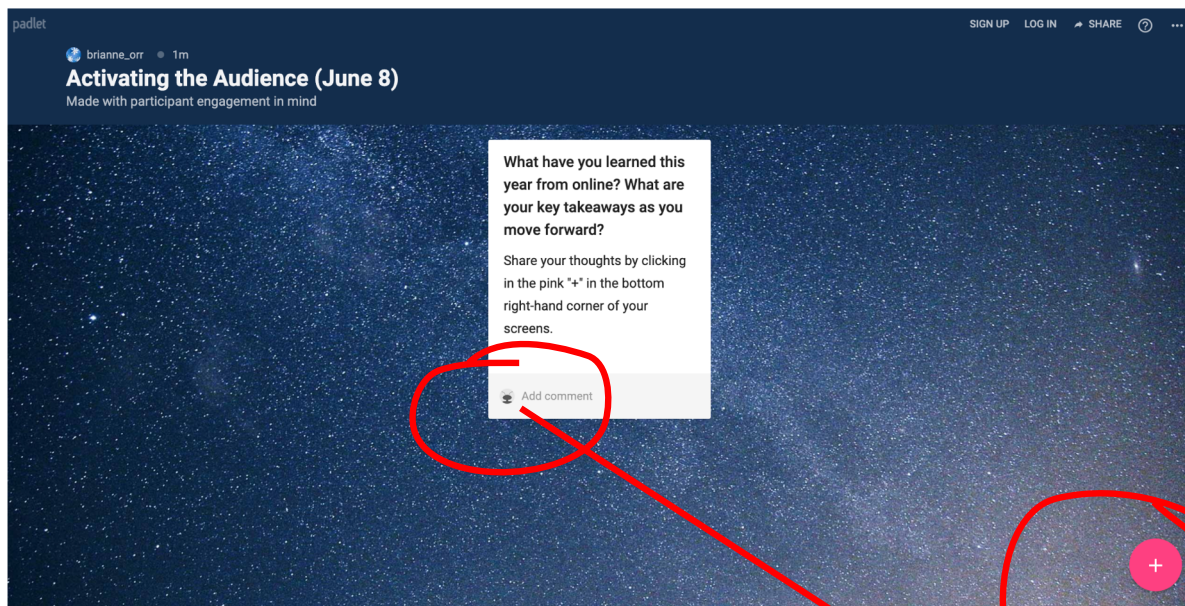
Start by clicking on the pink " +" and creating a new tile for your contribution

Later in the workshop, we will expand on those contributions by "adding comments" at the bottom of the tiles.

Padlet discussion | Audience Engagement

- What did we do to **activate the audience**?
- How did we **create the experience** we wanted you to have?
- What prior knowledge did we **anticipate**?

The Student Perspective

- How do students **activate their audiences**?
- How do students **understand their role as audience members**?
- How do students **speak and listen to each other**?

Student Perspectives: Speaking in Class

The language we use [is] formal and the way we carry ourselves throughout the presentation should be very professional.	I think the genre of a class presentation is more informal, and delivered in a conversation-like manner
The genre of class presentations is oral with a formal component.	I think presentations are best if they are fairly relaxed and informal…
I think the genre of presentations vary …academic ones would be very formal.	I think presentations are used to spread ideas in a manner that is not always completely formal.

Student Perspectives: Listening in Class

The role of the audience is to ==pay attention...==
The audience is meant to ==absorb the information== directed at them...
The role of the audience is to ==sit attentively...==
The audience acts as a ==panel of judges== for me.

"Performance Orientation": "primary objective of a speech [is to make] a positive aesthetic impression on the audience, especially via flawless delivery."

vs.

"Communication Orientation": "primary objective [of] sharing information with the audience." In this view, the audience is no longer "a group of evaluators, but rather. . . receivers who respond to the speaker's message."

- Michael T. Motley & Jennifer Molloy. "An Efficacy Test of a New Therapy ('Communication-Orientation Motivation') for Public Speaking Anxiety," *Journal of Applied Communication Research* 22 (1994): 48-58

Activating the Audience: Classroom Climate

We all create the conditions for accessible and inclusive speaking & listening pedagogies. Be thoughtful, intentional, goal directed.

Inclusive/Universal Design for Learning (UDL)

- Foster community: structure, trust, benefits of diversity
- Make clear objective & purpose
- Provide multiple means of engagement and expression
- Ensure flexibility: space, time
- Offer choices that meet learning objectives
- Offer accessibility guidelines & supports

EDI in Teaching Modules: https://canvas.ubc.ca/courses/31444

Inclusion Action Plan and Toolkit: https://equity.ubc.ca/about/inclusion-action-plan/

Contextualizing Blended or Hybrid Learning… or Both?

