Collaborative Metaliteracy
April 22, 2016

Beate Gersch and Wendy Lampner
The University of Akron
There are no current updates for Introduction to Public Speaking.

Upcoming events:
- **SEP 10** 11:30 PM Reflection on Self Into Speech - Due
- **SEP 17** 11:30 PM HW-Com. App. - Due
- **SEP 24** 11:30 PM HW-Topic List - Due
- **OCT 1** 11:30 PM HW-Info Sp: Specific Purpose-Key Terms - Due
- **OCT 15** 11:30 PM CRAAP Test-Informative Speech - Due
- **OCT 22** 11:30 PM Outline - Info Sp - Due
- **OCT 29** 11:30 PM Info Speech - Self Evaluation - Due
- **NOV 5** 11:30 PM HW-Persuasive Sp: Specific Purpose & Central Idea - Due
- **NOV 16** 4:46 PM CRAAP Test-Persuasive Speech - Due

News:

**Fear of Public Speaking?**

Posted Jul 17, 2014 11:02 AM
Public Speaking

Learning Outcomes

- Compose effective speech
- Effectively communicate orally and visually
- **Demonstrate information literacy skills**
- Analyze an audience
- Distinguish between and apply various types of support and arguments
- Manage communication apprehension
Welcome to the Course Wendy

INTRODUCTION TO PUBLIC SPEAKING

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News

Fear of Public Speaking?  
Posted Jul 17, 2014 11:02 AM
Curriculum Approval at Akron
Fall 2016 99 Sections of IPS

1. Traditional Lecture 79%
2. Distance Learning 13%
3. Hybrid 7%
4. 100% Online 1%
Public Speaking Online ??
Public Speaking Online
= ACRL Framework + TPACK
Framework

- Metaliteracy
  - “behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem” (ACRL Framework, p. 2)
  - “requires critical reflection about individual and collaborative learning and active engagement in the production of new knowledge” (Mackey & Jacobson, 2014, p. 93)
Figure developed by Mackey, Jacobson and Roger Lipera
Information Creation as a Process

• “Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information.”

• “Learners…recognize that information may be perceived differently based on the format in which it is packaged.”

• “Learners…develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.”

(ACRL Framework, p. 5)
What is TPACK?

- TPACK (technology, pedagogy and content knowledge)
- Interactions among three bodies of knowledge that are represented as:
  - PCK (pedagogical content knowledge)
  - TCK (technological content knowledge)
  - TPK (technological pedagogical knowledge)
- **Interaction is affected by the context** in which the learning occurs
Importance of Context

Traditional course

• LMS is a tool that supports the class
• Librarian (hopefully) provides ‘one shot’ instruction
• Logistics (up to 100 sections of the course, some meeting simultaneously) cannot support multiple short focused lectures by one communication librarian
• Several class periods used by students who are presenting their speeches

Online course

• LMS is integral to the course content
• Librarian can scaffold research tasks into the course via short focused lectures/modules
• Do not need to use ‘class’ time for students to present their speeches
Information has value.

Scholarship as conversation.

Authority is constructed and contextual.

Information creation as a process.

Searching as strategic exploration.

Research as inquiry.

Information Literacy

TPACK
Developing a speech

• Authority Is Constructed and Contextual

• Information Creation as a Process

• Information Has Value

• Research as Inquiry

• Scholarship as Conversation

• Searching as Strategic Exploration
# IL Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to…</th>
<th>Frame</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a topic through mapping related themes and relevant keywords</td>
<td>Research as Inquiry</td>
<td>Determine the extent of information needed</td>
</tr>
<tr>
<td>Refine their topic through formulating and responding to questions with their peers</td>
<td>Research as Inquiry</td>
<td>Determine the extent of information needed</td>
</tr>
<tr>
<td>Engage in an iterative process of identifying sources relevant to their refined topic</td>
<td>Searching as Strategic Exploration</td>
<td>Evaluate information and its sources critically</td>
</tr>
<tr>
<td>Determine the value of a variety of sources on their refined topic</td>
<td>Information has Value</td>
<td>Evaluate information and its sources critically</td>
</tr>
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</table>
Team-Based Topic Refinement

**Team Activity: Refine your Topic**

**Part 1: Define your topic**

For this assignment, you need to:

1. Write your Specific Purpose statement.
2. Identify three main ideas in your specific purpose and list these.
3. For each main idea, generate a key term (one or maybe two words each).
4. List two more similar terms for each main key term (one or maybe two words each).

