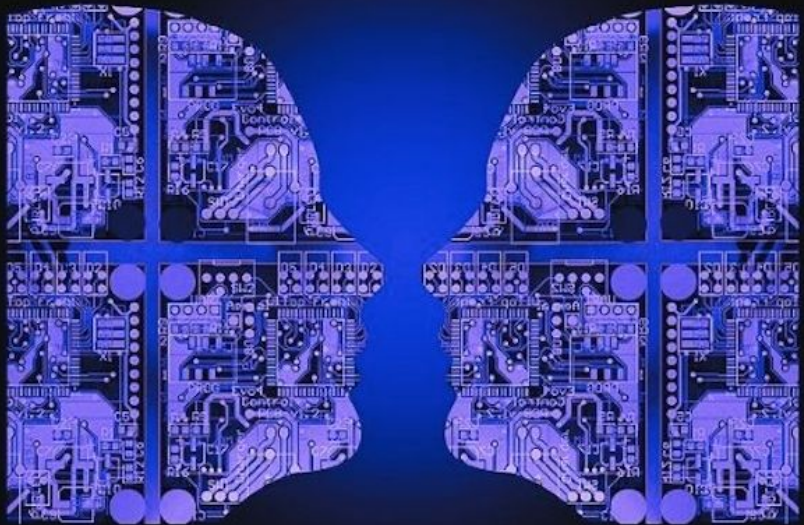




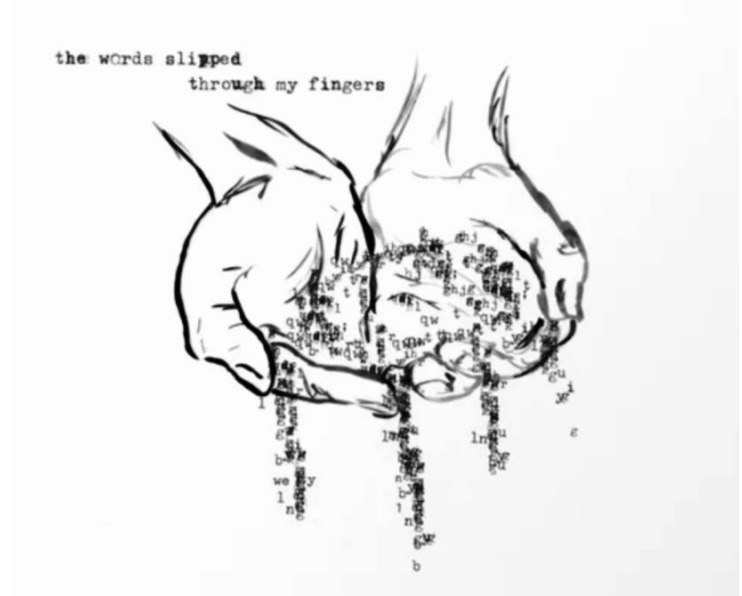
Does technology change the way we think about talk?

Sarah Howell & Lisa Kester

22 October 2022

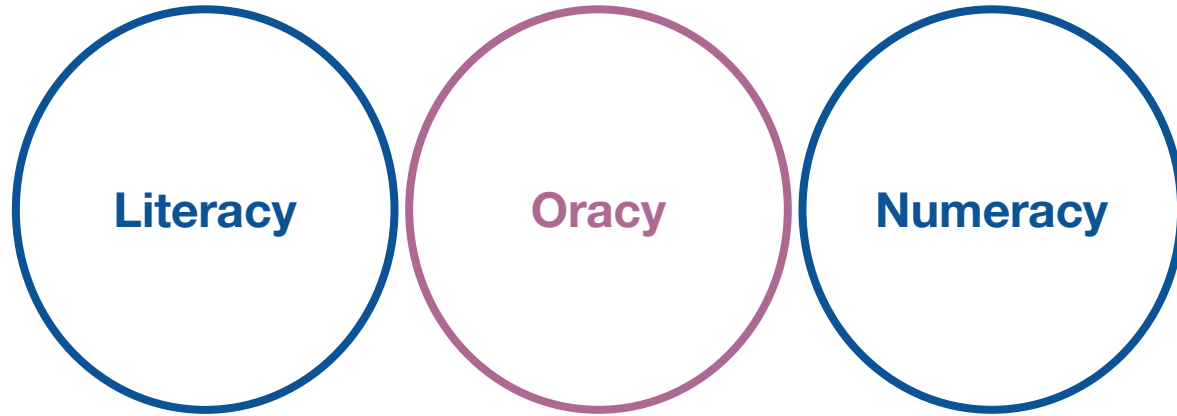
Talk is very slippery stuff.
It slips away, it happens
and then it's gone.

Neil Mercer



What is oracy?

