



Skilled Communication

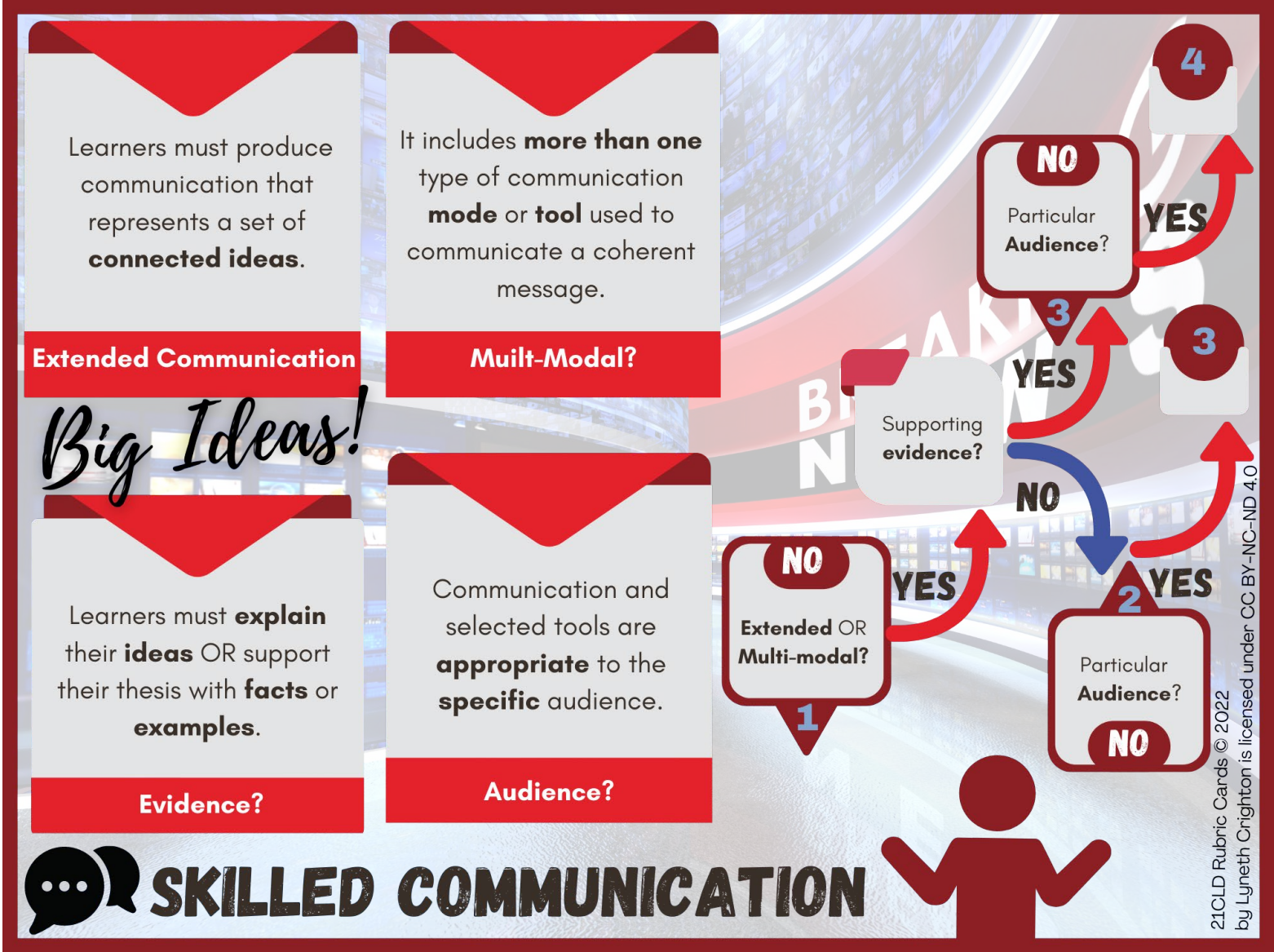
Learners articulate their learning

Why is skilled communication important?

