California State University, San Bernardino

CSUSB ScholarWorks

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Providing Clear Directions and Explanations

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Criteria	Meets	Assignment-Persuasive Group Speech
Selection of technique Implement one or more of the techniques listed below. -Provide effective directions -Explain the purpose of the activity/assignment -Break directions into appropriate steps -Provide written directions -Model the activity	**Technique is from the module and new to you** Technique is new to me and from the module.	In my current Public Speaking course, I decided to incorporate a group Persuasive Speech to further the students understanding of the assignment. I began the activity by explaining the goal of Persuasive speech is to create change and have your audience take action to help/promote change. The point of the assignment was to present the steps of building a problem/solution organizational pattern presentation. I wrote the steps, a basic outline of the process on the board and walked through it before we began. The students worked together in groups, creating a team persuasive speech based on a problem, with a solution and a call for action.
Support for the choice Providing the students, a step by step process on the board, reviewing the assignment and assigning each group a topic can provide a simple approach to building a presentation.	**Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals** This type of speech is very different from any other presentations thus far. Therefore, I went back to my roots and connected a main thread of this module: Tell them, tell what you told them, tell what you told them.	

Selection of technique	Technique is from the module and new to you	In my current Public Speaking course, I decided to incorporate a group Persuasive Speech to further the students understanding of the assignment.
Implement one or more of the techniques listed below.	Technique is new to me and from the module.	
-Provide effective directions		I began the activity by explaining the goal of Persuasive speech is to create change and have your audience take action to help/promote change.
-Explain the purpose of the activity/assignment		
-Break directions into appropriate steps		The point of the assignment was to present the steps of building a problem/solution organizational pattern presentation.
-Provide written directions		I wrote the steps, a basic outline of the process on the board and walked through it before we began.
-Model the activity		
		The students worked together in groups, creating a team persuasive speech based on a problem, with a solution and a call for action.
Support for the choice Providing the students, a step by step process on the board, reviewing the assignment and assigning each group a topic can provide a simple approach to building a presentation.	**Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals** This type of speech is very different from any other presentations thus far. Therefore, I went back to my roots and connected a main thread of this module: Tell them, tell what you told them, tell what you told them.	
Successes and/or challenges encountered Overall, the students did great! The step by step of problem/solution order with a call for action went swimmingly.	**Describes and provides an explanation for either successes or challenges encountered**	

The one hiccup was getting to start on a topic, but I remedied that by assigning topics.	Once I gave topics, the students had a jumping off point. Each member took on covering each aspect-the problem, meeting the objections, the solution, meeting the objections, the visualization and the call for action.	
Impact of your use of the technique on student learning and/or engagement I took many aspects from the module and incorporated them in this assignment. -Repetition is necessary instead of overloading them with content. (I went over the problem/solution order organizational pattern). -Visual aids can make explanations clearer (I drew all of the steps on the board before we began). No single behavior can produce clarity for all students all of the time (I enjoy creating assignments for all of my learners-visual, auditory and/or kinetic).	**Describes observed evidence of student learning and/or engagement** The students came up with excellent mini persuasive speeches. They clearly demonstrated the organizational pattern and repeated what I explained with clarity and value.	
Plans for refinement I will continue to use this in the future and make certain to have numerous persuasive topics ready to get the ball rolling.	**Specifies how you will use and/or adjust this technique or other techniques from the module** I will continue to build on what I have told my students. To review, repeat and rephrase.	