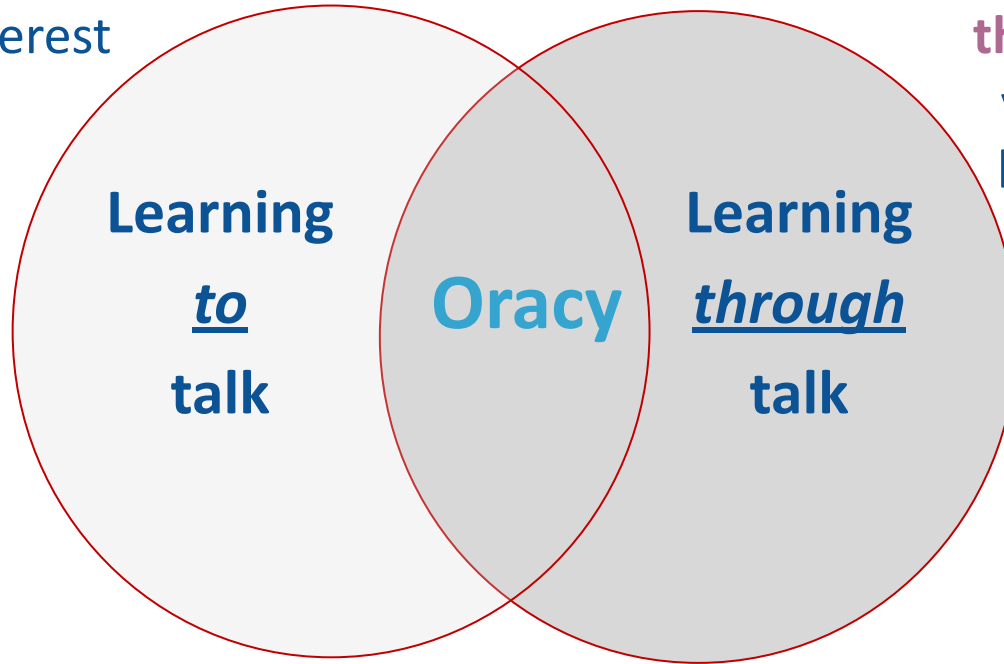
- A neologism



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language

Learning *to* / *through* talk

How to be a better speaker and interest people with *how* you're talking



How **talking and thinking together** gives you better writing, & better understanding of key concepts

Why teach *oracy* explicitly?

Education
Employment
Well-being

Students with lower levels of oracy are:

- six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.
- ten times less likely to achieve the expected level in Maths.
- more than twice as likely to be unemployed at age 34 as children with good vocabulary.
- twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.

Talking about a generation, Communication Trust (2017)

Oracy **improves** children and young people's **cognitive development and academic attainment**, their **wellbeing, and life chances** by enabling them to develop the spoken language skills necessary to thrive in **further education, training and employment**.

Speak for change, Oracy All-Party
Parliamentary Group (APPG) (2020)

On average, teachers do **90%** of the talking with individual students saying approximately **four words** per lesson; the idea that if students are talking they are not learning is unfortunately still prevalent.

National Literacy Trust (2011)

50% of young people from **areas of disadvantage** suffering from language delay.

charity ICAN, UK (2016)

All students should benefit from a focus on improving oracy, **not just the most vulnerable**.

charity ICAN, UK (2016)

Multiple reviews highlight the importance of **peer interaction during remote learning**, as a way to motivate pupils and improve outcomes.

Education Endowment Foundation:Remote Learning, Rapid Evidence Assessment (2020)

92% of teachers think school closures (due to Covid-19) have contributed to a widening of the word gap.

Oxford Language Report (2020)

International evidence from Belgium, Holland and the USA is consistent in showing overall **progress gaps** and attainment gaps **for disadvantaged pupils**.

EEF Best evidence on impact of Covid-19 on pupil attainment (2021)