The explosion in the development of new technologies and associated tools is constantly creating new opportunities for us to communicate with people all over the world, without ever leaving our home or our school.

These technologies certainly have enormous potential to support skilled communication but they are placing new demands on educators to prepare young people to use the tools appropriately.





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Extended or Multi-modal?

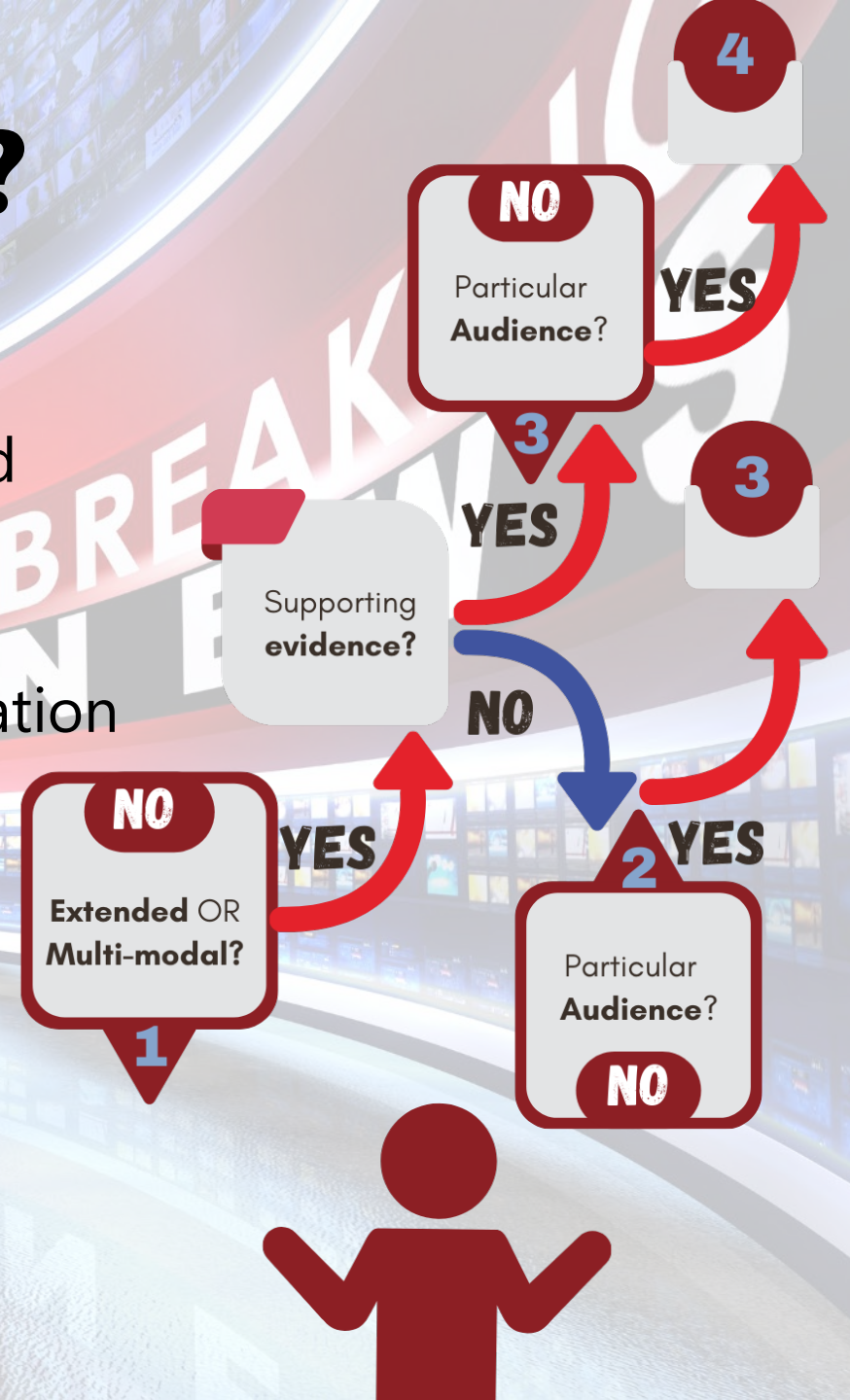
- Can be written or verbal
- Purpose-based communication – it has intention and agency
- More than just verbal or just written – it is a combination of multiple communication tools or skills.

