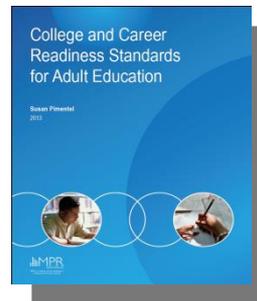


Connecting Collaborative Classroom Language and Workplace Soft Skills

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Agenda

- Description of workplace soft skills that are related to collaboration
- Discussion of the importance of collaboration in the CCRs (College and Career Readiness Standards)
- Demonstration of five activities that connect academic classroom collaboration and workplace skills
- Demonstration of collaboration classroom language during the five activities
- Reflection and commitment to implement workshop activities in the classroom

Demonstration of five activities that connect classroom collaboration, workplace skills and academic phrases

1. Reading mixer (practice)
2. Making questions and doing research (practice)
3. Note taking
4. Citation of evidence
5. Oral presentation

Objectives

By the end of this session, you will be able to...

- Describe workplace soft skills that are related to collaboration
- Describe the importance of collaboration in the CCR
- Identify five activities that connect academic classroom collaboration and workplace skills
- Identify collaborative classroom language in different situations

Workforce Demand Profile

- Profile describes high priority soft skills sought by a variety of businesses and industries in new employees.
- **Soft skills most valued in new employees are related to successful classroom collaboration.**

Kinsella 2012

Smyth County Industry Council Workforce Demand Profile 2004

Top 10 Workplace Soft Skills Related to Collaboration



Brainstorm with a partner. What do you think the top 10 workplace soft skills related to collaboration are?

Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Adaptability
- Follow rules
- Good attitude
- Cooperation
- Self-directed

How important are soft skills?

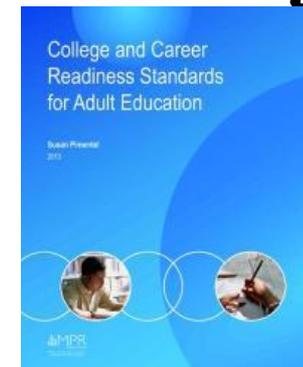


Darryl Cross: Communication and Listening Skills.
<https://www.youtube.com/watch?v=0x5S21AKgaM&noredirect=1>

Collaboration at work and in the classroom: CCR Speaking/Listening Standard Anchor 1

Anchor 1: “Prepare for and participate effectively in a range of **conversations** and **collaborations** with diverse partners, building on others’ ideas and **expressing their own clearly and persuasively.**”