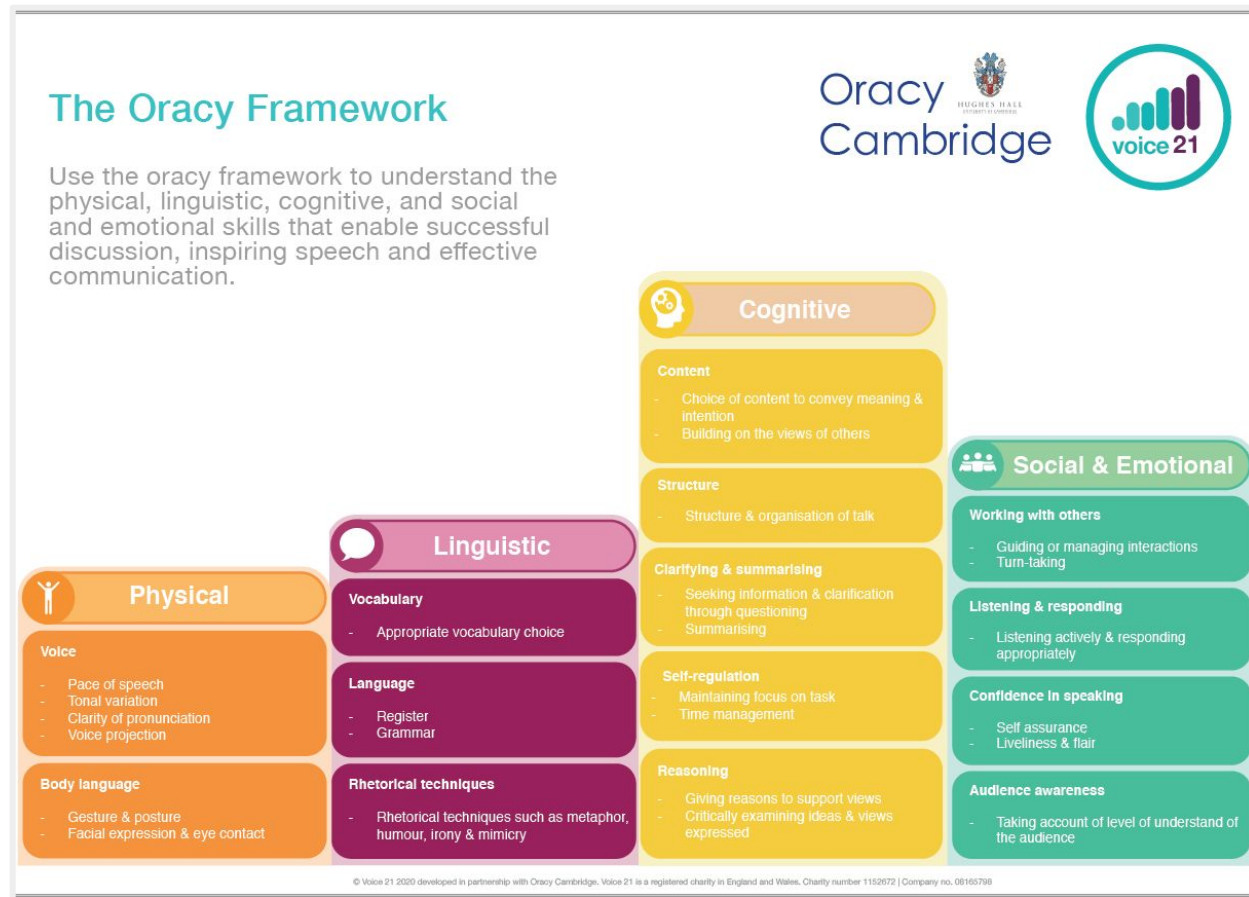
The Oracy Framework

Available in:

- Arabic
- English
- Italian
- Welsh

coming soon:

- Chinese
- Spanish



<https://oracyncambridge.org>

Classroom Talk

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

Prof. Douglas Barnes, 1992

Exploratory talk

- students listen critically but constructively to each other's ideas
- students explore the different possible answers
- students share ideas and information in order to solve problems and reach agreement

Presentation talk

- students adjust language and content to the audience's needs
- students have refined their understanding
- presentation talk comes towards the end of a sequence of learning

Exploring Talk in School, Mercer, Hodgkinson (2008)

Talk Activities



Exploratory talk

Developing and exploring ideas together

- group discussions
- pair-work
- role-plays



Presentational talk

Presenting understanding

- presentations
- answering teacher (sharing info)
- oral tests
- debates
- school events (open days, plays, fairs)

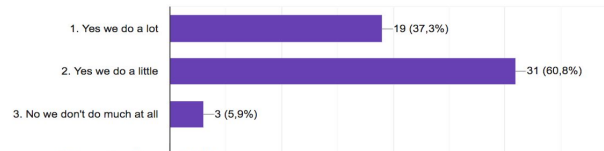
Exploring Talk in School, Mercer, Hodgkinson (2008)

Students perceptions of classroom talk

- Do you do lots of speaking and listening as part of your lessons?
- What do you enjoy about lessons where you talk a lot?
- What activities at school let you practice your speaking and listening?

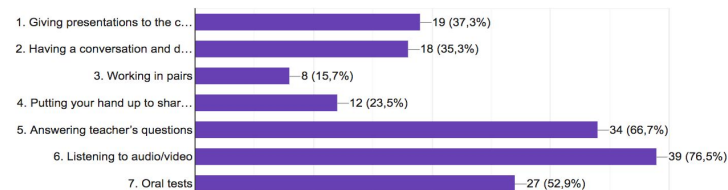
1. Do you do lots of speaking and listening as part of your lessons?

51 response



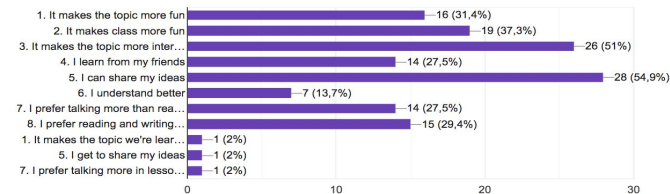
2. What activities at school let you practice your speaking and listening? (Tick more than one)

51 response



4. What do you enjoy about lessons where you talk a lot? (Tick more than one)

51 response



Questionnaire via Google Forms

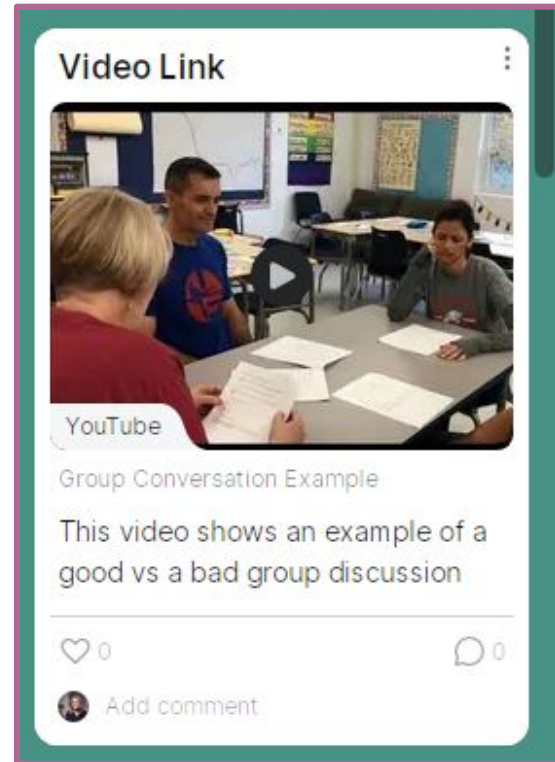
Discussion Guidelines

- Invisible norms
- Safe environment
- Set expectations for talk
- Classroom culture of talk
- Students invited to contribute ideas
- Build self-esteem and self-confidence
- Partial answers or incorrect ideas accepted
- Create own set



