Inclusive & Professional Communication: From Classroom to Work Environment

Jessica Kohout-Tailor

Follow this and additional works at: https://tigerprints.clemson.edu/lib_pres

Part of the Library and Information Science Commons, and the Teacher Education and Professional Development Commons
Inclusive & Professional Communication: From Classroom to Work Environment

Jessica Kohout-Tailor, Ed.D.
jkohout@clemson.edu
2020 Summer Workshop Series

Follow Along:
https://preview.tinyurl.com/Classroom2Work
Clemson Libraries = Learning Organization

learner [ lur-ner ]

EXAMPLES | WORD ORIGIN

noun

1. a person who is learning; student; pupil; apprentice; trainee.

(From https://www.dictionary.com/browse/learner)
Learning Outcomes

By the end of this workshop, participants will be able to:

✔ Identify best practices of classroom communication
✔ Describe how to apply these practices to our work environment

Supplemented Learning Outcomes:

✔ In the chat, identify what you’d like to get out of today’s session. I will try to meet those outcomes during the session if possible and if not, I can provide follow-up information.
1. Inclusive Language

Language that does not exclude learners
Inclusive Language in the Classroom

- **Sexist language**
- **They/ Them pronouns**
- **Gender-neutral terms**
- **“You and I” vs. “We”**
- **Acronyms & jargon**

(image from https://www.hamilton.edu/academics/centers/writing/writing-resources/avoiding-sexist-language)

<table>
<thead>
<tr>
<th>the common man</th>
<th>the average person, ordinary people</th>
</tr>
</thead>
<tbody>
<tr>
<td>caveman</td>
<td>cave dwellers, prehistoric people</td>
</tr>
<tr>
<td>chairman/chairwoman</td>
<td>chair, presiding officer, chairperson</td>
</tr>
<tr>
<td>businessman, businesswoman</td>
<td>business executive, manager</td>
</tr>
<tr>
<td>congressman/congresswoman</td>
<td>congressional representative</td>
</tr>
<tr>
<td>salesman/saleswoman</td>
<td>sales clerk, salesperson</td>
</tr>
<tr>
<td>fireman</td>
<td>fire fighter</td>
</tr>
<tr>
<td>stewardess</td>
<td>flight attendant</td>
</tr>
<tr>
<td>waitress/waiter</td>
<td>server, food server</td>
</tr>
</tbody>
</table>
Inclusive Language in the Work Environment

How does these translate into our work environment?

- Sexist language
- 'They/them' pronouns
- Gender-neutral terms
- "You and I" vs. "We"
- Acronyms & jargon
1. Inclusive Teaching

Pedagogy that strives to meet the needs of learners, regardless of background and identities
Inclusive Teaching

OTEI (2020) defines inclusive teaching as “[describing] the range of approaches to teaching that consider the diverse needs and backgrounds of all students to create a learning environment where all students feel valued and where all students have access to learn” (Inclusive Teaching section, para. 1).

Universal Design for Learning (UDL)

✔️ Multiple means of engagement
✔️ Multiple means of representation
✔️ Multiple means of action and expression
Inclusive Communication Practices

- Offer alternatives to visual information
- Offer alternatives to auditory information
- Discuss communication preferences with others
- When collaborating with others, set clear goals and expectations
- Give colleagues the time to process and ask questions
- Provide multiple means and opportunities to ask questions
1. Active Listening

Concentrating on listening instead of just hearing
Active Listening in the Classroom

✔ Truly listening when other people speak in order to hear them (not thinking about our reaction)
✔ Practice used in classrooms to help learners hear their peers to sharpen communication skills
✔ Teachers encourage students to ask open-ended questions or phrases like “say more about that...” to help implement active listening
Active Listening in the Work Environment

- Sense of worth and care
- Recognize unconscious biases
- Minimize distractions, be aware of body language, avoid interrupting, and ask questions
- Summarize, clarify, or expand on a critical piece of the message when appropriate.
  - “so you are saying that...” or “I understand you want to” to confirm you have heard and processed what the speaker has said
1. Facilitating Dialogue

Talking where the purpose is building understanding of an issue
Ways of Talking

✔ **Conversation** consists of convivial, casual, friendly talk about personal and social matters; it's usually not directed or facilitated.

✔ **Discussion** is talk that has a purpose to make a decision. Discussion may seem unstructured at first as people brainstorm ideas and explore possibilities, but it becomes more structured as people choose sides. It may, in fact, begin to resemble debate.

(Garmston & Wellman, 1999, para. 3)

✔ **Debate** is an extreme form of discussion, in which the format dictates that people take sides and advocate for that side, rebutting points from the other side. Debates are usually structured and formal; they leave no room for compromise or building on others' ideas.

✔ **Dialogue** is more structured than conversation, less structured than discussion or debate. Dialogue engages people in building their understanding of an issue, without the pressure to make decisions or advocate for their own or others' ideas.
Facilitating Dialogues in the Classroom

- Protocols (e.g., Fishbowl Discussion, Socratic Seminar)
- Learners describe what thoughtful dialogue or discussion looks like
- Norms (can be group created)
  - Share the Air
  - Treat Each Other with Dignity and Respect
- Encourage active listening
- Encourage learners to use “I” messages instead of “you” (e.g., “I am not sure I understand what you say” vs. “Your argument is unclear”)
Facilitating Dialogues in the Work Environment

✔ Encouraging discussion and dialogue
✔ Use of active listening
✔ Use of norms
✔ Self-check Ask, “Am I learning?”
1. Constructive Feedback

Formal and informal feedback that is helpful
Constructive Feedback in the Classroom

✔ Efforts to reach a goal
✔ Targeted
✔ Formative and opportunity to improve learning for learners
✔ Students may be provided structure for feedback: “Be kind, helpful specific.”

✔ Helpful feedback is
  ○ Goal-referenced
  ○ Tangible and transparent
  ○ Actionable
  ○ User friendly (specific and personalized)
  ○ Timely
  ○ On-going
  ○ Consistent
Constructive Feedback in the Work Environment

✔ Outcome-oriented
✔ Want it to be useful
✔ Fact-based, not opinion
✔ If we want specific feedback, ask for it (targeted feedback)
1. Lesson Plans

Plans for learning activities and assessments
Lesson Plans in the Classroom

✔ Lesson plans organize learning goals, activities, and assessments for teachers and students
✔ Can vary in design, format, detail
✔ Helps with scaffolding skills (skills build on one another) sequence learning
Lesson Plans in the Work Environment

✔ Agendas
✔ Minutes
✔ Thinking through assessment/evaluation
✔ Think about due dates of projects
Discussion

✔ Break Out Room Discussions (~3 minutes)
✔ Prompt: What can you take away from the workshop today and apply to your own work environment?
✔ When your break out room ends, in the whole group change, articulate the following: Using 3 or less words, describe your next step for improving your professional communication.
**Additional Resources**

- ✔ 10 Tips for Tackling Tough Conversations
- ✔ Avoiding Sexist Language - Hamilton College
- ✔ Inclusive Language Guide - Uof SC Aiken
- ✔ Leadership and Emotional Intelligence
- ✔ Making Team Differences Work
"We have two ears and one mouth so that we can listen twice as much as we speak."

- Epictetus
References


References


References


Special thanks to all the people who made and released these awesome resources for free:

- ✔ Presentation template by SlidesCarnival
- ✔ Photographs by Unsplash
Thank you!

Any questions?