

Forum Notes for the *Education 1* Context

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Consolidated by Jennie Gill

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Saturday 8:55 am Notes

Brainstorming: What are we missing?

- Accountability
- Assess
- Define
- Theory building
- Safe environment
- Listening across life span
- Dissemination with credibility
- Collaboration
- Funding
- Research

Accountability

Priority: Accountability in listening is multi-dimensional.

Rationale: The following characteristics must be addressed

Assessing the teaching of listening

Creating and assessing safe environments

Standards of practice must be developed

Determining the bottom line: have values that are about the human quality of life, not only money

Commitment to outcomes assessment

Group discussion over the above priority

- Are we talking about micro or macro accountability? Personal or professional accountability? Or are we talking about accountability as researchers, as listeners, or as representatives of the field?
- Different forms of accountability: macro, micro, as a field, as researchers, as listeners in communications.
- There are different dimensions of accountability.

Education Context Group 1: 10:30 Notes

Brainstorming Ideas

Listening is hard to test because

- it's complex to assess
- most tests are self report

Are there three or four you can composite to receive better results? Are people doing that?

We don't really have a good handle on the listening construct.

- There has to be a better definition. We need one that can assess the whole construct of listening.

How do we look at the full listening spectrum? How do we get in the cognitive ability? Are we trying to use one instrument? Develop one instrument?

What is the point in assessing listening?

- Knowing what to teach?
- Knowing how to teach people who pay attention/listen better. Everyone is different in their listening styles.
- Are there too many different styles?

Awareness, process...replacing bad practice with good
Recognize, refuse, and replace

Reflection is an important part of listening. Example: playing an old song and assess what they remember from it, vs. playing a new song. What's the difference? What does this say about listening?

How does multitasking affect listening?

Different modes of delivery of education: classroom vs. blackboard, vs. podstream. I can just show up for class and not be participating. How do these different forms of listening affect student retention?

Conflict between online versus face to face

Should we focus on developing context specific listening instruments? Then create a general/universal instrument? Different cultural backgrounds? Private school vs. public school?

How do biases affect our listening? Rationalizing what we like, not listening to what we don't like

Education Context Group: 12:00 – 12:30

Brainstorming Session:

How can we create a study or project?

Ray Mckelvy: Study based on Watson Barker listening test. What are the scores of online classes versus face to face classes? Determining the reliability/validity of these tests.

Barbara P. ...: What are schools doing and where parents and families could help out in terms of competencies?

Peter Deliser: What do teachers know about listening?

Mayra Bloom: Constructing a questionnaire concerning students' attention/listening in class as it compares to ...

Jim Floyd: Would like to see more focus on value of critical listening

Loraine Sorley: What do teachers think/feel about listening? What skills do teachers feel are important? A need for teacher training. Ms. Sorley is willing to share her research.

Ray Mckelvy: Offered ILA Public Relations Plans

Sharon Bond: Does listening training workshop affect parenting?

Jeanie Gill: Meta analysis needed for existing data (pretest/post-test). Does training actually work?

Lori Norin: Interested in what she can bring back to the classroom.

Randy Dillon: Would like to bring the listening component into civic engagement, public dialogue, etc between races, cultures, ethnicities, etc.

Amy Matten: Evidence to support our current teaching styles. Going back to previous students, has it made a difference? Online vs. Face to face training.

Melissa: Wants to look at the competencies that we have nationally—does anything need to be changed? How do we make new things applicable today?

Summary Questions

How are teachers being taught to teach listening?

What listening competencies should be addressed?

What strategies and activities can be used to teach listening?

Saturday AM: Cross Context Prioritization

Context Co-Leads: *Jan Flynn, Debra Worthington*

Identification of Potential Overlap

(Note: This form is for the writer to complete. Participants will be using a different form)

Context Name	Priority #	Context Name	Priority #	Explanation of Overlap
All		All		Theory Building <ul style="list-style-type: none"> • Definitions & Models • To increase accountability/legitimacy
All		All		Research <ul style="list-style-type: none"> • Assessment tools • Collaboration
All		All		Pragmatics/Application <ul style="list-style-type: none"> • Translating research to the real world • Disseminating research to practitioners in an understandable manner

Resources Offered – None identified

Cross Context Group

Lead: Jan Flynn

Brainstorming Ideas

Impact of open/closed mindedness on listening (impact of filters)

Common definition of listening complication of the construct

Measurement (validity, reliability, simplicity)

What are the skills?

Willingness to communicate

Receiver apprehension

What are you measuring when you measure listening?

Cross cultural research: physician-patient, interfaith group, personal spirituality,

What is our theoretical base for listening studies?

Cross Context Prioritization

Lead: Jan Flynn

1. **Priority:** Definition of Listening (Operation of the construct)
Contexts the Priority Crosses*: Cross contexts
2. **Priority:** Training, Measuring, and Modeling: Development of skills measurement
Validity, Reliability, and Simplicity
Contexts the Priority Crosses*: Cross contexts
3. **Priority:** Cross-Cultural
Contexts the Priority Crosses*: Cross contexts