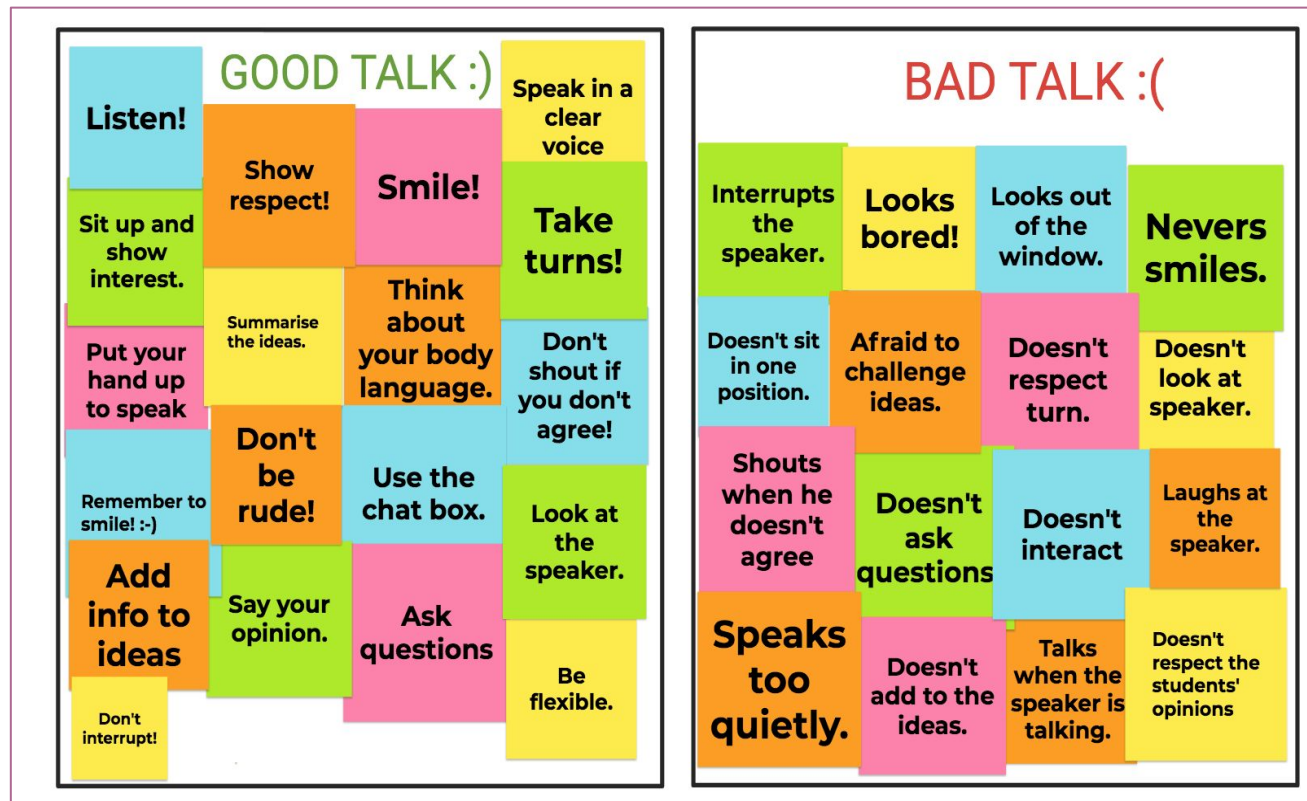
Observing talk

1. Watch the video clip. Look for **GOOD/BAD** examples of talk.
Think about the **PHYSICAL strand** of the Framework.
2. Write your ideas on post-it notes and put them on the posters in class.



<https://youtu.be/d3Se6gHHhrw>

Capturing students' noticings



Developing Discussion Guidelines

padlet

Lisa Kester Dodgson • 13 • 11me

Class 1E Discussion guidelines

Here we shall build our own set of class discussion rules

GROUP 1

Lisa Kester Dodgson 12me
1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.
☆ Valuta

Anonimo 12me
1) Make sure that all the members of a group will express their opinion about a topic especially if they know the topic
★★★★ (18) Valuta

Anonimo 12me
2) Before someone speak, he/she has to raise his/her hand
★★★★ (17) Valuta

Anonimo 12me
3) You have to explain the reasons of your opinion
★★★★ (18) Valuta

Anonimo 12me
4) Before deciding the group must discuss slowly the reasons of the discussion
★★★★ (18) Valuta

Vittoria Poeta 12me

GROUP 2

Lisa Kester Dodgson 12me
1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.
☆ Valuta

Anonimo 12me
1) speak one at a time
★★★★ (17) Valuta

Anonimo 12me
2) speak everyone
★★★★ (16) Valuta

Anonimo 12me
3) respect the ideas of the other people
★★★★ (18) Valuta

Anonimo 12me
4) People can't scream but they can only speak with loud voice
★★★★ (18) Valuta

Anonimo 12me
5) People must explain the reasons their opinion
★★★★ (18) Valuta

Anonimo 12me
6) A member can criticize an idea but can't criticize the person that express it
★★★★ (16) Valuta

GROUP 5

Lisa Kester Dodgson 12me
1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.
☆ Valuta