Create a new topic in this forum and post the above information.

**Part 2: Help your teammates refine their topics**

You have been divided into teams. For each of your teammates:

1. Review the original post.
2. Review any questions that your teammates have posted.
3. Think about what that topic means to you. What else do you hope to learn from their speech?
4. Ask 2 questions. Be sure to post original questions (do not duplicate the speaker's main idea or the questions asked by anyone else in your team).

**Part 3: Refine your own topic.**

1. Read the questions that your teammates have posted.
2. Think about whether you will be answering those questions in your speech.
3. Using your analysis from step 2, refine your topic. Each of your teammates should be able to read your new topic and know whether you will or will not answer their questions in your speech.
4. List your new key terms based on your new refined topic.
5. Post your new topic and key terms.
### Assessment (Draft)

**Students will be able to...**

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop a topic through mapping related themes and relevant keywords</strong> <em>(Research as Inquiry)</em></td>
<td>Topic map demonstrates extensive branching from the main theme, as well as meaningful keywords and synonyms.</td>
<td>Topic map reveals some gaps, but demonstrates an appropriate scope of related themes and relevant keywords.</td>
</tr>
<tr>
<td><strong>Refine their topic through formulating and responding to questions with their peers</strong> <em>(Research as Inquiry)</em></td>
<td>Thoughtful questions are supported by a rationale why the question is significant.</td>
<td>Thoughtful questions add a new perspective to the main topic.</td>
</tr>
<tr>
<td><strong>Engage in an iterative process of identifying sources relevant to their refined topic</strong> <em>(Searching as Strategic Exploration)</em></td>
<td>The process of elimination of sources is clearly articulated. A rationale is provided for the process the thoughtful selection of sources.</td>
<td>The origin/authority of sources is contextualized in a reflective process that demonstrates a continuous engagement and refining of the topic.</td>
</tr>
<tr>
<td><strong>Determine the value of a variety of sources on their refined topic</strong> <em>(Searching as Strategic Exploration)</em></td>
<td>Sources are properly cited. The refined topic reflects a thoughtful selection of sources.</td>
<td>The majority of sources are properly cited, but are not necessarily of value to the topic.</td>
</tr>
</tbody>
</table>
Presenting a speech

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Context: Online

**TK**
(YouTube, rubrics, Google form)

**PK**
(Application, multi-dimensional feedback, reflection)

**CK**
(Presenting an informative speech)
## IL Learning Outcomes

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<tr>
<td>Discuss the creation process of their speech with regard to content and technology.</td>
<td>Information Creation as a Process Information has Value</td>
<td>Use information effectively to accomplish a specific purpose</td>
</tr>
<tr>
<td>Recognize the implications of the different contexts in which their speech is disseminated and reviewed.</td>
<td>Information Creation as a Process Information has Value</td>
<td>Understand the economic, legal, and social issues surrounding the use of information</td>
</tr>
<tr>
<td>Provide a rationale for choosing particular content and the way in which they presented it.</td>
<td>Information Creation as a Process Scholarship as Conversation</td>
<td>Incorporate selected information into one’s knowledge base</td>
</tr>
<tr>
<td>Evaluate speeches by their peers from the perspective of their own experience and expertise</td>
<td>Scholarship as Conversation</td>
<td>Evaluate information and its sources critically</td>
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</table>
Informative Speech Assignment

