

# (Skilled) Communication

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# Skilled communication?

- Marilyn Binkley, Ola Erstad, Joan Herman, Senta Raizen, Martin Ripley, May Miller-Ricci, and Mike Rumble, „**Defining Twenty-First Century Skills**“, In Assessment and Teaching of 21st Century Skills, Eds. Patrick Griffin, Barry McGaw, Esther Care, pp.17-66, ISBN: 978-94-007-2323-8 (Print) 978-94-007-2324-5 (Online), 2012.  
([http://link.springer.com/chapter/10.1007%2F978-94-007-2324-5\\_2](http://link.springer.com/chapter/10.1007%2F978-94-007-2324-5_2))
- ITL Research, Microsoft Partners in Learning, SRI International, „**21CLD Learning Activity Rubrics**“, 2012  
(<http://fcl.eun.org/documents/10180/14691/5.3x+-+21cld+learning+activity+rubrics+2012.pdf/e240da11-07c2-4633-a86e-06c12f00d8ad?version=1.0>)

# Defining Twenty-First Century Skills

**Table 2.5** Ways of working – communication

Knowledge	Skills	Attitudes/values/ethics
<p><i>Competency in language in mother tongue.</i></p> <ul style="list-style-type: none"> <li>• Sound knowledge of basic vocabulary, functional grammar and style, functions of language</li> <li>• Awareness of various types of verbal interaction (conversations, interviews, debates, etc.) and the main features of different styles and registers in spoken language</li> <li>• Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.)</li> </ul>	<p><i>Competency in language in mother tongue and additional language/s.</i></p> <ul style="list-style-type: none"> <li>• Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes</li> <li>• Communication includes the ability to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly</li> <li>• Ability to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study, or for pleasure) and to various text types</li> <li>• Ability to write different types of texts for various purposes and monitor the writing process (from drafting to proofreading)</li> <li>• Ability to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form</li> <li>• Skills needed to use aids (such as notes, schemes, maps) to produce, present, or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates)</li> </ul>	<p><i>Competency in language in mother tongue.</i></p> <ul style="list-style-type: none"> <li>• Development of a positive attitude to the mother tongue, recognizing it as a potential source of personal and cultural enrichment</li> <li>• Disposition to approach the opinions and arguments of others with an open mind and engage in constructive and critical dialogue</li> <li>• Confidence when speaking in public</li> <li>• Willingness to strive for aesthetic quality in expression beyond the technical correctness of a word/phrase</li> <li>• Development of a love of literature</li> <li>• Development of a positive attitude to intercultural communication</li> </ul> <p><i>Competency in additional language/s.</i></p> <ul style="list-style-type: none"> <li>• Sensitivity to cultural differences and resistance to stereotyping</li> </ul>
<p><i>Competency in additional language/s.</i></p> <ul style="list-style-type: none"> <li>• Sound knowledge of basic vocabulary, functional grammar and style, functions of language</li> <li>• Understanding the paralinguistic features of communication (voice-quality features, facial expressions, postural and gesture systems)</li> <li>• Awareness of societal conventions and cultural aspects and the variability of language in different geographical, social, and communication environments</li> </ul>		

# 21CLD Learning Activity Rubrics

- Skilled communication means:
  - 1) extended communication OR multi-modal communication
  - 2) producing supporting evidence
  - 3) designing communication for a particular audience

# 21CLD Learning Activity Rubrics

- **Extended communication** represents a set of connected ideas, not a single simple thought.
  - In written work – equivalent of one or more complete paragraphs.
  - In electronic or visual media – sequence of video, a podcast, or a page of a presentation that connects or illustrates several ideas.
- A single text message or tweet is NOT extended communication

# 21CLD Learning Activity Rubrics

<b>DOES THIS LEARNING ACTIVITY REQUIRE EXTENDED COMMUNICATION?</b>	
<b>YES:</b>	<b>NO:</b>
Students host a webinar where they present on different topics about their city to peers in their sister-city and then answer follow-up questions.	Students participate in a webinar where they listen to presentations by peers from their sister-city and then ask follow-up questions.
Students write an extended proof to demonstrate the solution to a geometry problem.	Students solve a geometry problem, but do not write any proof.
Students write a letter to the editor in response to a recent news article of their choice.	Students post a one-sentence comment in response to a recent news article of their choice.
Students hold a Skype conversation with peers from another school to create a plan for the performance they will put on together about the novel they read.	Students hold a Skype conversation with peers from another school to talk about the novel they read.

# 21CLD Learning Activity Rubrics

- Communication is **multi-modal** when it includes more than one type of communication mode or tool used to communicate a coherent message.
  - A presentation that integrates video and text, or embed a photograph into a blog post.
  - The communication is considered multi-modal only if the **elements work together** to produce a stronger message than any one element alone.