Anonimo 12me
1) If you want to talk you have to raise up your hand (good)
★★★★ (16) Valuta

Anonimo 12me
2) Don't interrupt the people that are already talking because it's frustrating and useful (good)
★★★★ (16) Valuta

Anonimo 12me
3) In a discussion group we have to listen discussed other ideas.
★★★★ (12) Valuta

Anonimo 12me
4) Every person has to respect other's opinion
★★★★ (12) Valuta

Mengucci 12me
5) Every person has to respect other's opinion
★★★★ (12) Valuta

Mengucci 12me
6) Every person has to respect other's opinion
★★★★ (12) Valuta

Our Discussion Rules

Sarah M Howell 12me
In this column, we shall collect the most voted for rules!
☆ Valuta

Ludovica Molteni 12me
In a discussion group we have to listen and discuss other ideas.
★★★★ (12) Valuta

Ludovica Molteni 12me
Every people have to take part in the conversation.
★★★★ (12) Valuta

Mengucci 12me
Every people have to take part in the conversation.
★★★★ (12) Valuta

Mengucci 12me
Every people have to take part in the conversation.
★★★★ (12) Valuta

2F OUR CLASS DISCUSSION GUIDELINES

1 Everyone must be heard.

2 Let's talk. Don't be shy. We are here to improve..

3 Try to learn something about the discussion.

4 Don't be afraid to speak up or share your thoughts.

5 Be open-minded.

6 Try to keep your tone calm and polite.

Oracy - Liceo Leopardi 2021

Student Talk Tactics

- Help start and maintain a conversation
- Give time to gather thoughts and structure ideas
- Enable students to focus on what they want to say
- Serve as a scaffold for expressing ideas
- Take away anxiety

Student Talk Tactics



Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument



- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.

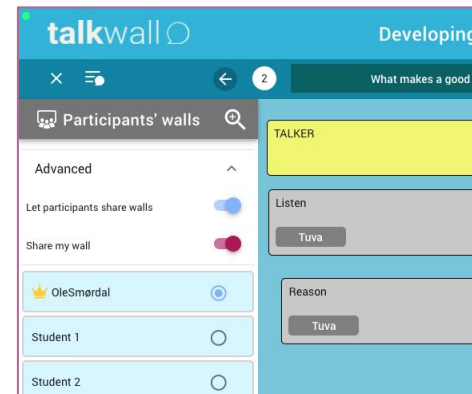
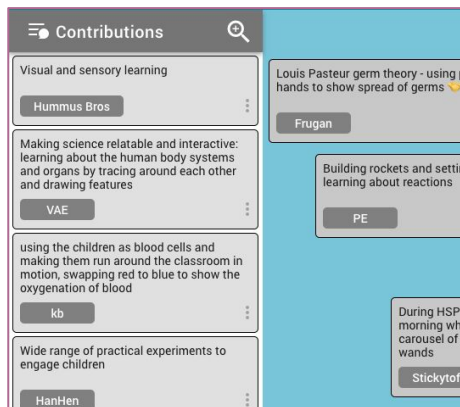


- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Talkwall

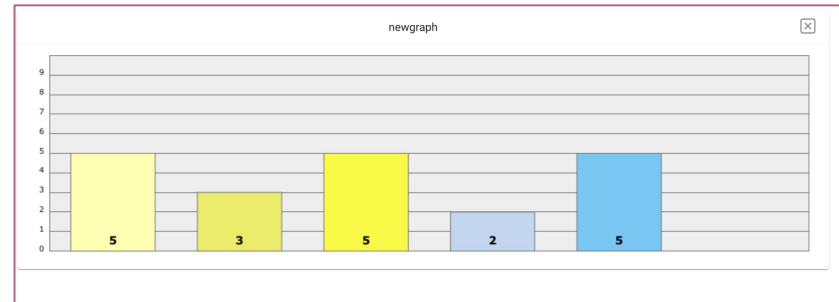
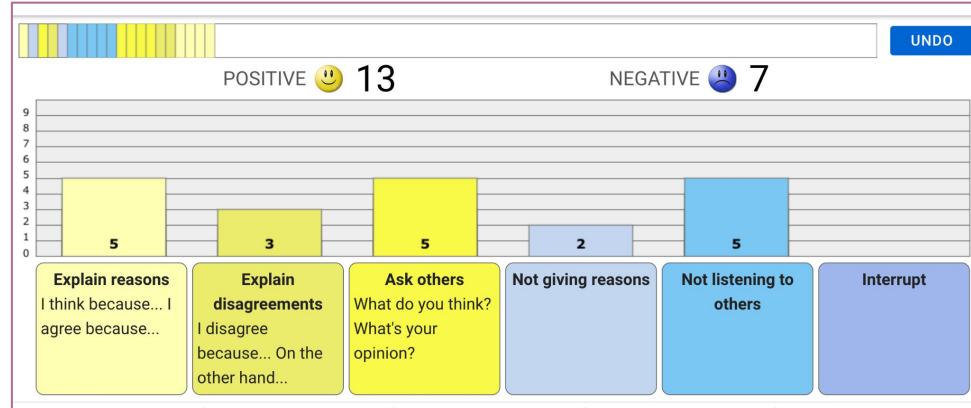
Talkwall is a **microblogging tool for engaging students in collective classroom interaction**, providing a digital link to the high quality discussion that aids learning.