CCRs covered in this workshop are on p. 2

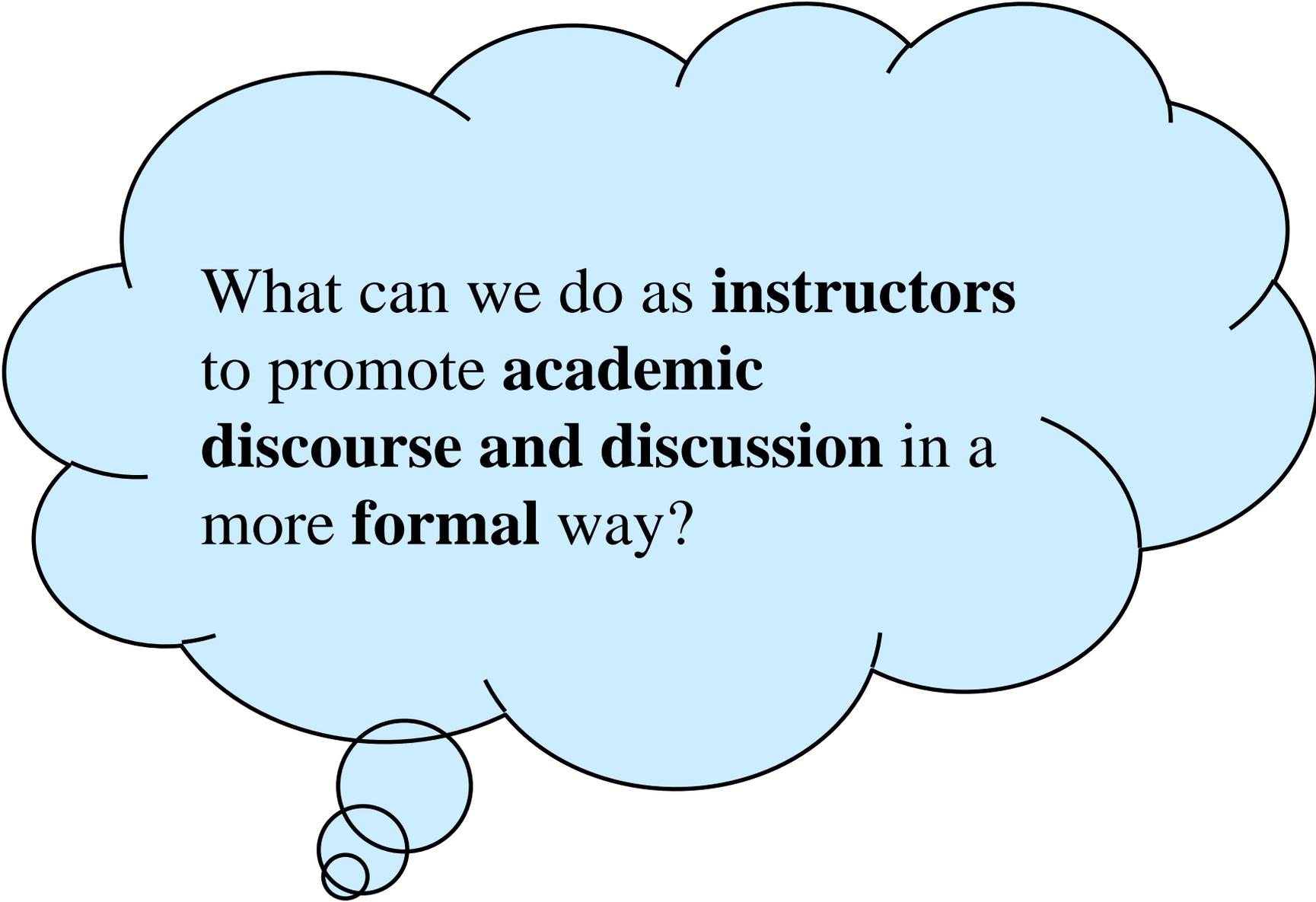


Emphasis on Collaborative Conversations

Speaking and Listening Standards call for students to engage effectively in a range of **collaborative discussions**.

Major Shifts with CCR in English Language Arts

- Focus on rigorous analysis of **informational text** and **evidence-based** argumentation in formal presentations and writing
- Participation in **academic discourse** and **collaboration** with partners, as well as small and large groups.



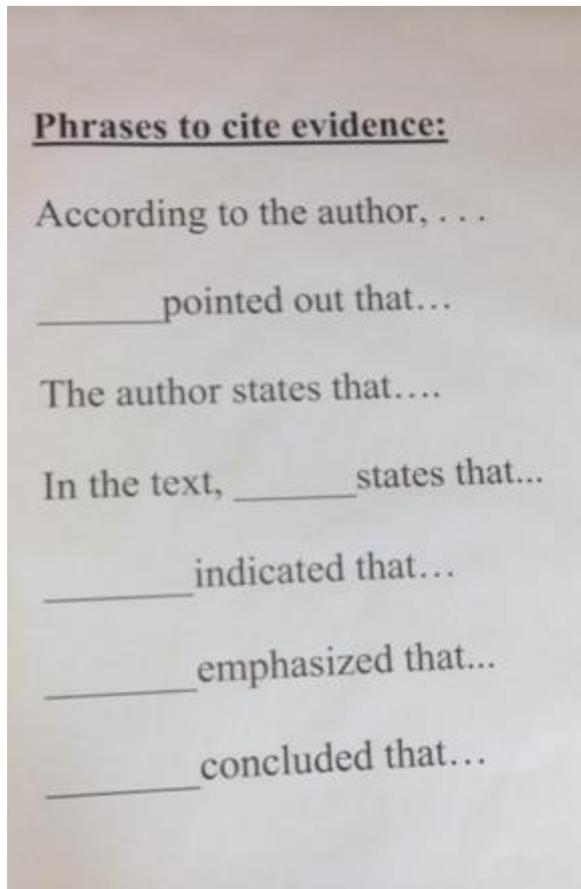
What can we do as **instructors**
to promote **academic**
discourse and discussion in a
more **formal** way?

Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text

- According to...
- The author states that...
- _____pointed out that...

Useful phrases in academic settings are on
p. 10 in the handout

Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text



Poster on classroom wall

Academic Language to Cite Personal Experience: Respond to non-text dependent questions

- I think...
- Based on my experience...
- From my perspective...

Demonstration of five activities that connect classroom collaboration, workplace skills and academic phrases

1. **Reading mixer (practice)**
2. Making questions and doing research (practice)
3. Note taking
4. Citation of evidence
5. Oral presentation

Pre-reading



Ventures Book 4, 2nd Ed
Unit 5, Lesson D

RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. “Running with Ropes has changed my life,” Justin says. “Until I heard about it, I thought I’d never run outside again.”



Volunteers at Running with Ropes make a commitment to volunteer two to four hours a week. Scott Liponi, one of the running volunteers, explains what they do. “We use ropes to join ourselves to the blind runners and guide them around and over obstacles, such as holes in the road and other runners.” Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners’ tenacity. “They

are incredibly determined,” he says. “It doesn’t matter if it’s hot, raining, or snowing – they are going to run.” Scott says it is gratifying to share in the joy of the runners and to feel that they trust him. “The four hours I spend at Running with Ropes are the most rewarding part of my week,” he says. “It’s really a worthwhile commitment.”

**Ventures Book 4,
2nd Ed
Unit 5, Lesson D**

p. 3 in handout

Mixer Activity: Give an Answer, Get an Answer



Language function: to cite evidence from a text

Academic Language to Cite Evidence or Personal Experience

Evidence: Text dependent question responses

- According to, _____.
- The author states that _____.
- In the text, the author indicated that _____.

Personal experience: Non-text dependent question responses

- From my perspective...
- Based on my experience...
- In my opinion...

p. 10 in the handout



**Reading
Mixer**

Courtesy: Simple Phrases for Leaving

Casual:

- It was nice talking to you.
- Thanks for your time.
- See you later.



More formal:

- I look forward to working with you again soon.
- It was a pleasure to work with you.

Connecting the *Running with Ropes* Reading Activity to the CCR Anchor Standards

When a student reads a text and gives **specific evidence from the text**, which CCR Reading Anchor Standard is being applied?

CCR Reading Anchor Standard 1:

*Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when **writing or speaking** to support conclusions drawn from the text.*

Connecting the *Running with Ropes* Reading Activity to the CCR Anchor Standards

When students **collaborate** with different classmates, listening to others and providing their own answers, which CCR Listening and Speaking Anchor Standard is being applied?

CCR Speaking and Listening Anchor Standard 1:
*Prepare for and **participate effectively in a range of conversations and collaborations** with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Adaptability
- Follow rules
- Good attitude
- Cooperation
- Self-directed

Summary of Reading Mixer Activity

Demonstrated how to use more academic English during interactive activities.

- Integrated soft skills that employers are looking for during collaborative activities, such as courtesy, cooperation and good attitude.
- Used text dependent questions to ask information about a reading

Read about Bo-hai in his company newsletter.

COMPUTER SYSTEMS INC.