As we pivot back to the classrooms, we have an opportunity to (re)design teaching and learning pathways that shift from focusing on changes we ***need*** to implement to changes we ***want*** to make, given what we now know of in-person and remote instruction.

We also know that any pathway forward should be built around the diverse situations and capabilities of our students as they transition back to campus.

How should we approach this complex process?

Blended and Hybrid Learning, or Both?

Blended

- "**Blended learning** is the thoughtful fusion of face-to-face and online learning experiences [...] [i]t represents a restructuring of class context hours with the goal to **enhance engagement** and to **extend access** to Internet-based learning opportunities" (Garrison & Vaughan 5).

Hybrid

- "**Hybrid learning** is a teaching method where teachers instruct in-person and remote students **at the same time**. In hybrid learning models, asynchronous teaching methods can be used to supplement synchronous, face-to-face instruction" (Boyarsky).

Both?

- **Ultimate goal**: shape learning experiences that privilege **meaningful in-person interactions** and maintain **flexible** and **self-paced** activities that lead to learner confidence, autonomy, and deep and enduring learning.

The Assembly
(Writing, Speaking, and Collaborative Learning Skills)

Educational Technologies:
Zoom Breakout groups, OneDrive, Canvas Discussions

Challenges:
Classroom space, student comfort levels (post transition back to classroom), accessibility to students that continue learning from home.

Context: Small-group facilitation in large class

Learning goals:

- **demonstrate** analytical and planning skills;

- **engage** a variety of learners via personalized approaches to literary and cultural texts;

- **practice** active listening skills that promote participation and collaborative learning

Blended Learning goals:

- **Part 1 (Facilitation Guide):** Written Facilitation Guide (shared on OneDrive)

- **Part 2 (Synchronous Facilitation):** Small group facilitation of 8-10 students with 1-2 facilitators per group, depending on the class size. Collaborative note-taking in One-Drive.

- **Part 3 (Canvas discussion moderation/follow-up):** Facilitators post a session "wrap-up" in the weekly Canvas discussion, and then moderate together (8-10 students) the weekly discussion on Canvas.

The Scaffold: Scholarly Thinking as Process (Writing & Speaking)

Objective: Develop student processes of scholarly knowledge making: thinking, writing & speaking

Challenge: Student confidence in their ideas and contributions; Passive audience.

Solution: Scaffolded idea development, low-stakes writing and speaking.

Phase 1: Scholarly thinking & writing

Social annotation (w/CLAS) of scholarly articles identifying, summarizing and explaining the development of key concepts, ideas, and findings.

Phase 2: Co-construction of ideas through writing

Written peer review using ComPAIR & individual reflection.

Phase 3: Co-construction of ideas through speaking

Small group (3-4 students) sharing: informal sharing & discussion of projects as well as formal presentations w/slides.

Outcomes: Students empowered: engaged with the ideas and contributions of others, confidence in their own contributions through both writing and speaking.

The Fireside Chat

Objective: Opportunity to practice sharing ideas in an academic setting; students gain experience as interlocutors - speaking & listening

Challenge: Focus on performance, nervous speakers, passive audience

Solution: Offer precedents, scaffold, put students in conversation

Part 1 (Precedents): Observe academic speaking and listening in the "fireside chat" genre

Part 2 (Preparation): Work together in groups of 2-3 to share work and prepare questions

Part 3 (The Chat): Brief fireside chats in front of the class: student presents their work and answers prepared questions from a partner

Part 4 (Revision): Revise final paper based on discussion

Outcomes: Students gain context and practice speaking in academic situation; oral genres as interactive and part of research process

Easily transferable: can be done on Zoom or in person. Option to record and grade later.

Over to you!

Continue this discussion in breakout rooms to develop and share more strategies for "activating the audience" in a blended or hybrid learning environment. The broad question your group will answer is: **What strategies do you have for empowering students to speak in a blended classroom? Here's how you will answer it:**

1. Return to the Padlet.

2. Revisit the question we posed in the warm-up ("What are your takeaways from teaching online?")

3. Together, choose one of the "takeaways" that was posted earlier—or add a new one.

4. Now, build on that "takeaway." **What classroom activities, assessments, or other strategies might you use to expand on it next year?**

5. Choose someone in your group to record your suggestions as "comments" to the relevant tile in the Padlet

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- **Learned** strategies for teaching and learning oral skills in the blended classroom

Thank you!

Select Resources:

General tips and tools: https://wiki.ubc.ca/Presentation_Skills
EDI in Teaching Modules: https://canvas.ubc.ca/courses/31444
Inclusion Action Plan and Toolkit: https://equity.ubc.ca/about/inclusion-action-plan/
Learn more about teaching speaking with precedents: https://tlef.ubc.ca/funded-proposals/entry/365/

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