



## Lesson Plan

Title: **Classroom Communication**

Day/Time/Location: **July 16, 2002/13:00-16:00/LBJ-3237**

Presenter(s): **Sidney M. Barefoot**  
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### Goals

1. To examine specific ways in which communication is critical for effective classroom learning and discuss the potential benefits of effective communication.
2. To recognize types of communication diversity among deaf college students at NTID and at home universities and the values and challenges they present in the classroom.
3. To examine some strategies for effective evaluation and management of student-student and student-faculty communication.
4. To develop specific plans to identify and respond to the communication needs of deaf college students at participants' universities.

**Objectives** - By the end of this workshop the participants will be able to:

1. Critically analyze scenarios of communication situations and propose strategies that would improve communication and learning.
2. List four ways in which communication diversity is likely to be seen in their own college classrooms and describe how these may be seen both as values and challenges.
3. Identify two things they would like to do differently in the management of communication in their courses.
4. Develop a personal plan for improving communication management in one of their courses.

**Background Preparation** – Before the workshop, participants will:

1. Read scenarios of communication situations that have occurred in NTID classrooms.
2. Write and bring to the workshop a list of 1-2 communication challenges they have personally faced with deaf college students. Selections will be used in the workshop to analyze communication scenarios in home university classrooms.

## **Materials**

1. Handouts containing communication scenarios.
2. PowerPoint presentation with illustrations.
3. Handout of a sample communication questionnaire.
4. Guide for developing a personal plan for communication management.

## **Workshop Plan**

1. Introduction (10 minutes)
  - a. Why communication is so important in the college classroom.
  - b. Types of communication diversity commonly presented by American deaf students and their faculty.
  - c. The challenge: to create a classroom environment where communication issues are openly recognized and managed in a way that promotes learning.
2. Strategies to Prepare for Classroom Communication Diversity (10 minutes)
  - a. What we can learn before the first class
    1. Self-assessment and professional development regarding deafness related to: reading and writing; sign language; speech and speech reception; intercultural communication; hearing aids; assistive technology, etc.
    2. Determining communication characteristics and needs of individual students enrolled in a specific course
3. Strategies for Responding to Classroom Communication Diversity (40 minutes)
  - a. Using communication rules, guidelines and understandings
  - b. Using technology to support communication in class and out of class
  - c. Setting special accommodations in place
3. Break (15 minutes)
4. Activity: Applying Strategies to Specific Communication Situations (60 minutes)
  - a. NTID scenarios
  - b. Chinese scenarios from participants' experiences
5. Final Project (10 minutes) – By the end of the week, participants will:
  - a. List four ways in which communication diversity is likely to be seen in their own college classrooms and describe how these may be seen both as values and challenges.
  - b. Describe two things they would like to do differently in the management of communication in their courses.
  - c. Develop a personal plan for improving their communication management in one of their courses. Participants may use an outline (handout) as an optional guide. This plan will be given to Sid Barefoot and will not be shared without the permission of the writer.