A New Employee: Bo-hai Cheng

I was born in 1990 in Beijing. I started university in 2008. I studied civil engineering. In 2011, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!



Ventures Book 2, Unit 6

YOUR TURN...

1. Look on page 5 in your handout.
2. Read the article quickly.
3. Work with a partner or small group.
4. Decide on 2 – 3 activities you could develop to encourage Ss to cite evidence and practice appropriate academic language.
5. Volunteers share results.

The Career in My Future: Demonstration of four activities that connect classroom collaboration, workplace skills and academic phrases

1. Reading mixer (practice)
2. **Making questions and doing research (practice)**
3. **Note taking**
4. **Citation of evidence**
5. **Oral presentation**

Brainstorm

What kinds of jobs have students told you they want to have in the future?

- a. Careers in health care
- b. Working with children
- c. Starting a business
- d. Working in a hotel or store
- e. Fixing cars
- f. Technology



The Career in My Future: Goal-Setting Phase

- Students work in teams.
- Students decide on a career they want to have in the future.
- They brainstorm a list of questions about that career they would like to investigate.



Academic Language to Solicit an Opinion

Everyday English

- What do you think?

Academic English

- What are some of your ideas?
- What's your point of view?
- What are your thoughts on this issue?
- How do you see it?





**What questions
does your group want
to investigate about
the job?**

Academic Language to Report a Pair or Group's Ideas

Casual English

- We think...
- We said...



Academic English

- We decided that... We agreed that...
- We determined that... We believe that...

Oral Presentation

The Career in My Future: Online Research –Technology Phase

- **Read informational texts**
- **Gather, summarize, evaluate, and analyze information**
- **Cite evidence**



The Career in My Future: Research Phase



**NOW
hiring!**

- **Name of job**
- **Job description**
- **Hourly wage**
- **Yearly wage**
- **Work hours**
- **Working conditions**
- **Skills needed**
- **Education required**
- **Training required**
- **Why I want this job**

The Career in My Future: Oral Presentation & Note-Taking Phase

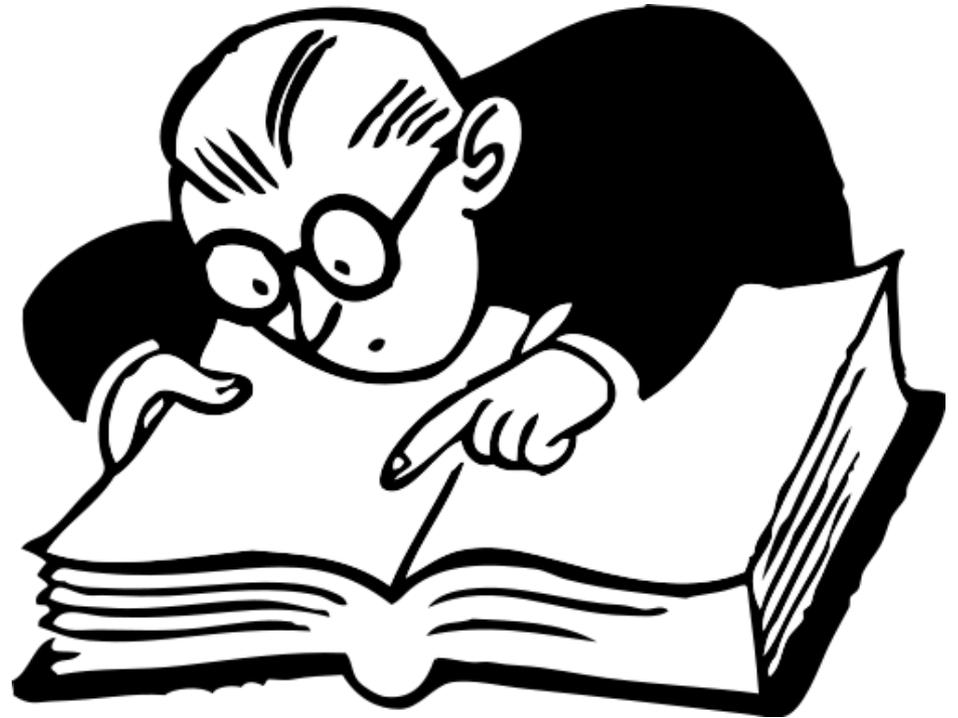
MY FUTURE JOB

1. Name of Job	
2. Job Description	
3. Hourly Wage	
4. Yearly Wage	
5. Education Required	
6. Training Required	
7. Local Job	
8. Why I want this job	