Talk Factory



- Help class develop their oracy skills
- Edit rules to meet the specific needs
- Create graphs to evaluate talk
- Compare progress across lessons using GraphFactory



Harkness discussions

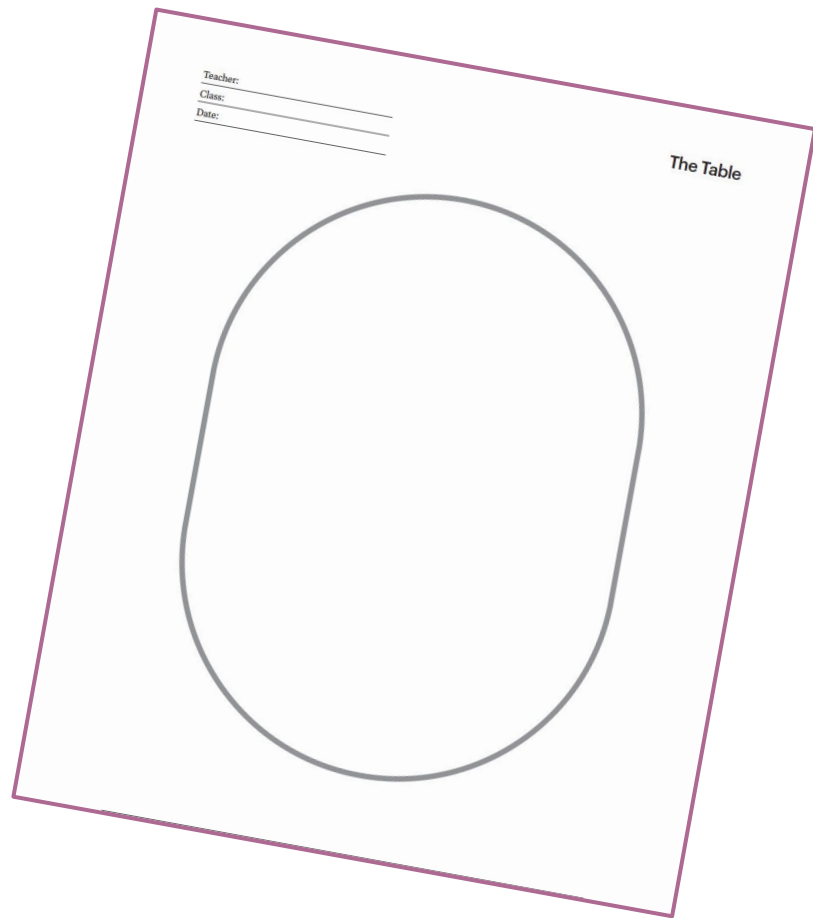
- A roundtable discussion in which everyone has an **equal** voice.
- Teacher creates comfortable speaking environment but **rarely** jumps in with explanations or to fill silence.
- Students **take ownership** for the conversation, and their **thoughts and opinions** flows.



Harkness in 3 steps

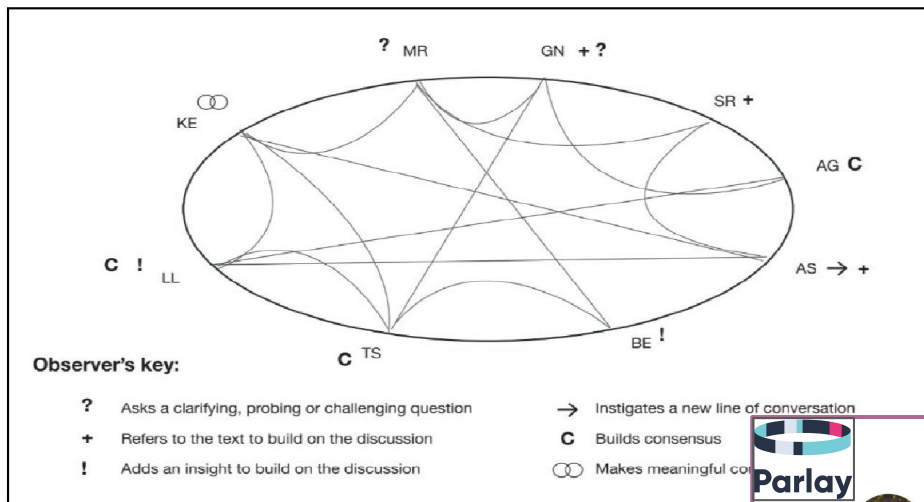
1. Set up the environment
2. Talk to the students about Harkness
3. Choose a tracker and start

**Add observation key to
encourage quality of talk**



Tracking sheet
Philips Exeter Academy

Discussion Trackers



Harkness Tracking Tool, Voice21



Equity Maps for iPad



Parlay Discussions
software for PC/MAC

The Learning Network

Lessons and Teaching Ideas



Lesson Plans
Teaching Ideas

Writing Prompts



Student Opinion Questions
Picture Prompts
Current Events Conversation

Quizzes & Vocabulary



Word of the Day
Student News Quizzes
Vocabulary Quizzes
Geography Quizzes

Photos, Graphs & Videos



What's Going On in This Picture?
Film Club
What's Going On in This Graph?

Contests & Challenges



Contests

Accessible Activities



Accessible Activities

Picture prompt





UNIVPM Every Picture Tells a Story

Look at the picture. Write your notes in three SEPARATE post-it notes and put under correct column: 1 See 2 Think 3 Wonder Sign your first name on each note

1 SEE

What can you see?



see

Bike, helmet, cyclist, tyre, mask....