Learners must produce communication that represents a set of **connected ideas**.

Extended Communication

It includes **more than one** type of communication **mode** or **tool** used to communicate a coherent message.

Muilt-Modal?

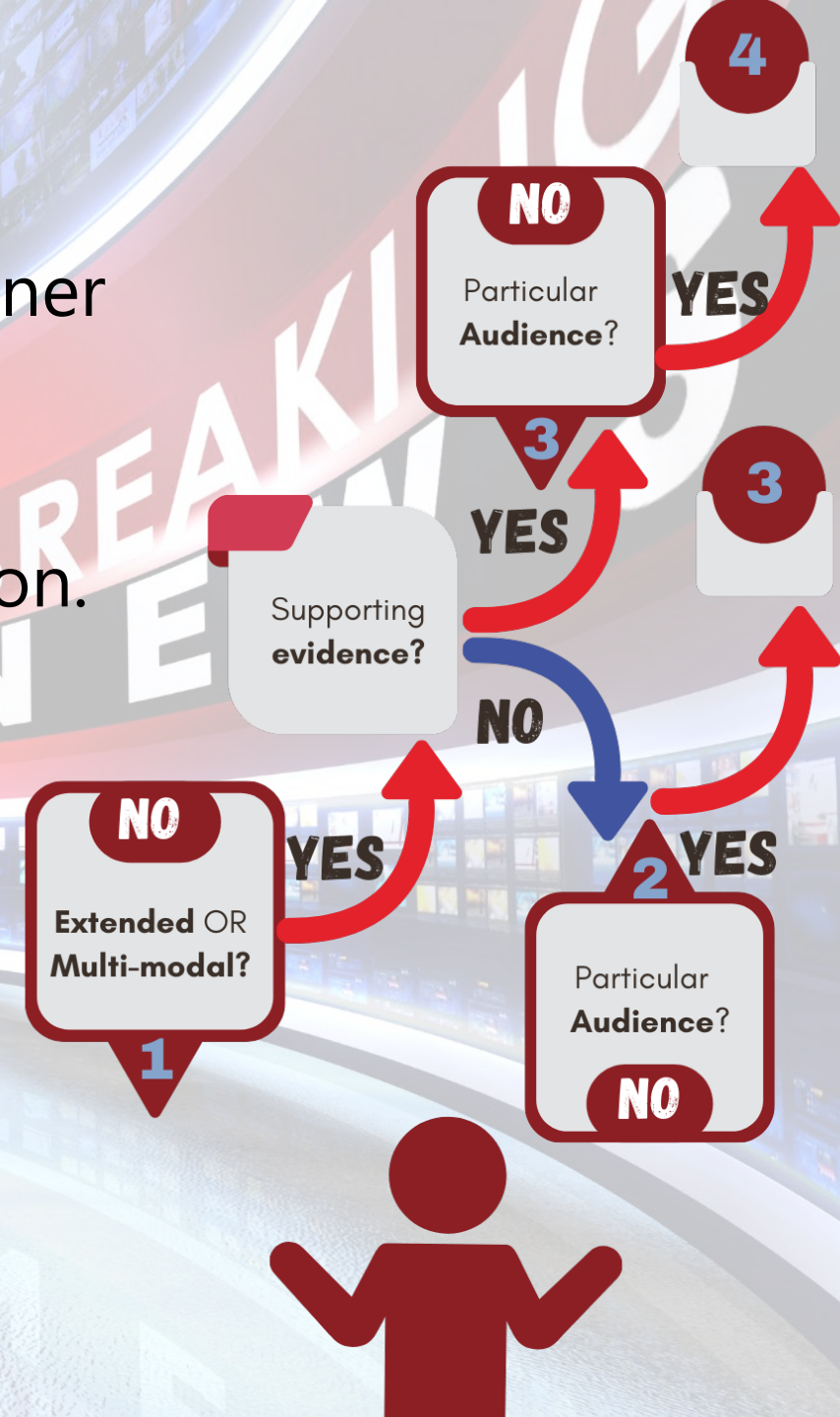


Supporting Evidence?

- Must be sufficient to support the claim the learner is making.
- It is a tangible artefact.
- Weigh the evidence against its purpose/intention.

Learners must **explain** their **ideas** OR support their thesis with **facts** or **examples**.

Evidence?