# 21CLD Learning Activity Rubrics

IS THIS COMMUNICATION MULTI-MODAL?	
YES:	NO:
<p><b>Students create a print, radio, or television advertisement for their new invention.</b> The learning activity allows students to choose what type of media to use.</p>	<p><b>Students create a radio advertisement for their new invention.</b> The learning activity does not offer students any choice regarding the type of media, nor does it imply the use of multiple media.</p>
<p><b>Students write lab reports about their science lab on density of matter, including narrative text and visual evidence of what the students saw in their experiment (such as drawings or screen shots of real-time data displays).</b> The learning activity requires multiple modes of media that work together for a more complete description of the experiment.</p>	<p><b>Students write lab reports about their science lab on density of matter, including only narrative text.</b> The learning activity requires only one mode of media.</p>
<p><b>Students produce blog posts on a hurricane for their journalism class, including a written description of the conditions and additional audio or visual media.</b> The learning activity requires multiple modes of media to add depth to the students' descriptions.</p>	<p><b>Students produce a podcast on a hurricane for their journalism class, including a written script and the final audio podcast.</b> The story is the same whether written out (in the script) or spoken (in the podcast); multiple media are not used to enhance the content of the communication.</p>



# 21CLD Learning Activity Rubrics

- Communication **requires supporting evidence** when students must
  - explain their ideas or
  - support their thesis with facts or examples
- A “thesis” is a claim, hypothesis, or conclusion.

# 21CLD Learning Activity Rubrics

DOES THIS LEARNING ACTIVITY REQUIRE SUPPORTIVE EVIDENCE?	
YES:	NO:
<p><b>Students must write an essay about why global warming is a problem.</b> This learning activity asks students to state and defend a claim about global warming.</p>	<p><b>Students must write an essay about global warming.</b> Students can complete this activity with a set of facts; they do not have to state and support a claim, hypothesis, or conclusion.</p>
<p><b>Students must describe their derivation of a mathematical equation.</b> The learning activity asks students to explain the logic that brought them to a conclusion about the equation.</p>	<p><b>Students must derive a mathematical equation.</b> Students can compute the equation without explaining their logic.</p>
<p><b>Students must write a blog post about the main themes from <i>Alice in Wonderland</i>, with examples from the story to illustrate their point.</b> Students are required to support their proposed themes with examples.</p>	<p><b>Students must write a blog post listing the main themes of <i>Alice in Wonderland</i>.</b> Students are not required to justify their themes with evidence from the story.</p>
<p><b>Students must write a journal entry from the perspective of a slave. They must state a perspective or a point of view about their imagined life, and describe their day with historical accuracy to support that perspective.</b> The learning activity requires students to use historical details as evidence to support their perspective.</p>	<p><b>Students must write a journal entry from the perspective of a slave. They must describe their day with historical accuracy.</b> The learning activity does not require students to state or support a perspective.</p>
<p><b>Students use Microsoft Community Clips to video themselves solving a mathematical problem, including both the steps they took and their reasoning.</b> The learning activity requires students to explain both their process and their thinking.</p>	<p><b>Students use Microsoft Community Clips to video themselves solving a mathematical problem, stating the steps they took.</b> The learning activity simply requires students to narrate their process.</p>

# 21CLD Learning Activity Rubrics

- Designing communication **for a particular audience** - the communication is appropriate to the specific readers, listeners, viewers...
- Select the tools, content, or style (to reach the audience).
  - What tools the audience has access to or uses on a regular basis
  - The relevant information they must present
  - The formality or informality of the language

# 21CLD Learning Activity Rubrics

ARE STUDENTS REQUIRED TO DESIGN THEIR COMMUNICATION FOR A PARTICULAR AUDIENCE?	
YES:	NO:
<p><b>Students must create a video about their school, using appropriate imagery and evidence, to welcome the incoming students in the coming school year.</b> Students must design the video to help the incoming students feel welcome and enthusiastic about attending.</p>	<p><b>Students must create a video about their school, using appropriate imagery and evidence.</b> There is no specified audience or purpose for the video.</p>
<p><b>Students must write a letter to a company, suggesting improvements to a product.</b> Students must consider the arguments and perspectives that will be most compelling to the company.</p>	<p><b>Students must write an essay about their ideas for improving a particular product.</b> The students do not need to consider any particular audience.</p>
<p><b>Students must design a "rocks and minerals" exhibit for the town library. The learning activity requires students to communicate a message through the exhibit, which must include rock &amp; mineral samples, different media presenting information to capture visitor interest, and take-home pamphlets for exhibit visitors.</b> Students must design their communications to be appropriate to the museum audience.</p>	<p><b>Students must do a "rocks and minerals" science project. The learning activity requires students to communicate a central finding, include rock &amp; mineral samples, narrative text and/or audio information.</b> Students will submit the project to the teacher and do not need to consider any particular audience.</p>