Instructions

1. Record your informative speech.
2. Upload your speech to YouTube.
3. Create a new topic in this forum. In your topic include:
   1. Your name
   2. The date
   3. The title of your presentation
4. An *embedded* copy of your speech. Do not simply post a link. For example the TED Talk video on this page embedded. Be sure to use the **Insert Stuff instructions** to embed your speech.
Some things are easier to do online!
### Informative Speech Peer Evaluation

**Rubric (Peer Observer - 1st Half)**

<table>
<thead>
<tr>
<th>Speaker</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Speech</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Evaluated</strong></td>
<td>mm/dd/yyyy</td>
</tr>
</tbody>
</table>

**Gained attention**

1 2 3 4 5

**Conveyed authority**

1 2 3 4 5

**Main points clearly presented**

1 2 3 4 5
<table>
<thead>
<tr>
<th></th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational pattern (specific introduction and conclusion, sequenced body and transitions) is clearly and consistently observable and makes the content cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced body and transitions) is mostly observable.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced body and transitions) is intermittently observable.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced body and transitions) is not observable.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is understandable but is not often repeated and is not memorable.</td>
<td>Central message is basically deduced, but is not explicitly stated in the presentation.</td>
</tr>
</tbody>
</table>
Everyone can be included in the discussion!
Librarian can make sure students have some idea how the library is organized.
Time is an ally
## Assessment (Draft)

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<tr>
<td>Discuss the creation process of their speech with regard to content and technology. <em>(Information Creation as a Process)</em></td>
<td>Thoughtful discussion of complex challenges and decision-making processes for choosing particular content and technology</td>
<td>Adequate discussion of some challenges and decision-making processes for choosing particular content and technology</td>
<td>Minimal description of content and technology used in the creation process</td>
</tr>
<tr>
<td>Recognize the implications of the different contexts in which their speech is disseminated and reviewed. <em>(Information Creation as a Process)</em></td>
<td>Clear grasp on political-economic and psychological context of social media compared to an online learning environment</td>
<td>Distinctions between different communication contexts are mostly based on technical aspects, appearance, and function</td>
<td>No significant distinction identified between different contexts</td>
</tr>
<tr>
<td>Provide a rationale for choosing particular content and the way in which they presented it. <em>(Scholarship as Conversation)</em></td>
<td>Convincing rationale based on clearly articulated IL and communication principles</td>
<td>Choices for content and its presentation reveal some thoughtful consideration but are mostly based on simplistic rationale</td>
<td>No or minimal rationale provided, mainly based on convenience</td>
</tr>
<tr>
<td>Evaluate speeches by their peers from the perspective of their own experience and expertise <em>(Scholarship as Conversation)</em></td>
<td>In-depth analysis of various elements of others’ speeches with evidence of experience and expertise (as a peer)</td>
<td>Adequate evaluation of various elements of others’ speeches with minimal evidence of experience and expertise (as a peer)</td>
<td>Evaluation is merely based on “like/dislike” dichotomy</td>
</tr>
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Reflection is key to metaliteracy
Informative Speech Reflection

Part 1: Review your feedback

You have received multiple forms of feedback for your informative speech. Please review:

- the rubric completed by your instructor;
- the rubric completed by a librarian;
- the peer evaluations you have received from your teammates; and
- your own self-evaluation.

Part 2: Write a reflection

How will you use this feedback in your next speech? Write a reflection that answers the following questions:

1. What did you learn about researching your topic? Would you make any changes to your process in your future speeches? Will this change your perspective when you listen to speeches in the future? Why or why not?
2. How did the team-based topic activity impact your final speech?
3. How did the tools (YouTube, microphone, discussion board) that you used affect your speech?
4. Think about and compare the process of recording a speech versus giving the speech in a classroom. How did this affect your speech?
5. Do you think there are any learning benefits to using YouTube for your speech? Are there any drawbacks?
6. Do you think you researched or prepared differently for a recorded speech? Why or why not?
7. What was the most important thing you learned in this unit?
8. Do you have any other comments, questions, or suggestions?
Recommendations
Questions?
Thank you!
Beate: bgersch@uakron.edu
Wendy: wjl3@uakron.edu