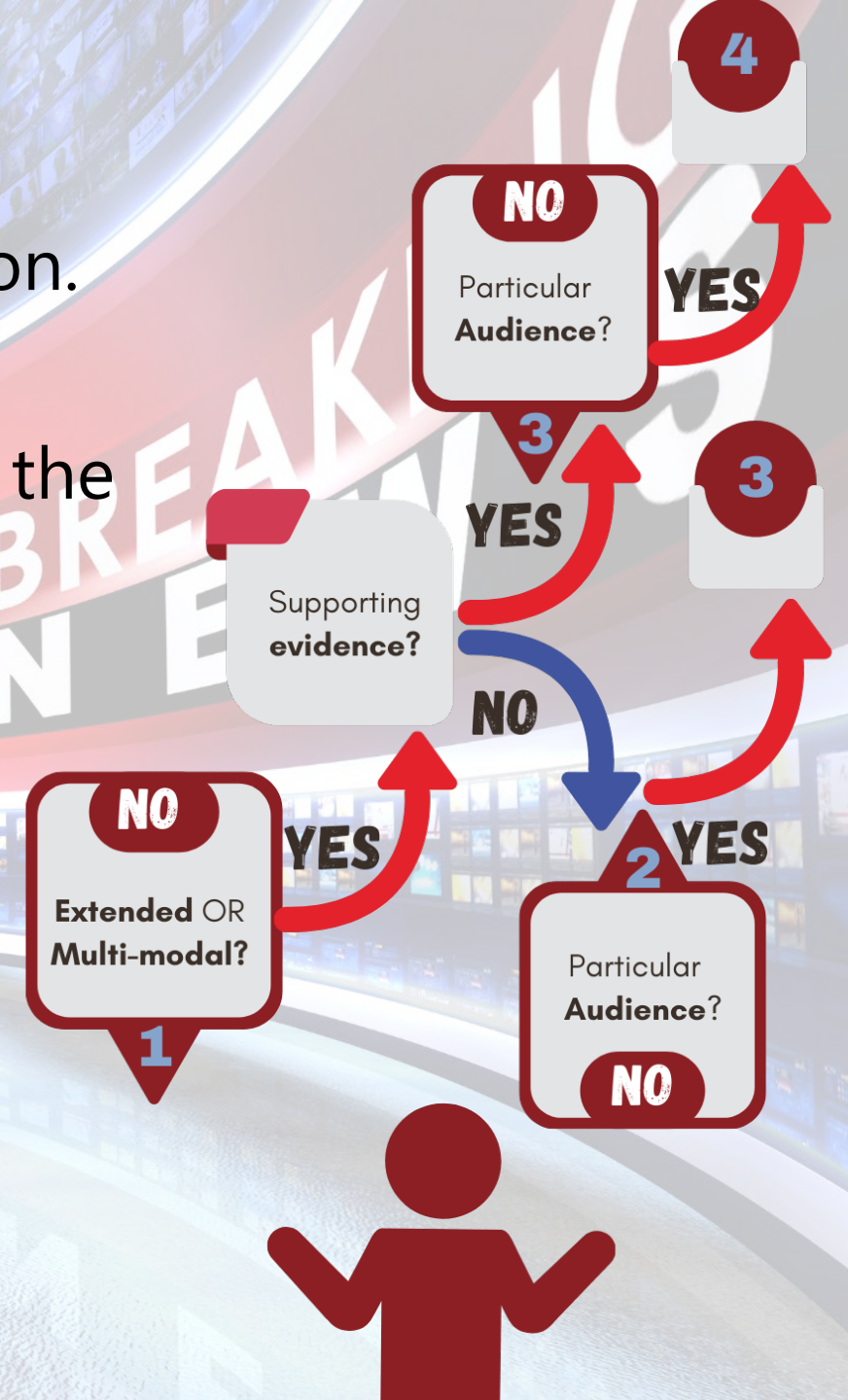


Audience?

- Demographic that receives the communication.
- Endpoint user.
- The supporting evidence must be tailored to the audience's purpose.

Communication and selected tools are **appropriate** to the **specific** audience.

Audience?





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MCE Sample Exam Questions

Your department plans to modify an existing lesson on settlement areas. In the current lesson, students define urban, rural and suburban settlement areas by writing sentences about how these areas are similar and different.

You suggest a learning activity that uses Microsoft PowerPoint; The activity has the following characteristics:

- Students work in small groups to find photographs representing urban, rural and suburban settlement areas.
 - Each student writes a paragraph defining the similarities and differences they see in the photographs.
 - Students work in their groups to explain how the photographs and paragraphs support the definitions of urban, rural and suburban.
 - Students use MS Photos to create an educational video explaining the different settlement areas for younger learners.
 - Learners can narrate or use digital inking and add music to their video.
- A. Students are required to produce extended and multi-modal communication, but they are not required to design their communication for a particular audience.
- B. Students are required to produce multi-modal communication designed for a particular audience, but they are not required to provide supporting evidence.
- C. Students are required to produce extended and multi-modal communication for a particular audience. They must provide supporting evidence.
- D. Students are not required to produce extended or multi-modal communication.

Question 1

Students in your art class are developing basic painting skills. The students will display their paintings at the end of the term at the school's annual art exhibition.