Sarah

see

bike, street, people, race, t-shirt,
mask, motorbike, sponsor, helmet

See

Bike, motorbike, cyclists, helmets,
face mask, fans, road, flag, nature,
sponsor

2 THINK

What do you think?

think

- it is a race
- the person at the front doesn't
know about the accident... etc

think

-it is a race
-Probably the cyclist with the yellow
t-shirt is the first off the race
-Maybe the cyclist that fall off his
bike will lose the race
-Probably the only one with the
motorbike saw the fall of the
cyclist

Think

-There is a race
-one cyclist is falling of his bike
-other cyclists are going ahead
-fans are watching the race

3 WONDER

What do you wonder?

wonder

If the person had...
If the accident...
How...
Why...
etc

wonder

-why the cyclist fall off his bike?
-how long is it the race?
-will be stop the race after the fall
of the cyclist?
-who will help the cyclist?

Wonder

-why is the cyclist falling?
-where is the race going on?
- Are the cyclists ahead aware of
the falling?
-Who is gonna be the winner?

Materials

Oudenaarde, Belgium

French cyclist Julian Alaphilippe of
Deceuninck-Quick-Step falls after
crashing into a motorbike, as he rides
behind Belgian Wout Van Aert of Team
Jumbo-Visma during the Tour of Flanders
one-day cycling race.
Photograph: Luc
Claessen/Belga/AFP/Getty Images



Julian Alaphilippe undergoes surgery aft...
Julian Alaphilippe has undergone surger...
eurosport



Cycling: Julian Alaphilippe crashes out o...
Alaphilippe eventually sat up, holding his...
newshub

Task

1 Report - Reading and Writing

1. Skim read the three articles
and summarise the key points
in a report.

Make sure you include details
about the race, the people, details
of the accident, the racer's state of
health and eventual medical care.

2 Report - Oracy

2. Create a video of your report of
flipgrid.

Your Username is your SURNAME
in capital letters.

group code howell8859
Password UNIVPM2020

Flipgrid codes (QR useful if

Filming Talk

- Filming talk provides students and teachers with **a record that can be analyzed.**
- Showing students a clip of themselves speaking **helps them visualize their talk.**
- It encourages them to **reflect upon what constitutes good talk.**



Action!

In a Think-Pair-Share talk task students **record their discussion** with their phones.

Then they play it back and reflect on **how effective their discussion was** and which areas might need improving....



Flip - Discovery

The screenshot shows the Flip app interface. On the left, a video thumbnail shows two people on a stage. The main content area displays a 'Bio Poem' topic card. The card includes a 'Topic details' sidebar on the right with the following information:

- Creator:** Abigail Quile
- Community:** High School (ages 14-18)
- Subject:** Language Arts
- Saved to:** 0 collections
- Engagement:** 1 week and 1 day
- Used:** 378

The main text of the card reads: "you have created your poem, click the GREEN + symbol and record your video." Below this, there is a list of prompts for a bio poem:

- Line 1: (Name)
- Line 2: (Description - 2 or 3 adjectives)
- Line 3: Mother/Brother/Sister/Friend of...
- Line 4: Who loves
- Line 5: Who feels
- Line 6: Who needs
- Line 7: Who gives
- Line 8: Who fears
- Line 9: Who would like to
- Line 10: Resident of
- Line 11: (Name)

At the bottom right of the card is a green '+ Add topic' button.

Slam Poetry



The screenshot shows the Flip app interface. On the left, a video thumbnail shows a laptop on a desk with a cityscape in the background. The main content area displays a '1,000 Debatable Topics - NY Times' topic card. The card includes a 'Topic details' sidebar on the right with the following information:

- Creator:** Kristina A. Holzweiss
- Community:** High School (ages 14-18)
- Subject:** Language Arts
- Saved to:** 0 collections
- Engagement:** 20 hours
- Used:** 20

The main text of the card reads: "Go to the NY Times database of over 1,000 writing prompts and choose one to research: <https://www.nytimes.com/2018/04/12/learning/over-1000-writing-prompts-for-students.html>. Read the accompanying article and create a Flipgrid video that incorporates your opinion and 3 facts." Below this, there is a link to "Over 1,000 Writing Prompts".

At the bottom right of the card is a green '+ Add topic' button.

Debates

The screenshot shows the Flip app interface. On the left, a video thumbnail shows a group of people standing together. The main content area displays a 'Debate - It's ok to disagree' topic card. The card includes a 'Topic details' sidebar on the right with the following information:

- Creator:** Jorñea Armant
- Community:** High School (ages 14-18)
- Subject:** Social Studies / Social Sciences
- Saved to:** 0 collections
- Engagement:** 4 hours and 15 minutes
- Used:** 78

The main text of the card reads: "In a debate people participate in healthy discussion about a particular matter. It's okay to disagree, but each party needs to spend time gathering evidence to support their claim and defend their arguments. Select a topic for debate and research pros and cons. Use the tips in the video & record a debate with someone with an opposing view." Below this, there is a link to "Over 1,000 Writing Prompts".

At the bottom right of the card is a green '+ Add topic' button.



