

Task specifications: Professional Discussion

Background

The ability to engage in and actively contribute to professional discussions is not only vital for your studies but is crucial in your future career.

As many of you will likely become members of teaching teams, you'll collaboratively seek the most effective strategies to ensure your students succeed.

In this task, you'll assume the role of special educators in a school setting. You're faced with a case that requires a second opinion from colleagues. To gather their insights, you'll provide a concise summary of your case, anticipate potential issues that could arise if the problem remains unaddressed, and suggest your expert recommendations on how to tackle the problem efficiently. After presenting your findings, you'll then engage in a discussion, inviting your colleagues to share their perspectives.

Instructions

You will collaborate in groups of three to four. Each participant will receive a distinct video to watch. These videos highlight specific challenges in special education—such as a young boy struggling in school or a teenager with behavioural issues transitioning to a new school.

At home, watch your assigned video. As you do, take notes and draft a succinct bullet-point summary. This summary should identify 5 key aspects of the presented issue. Then, predict 5 potential complications that might arise if this issue remains unresolved. Conclude by proposing 5 actionable steps or strategies to address the problem. To ensure your notes are well-structured, refer to [this document](#). Once completed, upload your notes to the designated folder in the Interactive Syllabus. Your team will have a week to review each member's notes in preparation for the in-class discussion. As you go through your colleagues' summaries, jot down your responses. Do you agree with their analyses, expected implications, and suggested interventions? Why or why not? Additionally, think of alternate solutions—how would you address the issue if you were in their position? For assistance in expressing your opinion, consider [these suggested discussion phrases](#).

During the in-class session, you'll discuss your findings solely within your group. Here's a brief outline to guide the discussion:

1. Introduce your case (3-4 minutes)
2. Open the floor to colleagues, encouraging them to share their insights, and respond to their suggestions (2-3 minutes)

Assessment

You will gain 20 points for this task if you...

Points	Criterion	Description
2	Notes	...have uploaded notes in bullet points including a description of your problem, implications and recommendations. The notes are well-structured and formulated so that your colleagues are informed of

		your problem.
3	Problem description	...have managed to provide a clear description of the problem presented in the video, outlining key points (5) and supporting them with relevant details and examples. The implications (5) and recommendations (5) presented are related directly to the problem, demonstrating the ability to make straightforward connections. While the implications and recommendations might not always display a high degree of complexity, they are relevant, understandable, and appropriate for the problem discussed. Your colleagues receive a well-structured insight into the topic.
3	Commenting on your colleagues' problems	...have meaningfully contributed to a discussion on your colleagues' oral report by clearly explaining/arguing your views, using appropriate functional language for initiating a turn, inviting others to join the discussion, expressing your opinion, agreeing and disagreeing. When necessary, you have reformulated an idea to enable understanding. Your responses are relevant and developed.
2	Responding to your colleagues' comments	...have meaningfully responded to your colleagues comments and suggestions, providing informed and developed responses. You know how to initiate, maintain and end your turn effectively, using appropriate functional phrases. When necessary, you have reformulated an idea to enable understanding.
2	Coherence and cohesion	...have generally provided a well-organised contribution, using a limited number of cohesive devices, linking your ideas into clear and logical flow. Occasionally, there may be moments where ideas change abruptly without smooth transition.
2	Paralinguistic features	...have used effective body language, tone, pitch, volume, and pace to enhance communication.
2	Grammar range and accuracy	...display a relatively high degree of grammatical accuracy. There may be occasional errors, but they are hardly noticeable and generally repaired. If errors occur, they do not cause misunderstanding. You use a wide range of simple and some complex structures with good control. Complex structures may be used repeatedly even if they are not always the best choice for the situation.
2	Vocabulary range and accuracy	...demonstrate a sufficient vocabulary range for a variety of topics, including general contexts and specific Special Education (SE) terminology. You mostly make appropriate word choices. If inaccuracies in word choice occur, they don't impair communication.
2	Pronunciation and fluency	...pronounce sounds clearly with some systematic mispronunciations which don't lower intelligibility. You can use intonation, stress and rhythm appropriately with some influence of your mother tongue. This doesn't impair understanding. You speak mostly fluently. There may be some hesitation, but few noticeable long pauses.

Reliance on notes

Your ability to present without heavily relying on your notes is vital for effective communication. The following deductions will apply based on your dependence on notes:

- Relying heavily on notes: Deduction of 2 pts.
- Frequent reading from notes: Deduction of 1 pt.
- Independent speaking with minimal reference to notes: No deduction

Time management

Please stick to the suggested time ranges. Significant deviations will result in a deduction of 2 points.