p. 7 in the handout

Oral Presentation: Citing Evidence

According to.....
The author states that.....
I read about this in.....
..... pointed out that.....



O*Net Online Website
<http://www.onetonline.org>

The Career in My Future Beginning Level

Provide a Paragraph Frame for the Oral Report

*We researched information about _____
(job). You go to school for _____ years to get a
_____ (certificate, diploma). On this
job you work in a _____ (school, hospital,
factory, store). Most of the time you work _____
(standing up and walking around, sitting down). Your
pay is _____ per hour. We read about
this in _____.*

Listening Checklist

Important Things to Remember about Giving a Speech!



Make Eye Contact



Use Expression in your Voice



Speak Loudly, Slowly, Clearly

Make it Interesting to the Listener



Use Note Cards to Focus

Try to Relax

p. 9 in the handout

Listening Checklist

Listener Response Sheet

Speaker _____ Listener's Signature _____

Listen and evaluate the speech using the following focus questions.

Comments:

1. Was there good 'Eye Contact'?	
2. Did he/she speak loudly enough?	
3. Did he/she speak slowly enough?	
4. Did he/she speak clearly enough?	
5. Did he/she use inflection the voice (go up and down)?	
6. Did he/she use note cards to help keep focus?	
7. Did you understand the ideas in the speech?	
8. Do you have any suggestions to help improve the speech?	

When you have finished filling out this evaluation, return it to the speaker. Go over each question and explain your responses. Share any suggestions you have to improve the speech.

The Career in My Future Summary

- ✓ **Learner goal setting**
- ✓ **Online research using technology**
- ✓ **Note taking**
- ✓ **Citation of evidence**
- ✓ **Collaboration in teams**
- ✓ **Oral presentation**

Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Adaptability
- Follow rules
- Good attitude
- Cooperation
- Self-directed

Connecting the Career in My Future to the CCR Reading Anchor Standards

When a student **reads information on the Internet** to gather information about their job and “**analyzes text**”, which CCR Reading Anchor Standard is being applied?

***CCR Reading Anchor Standard 5:
Analyze the structure of texts***

Reading Standard 5B: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Connecting the Career in My Future to the CCR Writing Anchor Standards

When a student takes notes during online research, which CCR Writing Anchor Standard is being applied?

CCR Writing Anchor Standard 8:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standard 8B: ...take brief notes on sources and sort evidence into provided categories.

Connecting the Career in My Future to the CCR Speaking & Listening Anchor Standards

When a student **gives an oral presentation**, which CCR Speaking and Listening Anchor Standard is being applied?

CCR Speaking and Listening Anchor Standard 4:
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Reflections on the Objectives of this Workshop

Can you...

- Describe workplace soft skills that are related to collaboration?
- Describe the importance of collaboration in the CCR?
- Identify five activities that connect classroom collaboration and workplace skills?
- Identify collaborative classroom language in different situations?

Make a Commitment

I I I will implement the following two new instructional strategies during the next month. I will.....

- Provide students with a list of useful academic expressions and practice them in class
- Create a mixer with text-dependent questions derived from informational texts
- Use a template to teach students note-taking skills
- Give students opportunities to do oral presentations
- Remind students which transferable workplace soft skills they are practicing and learning



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Donna's PowerPoint presentation and handout for this workshop can be found at <http://www.quia.com/pages/donna/workshops>