

Task specifications: Workshop

Background

In your future profession, there is a strong likelihood you'll be in a position to educate others, whether it's the children in schools, your clients, or even your colleagues. For this task, we are asking you to introduce your peers to a technique, method, or therapy stemming from your SE experience. It might also be an innovative approach you are considering for your professional practice and would like to test first. Think of this as an opportunity to pilot your ideas, with your peers providing valuable feedback – let's playfully think of them as your "test subjects"! 😊

Procedure

What

Think of a special education technique, method or tool that you can demonstrate and possibly teach to your classmates.

How

You can use any format to demonstrate your technique, e.g. a poster or a PowerPoint presentation, and you can bring in aids. Make your presentation interactive – involve the audience!

Consider all the points discussed in the How to present handout and keep them in mind while planning and preparing your demonstration.

Please acknowledge your sources at the end of the presentation!

How long

Make it about **seven minutes** long.

Q&A

You will also ask at least two questions in response to your classmates' presentations and respond to two questions from your classmates.

When

The workshops will be held in **sessions 2, 3 and possibly 4**. Choose a slot in the Sign-up sheet indicating your name, UČO and your topic.

Assessment

You can achieve a maximum of 20 points if you...

Points	Criterion	Description
3	Relevance	...provide both practical examples and some theoretical background. Most of the time is spent on practical demonstrations of the method/technique, but there is also a clear explanation about its importance and use. The audience leaves with a good understanding of the topic and how to apply the method or technique.
3	Personal experience	...exceptionally engage with the audience. You actively involve participants, offering them direct, hands-on experience with the discussed technique/method..
2	Asking questions	...as an audience member pose at least two insightful, relevant questions that demonstrate engagement and comprehension of the presented topic.
2	Responding to questions	...provide comprehensive answers to all questions posed by peers, demonstrating a deep understanding of the topic and your personal connection to it.
2	Clarity and cohesion	...present a well-structured talk clearly; the presentation flows smoothly; this enables easy understanding.
2	Paralinguistic features	...use effective body language, tone, pitch, volume, and pace to enhance communication.
2	Grammar range and accuracy	...consistently display a high degree of grammatical accuracy. There may be occasional errors, but they are hardly noticeable and generally repaired. You use a wide range of simple and some complex structures with good control.
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 make appropriate word choices that enhance communication.
2	Pronunciation and fluency	...pronounce clearly with minor or no errors and speak smoothly without unnecessary hesitations or interruptions.

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

If your workshop lasts less than 5 minutes or exceeds 7 minutes, you will be penalised with a deduction of 2 points.