

As you are considering what it means to achieve **effective communication**, you might want to think about the following areas:

Written Communication:

1. Effective use of style, including grammar.
2. Logical organization of ideas.
3. Meaningful prose.

Verbal Communication:

1. Knowing your audience/ selecting a communication style.
2. Staying on message.
3. Logical Organization of ideas.
4. Use of technology

Visual Communication:

1. Design & Readability
2. Optimizing audience interest
3. Use of technology

Additional Ideas:

1. Non-verbal communication (body language, attire).
2. Self-talk (negative automatic thoughts; self-censorship; considering possibilities).
3. Intuitive/Emotional communication (self-awareness; emotional expression).
4. Collaborative communication (teamwork; leadership).
5. Technical communication (mastering the vocabulary and jargon of a discipline).
6. Foreign or alternative languages

Thought questions:

1. How is effective communication advanced in the classroom?
2. What, specifically, promotes the development of communication skills?
3. What do we do now? What more could be done?
4. How can communication skill outcomes be measured?

Here's what we need:

1. How, specifically, can we improve communication skills in our students?
2. What is needed in order for us to improve communication skill among Bradley students?

As you are considering what it means to be **quantitatively literate**, you might want to think about the following areas:

Skills standards from National Council of Teachers of Mathematics (NCTM):

1. Number and Operations
2. Algebra
3. Geometry
4. Measurement
5. Data Analysis and Probability

Process Standards from NCTM:

1. Problem solving
2. Reasoning and proof
3. Communication
4. Connections
5. Representations (ability to represent mathematical ideas in a variety of ways, *eg* pictorially, graphically, through numeric and letter symbols)

Organizational Possibilities from Trinity University:

1. Numerical Relationships
2. Statistical Relationships
3. Algebraic Relationships
4. Logical Relationships

Ideas from BUCCS:

1. Basic skills
2. Statistical literacy
3. Quantization across the curriculum
4. Quantization imbedded in a freshman PBL seminar

Thought questions:

1. How are quantitative skills advanced in the classroom?
2. What, specifically, promotes the development of quantitative literacy?
3. What do we do now? What more could be done?
4. How can quantitative skill outcomes be measured?

Here's what we need:

1. How, specifically, can we improve quantitative skills in our students?
2. What is needed in order for us to improve quantitative skill among Bradley students?

The following standards developed by the International Society for Technology in Education are provided to stimulate a broad view of areas to consider when discussing **technology literacy skills** development.

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

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Thought questions:

1. How are technology skills advanced in the classroom?
2. What, specifically, promotes the development of technological literacy?
3. What do we do now? What more could be done?
4. How can technology skill outcomes be measured?

Here's what we need:

1. How, specifically, can we improve technological literacy skills in our students?
2. What is needed in order for us to improve technological literacy skill among Bradley students?