Groups Camera

UNIVPM Inglese / Every Picture Tells a Story

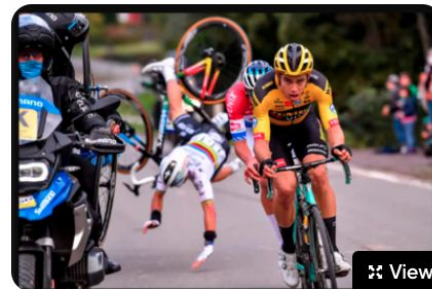


October 30, 2020

Every Picture Tells a Story

1. Make a video report of your summary and include your own personal conclusions based on your readings. (min. 1 minute)
2. Comment on three colleagues videos.

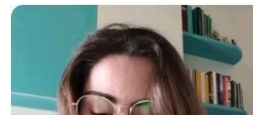
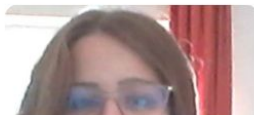
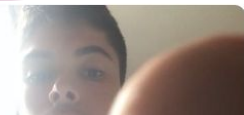
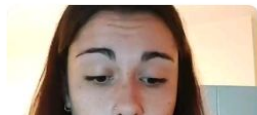
Add Response



13 Responses

2163 views · 25 comments · 44.8 hours of engagement

Search responses



Video Discussion Activities

Point Of View

I Used To Think, Now I think

Elevator Pitch

**Which Would
You Rather?**

What Would Happen If...?

**The Most Important
Thing To Remember**

Who Or What Am I?

Opposing Opinions

"Endless use cases!"

How do you Flipgrid?

PreK-8

Class intros / Icebreakers
Booktalks
Class news / School events
Math / STEAM journaling
Content check-ins
Shared learning processes
Goal setting
Family involvement
Global pen pals
What if scenarios
Music / art performances
Just for Fun
Virtual field trips
Aha moments / wonderings
End of year memories
Current / historical Events
Places / travel

High school

Class introductions
Content check-ins
Shared learning processes
Virtual Career Day / Science Fairs
Expert discussions
Class news / school events
Reflection-in-action
Interview / reenactment / skits
Book reviews
Sports / team training
Project team collaboration
Classroom connections
Music / art performances
Project process reflection
End of year memories
Student council voting
School auditions

University

Weekly check-ins
Article reflections
Thesis / dissertation review
Content experience
Qualitative research
Focus groups
Current events
Goal setting
Online social presence
Mentoring connections
Expert connections
Project team collaboration
University centers
Course feedback
Project process reflection
Advisor check-ins
Sports / team training

Staff + PLC

Staff / District Introductions
Parent-Teacher conferences
Video voicemail
Department meetings
EdCamp reflections
Parent / family involvement
Best practice development
Conferences / events
Asynchronous group chat
Parent communication
Virtual science fairs
Yearbooks
Global engagement
All-school career day
Book discussions
Goal setting

Enterprise

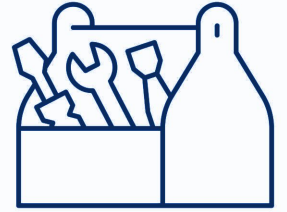
Knowledge base development
Employee onboarding
Mentoring
Reverse mentoring
Sales performance training
Team collaboration
Product reviews
Conferences / events
Public outreach
Focus groups
Marketing development
Point of purchase experience
Blog / news discussion

Flipgrid

Checking 'talk-friendly' tools

	CHECK...	✓	✗
1	User-friendly - easy to install and use on all devices		
2	Free - offers free plans and won't charge after a certain period of time		
3	Creative - students can add images, videos, voice recordings and text to their work		
4	Collaborative tool - allows students to work in groups simultaneously		
5	Peer feedback - lets students comment on each other's work		
6	Makes students' thinking visible and gives them a voice		
7	Downloadable - lets you export students' work to teacher's Google Drive or to computer		
8	Sharing - lets students share their work with their classmates or a global audience		

Tools in this talk



- 1 Google Forms** - *capturing students perceptions (questionnaires)*
- 2 Google Jamboard** - *brainstorming and capturing ideas*
- 3 Padlet** - *co-creating class discussion guidelines /See Think Wonder*
- 4 Canva** - *designing graphics (discussion guidelines cards)*
- 5 Talkwall** - *making discussions visible (talking points)*
- 6 Talk Factory** - *tracking talk and monitoring discussion guidelines*
- 7 Flip** - *presenting a report / discovery topics*
- 8 Equity maps / Parlay** - *tracking discussions / reflecting on talk*
- 9 The Learning Network** - *finding safe, reliable content/ input /stimuli*

Student Voices

Speaking and listening comes in handy in the future you have to be able to speak and listen to others throughout your life.

Oracy is important to me because it allows me to make my voice be heard despite my age and oracy also allows me to share and listen to others.

It is important to me because it made me more confident in class.

I love oracy it is so fun and calming also it gives you a chance to get to know people.

To discuss with my classmates and know what they think.

I think that speaking is important because it is the easiest way to communicate with others, so it is used a lot by all of us. Also, if I cannot speak or share what I think with others, I could probably lose the ability to make relationships, so the lack of speaking could have a negative effect on the social side.

To be more sure of yourself and express your ideas.

“Classroom talk is not merely a conduit for the sharing of information, or a means for controlling the exuberance of youth; it is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge.”

Neil Mercer (Oracy Cambridge)

Info, training, support, materials...



Oracy Cambridge
The Hughes Hall Centre for
Effective Communication



Voice 21,
UK Oracy
Charity



Oracy Lab, training organisation



Oracy Italy
Facebook
Discussion
Group



Thinking Together Project, Faculty of Education, University of Cambridge