You need to transform the learning activity into one that facilitates skilled communication at Level 4.

Select Yes for each of the following learning activities if it facilitates Level 4 of Skilled communication. Otherwise, select No.

- A. Students must attend the art exhibition and display their artwork. They must also be available to answer questions from attendees.
- B. Students organise an auction to sell their artworks. Students photograph the painting and publish it on a website. The proceeds of the auction are donated to a local charity.

YES / NO

YES / NO

Question 2



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Microsoft 21CLD

Rubrics & Decision Tree

Rubric



Skilled Communication rubric

- 1
 - Learners are NOT required to produce extended or multi-modal communication

- 2
 - Learners ARE required to **produce extended communication** or **multi-modal communication**
 - BUT they are NOT required to provide **supporting evidence** OR design their work for a **particular audience**

- 3
 - Learners ARE required to produce **extended communication** or **multi-modal communication**
 - AND they ARE required to provide **supporting evidence**: they must explain their ideas or support a thesis with facts or examples

OR

 - They ARE required to design their communication for a **particular audience**
 - BUT not both

- 4
 - Learners ARE required to produce **extended communication** or **multi-modal communication**
 - AND they ARE required to provide **supporting evidence**
 - AND they ARE required to **design their communication for a particular audience**



Decision Tree



Skilled Communication decision tree

Communication was
extended or multi-modal?

Yes



No



1

Provided sufficient
supporting evidence?

Yes



No



Designed appropriately for
a particular audience?

No



2

Yes



Designed appropriately for
a particular audience?

Yes



No



3

4



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