Communication Beyond Carolina: implications for teaching

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Why have we had so few Communication Beyond Carolina courses approved?

Could it be the Professors?
Who am I?
Who am I?

PSYC 795
Functional Magnetic Resonance Imaging

Psychology & Neuroscience: Functional Neuroanatomy
Fall 2020 NSCI 420 (Section 001)
The academic training model: apprenticeship

Communication Beyond Carolina
Critical aspects of Communication Beyond Carolina:

- Students learn to persuasively convey knowledge, ideas, and information to multiple audiences and to listen to knowledge, ideas, and information from others.
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- At least 70% of the content of the course must focus on the capacities and practices of communication and collaboration, understanding and adapting messages to distinct audiences, listening seriously to the messages of others, and taking and offering feedback from peers and audiences.
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Succeeding in this type of communication requires good “theory of mind”
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2018 Congressed passed a budget on time in September 2018, the first time in 22 years.
Critical aspects of Communication Beyond Carolina:

• The class must include communication designed for at least three distinct audiences. At least one of these audiences must be a public one (i.e., not a purely professional, scientific, or closed group).

Not “think, pair, share”

Not standard student presentations to the class
Communication Beyond Carolina:

• The College will provide resources to help instructors fulfill these outcomes.

Need to “Train the Trainers”