DEVELOPING THE ART OF PERSUASION THROUGH DEBATING CLASSES

CentraleSupélec | université PARIS-SACLAY

Mimickery
Role-playing
and
"Artificial emotions"

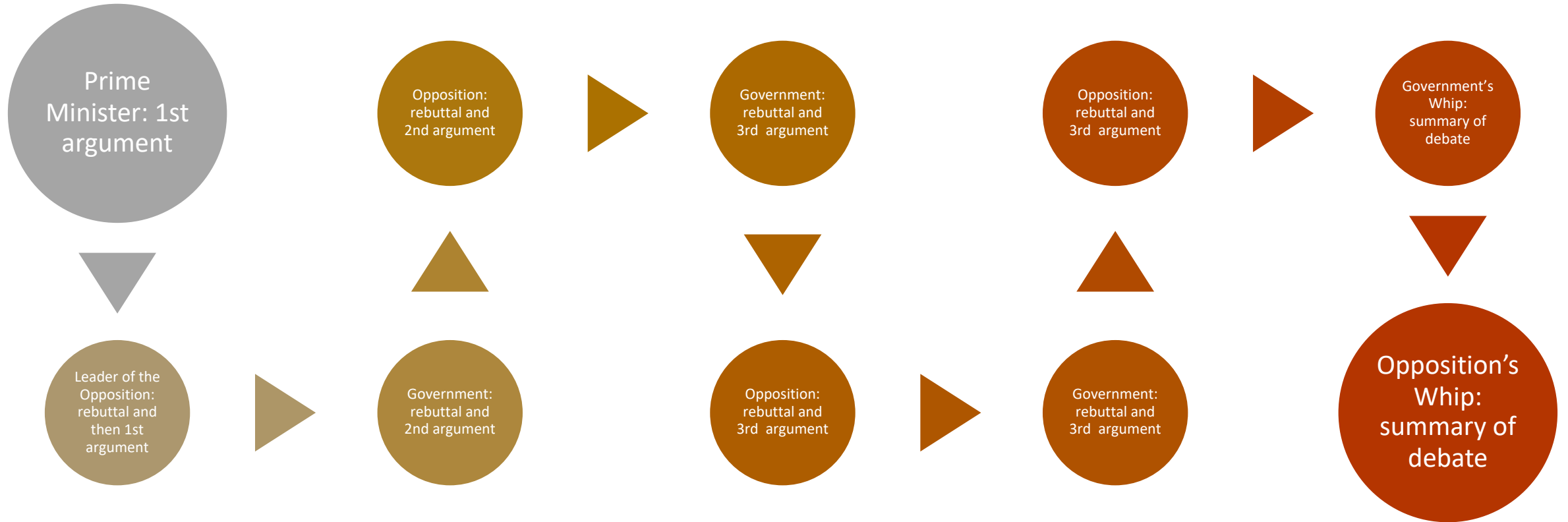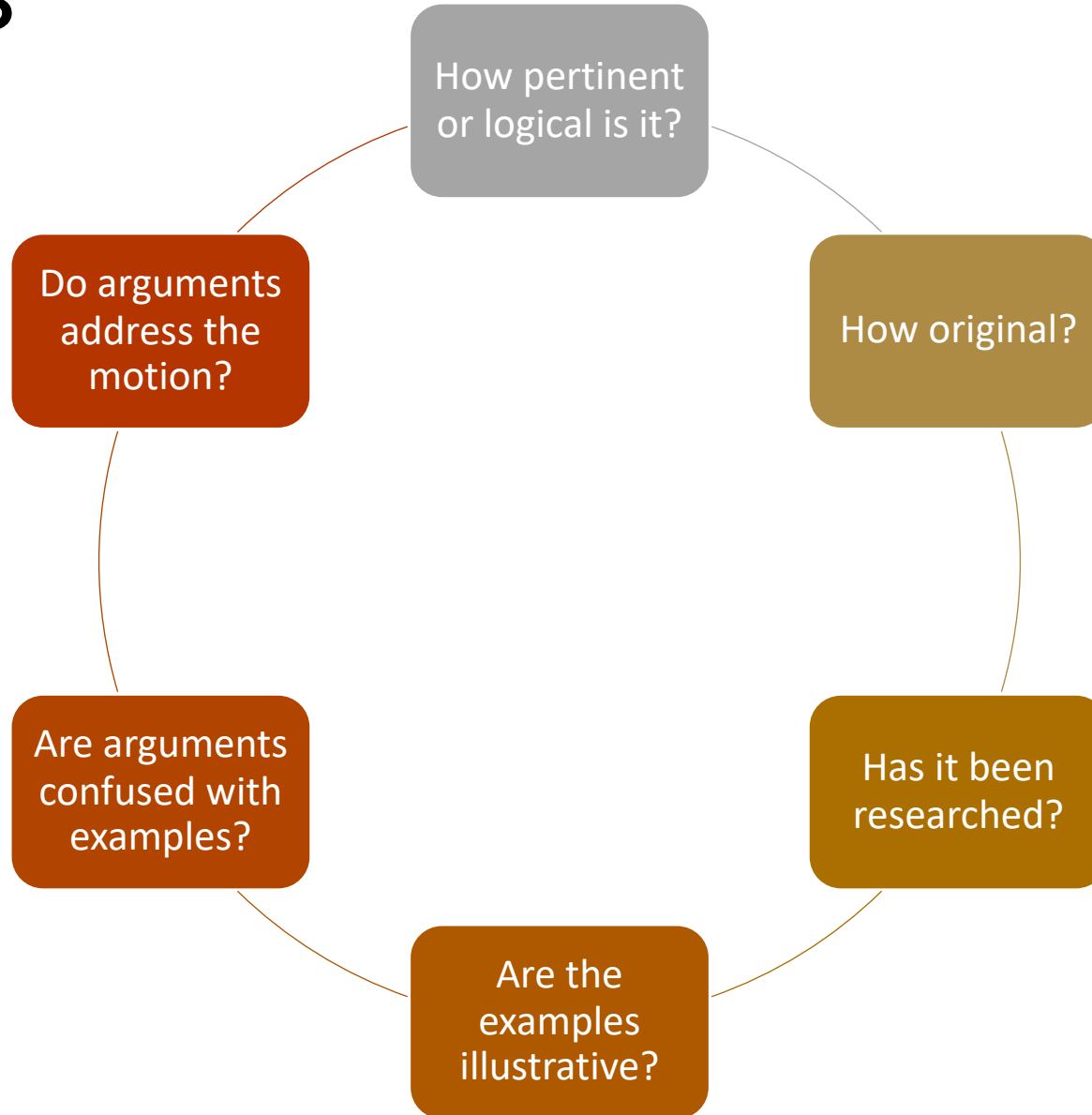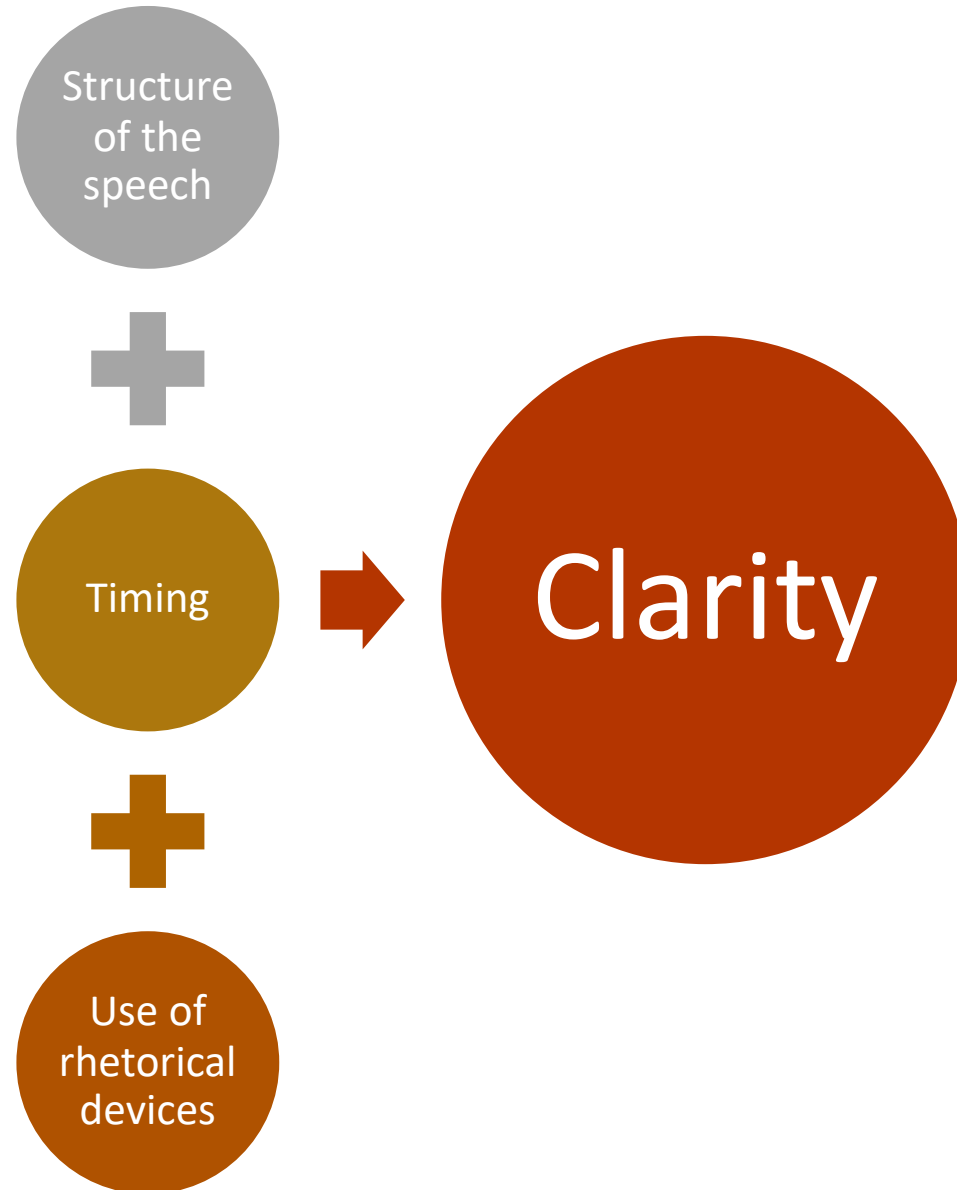How to get students outside their comfort zones and talking!

Form

Adjudication Criteria

Arguments

Form

Engagement

The quality of their rebuttal: are the speeches of the opposing team acknowledged and dealt with?

Their capacity to react to their adversary's arguments as a whole, and to adequately adapt their own line of argumentation to match and counteract their opponent's.

The quality and number of their POIs: was the POI pertinent or destabilising? Did the speaker answer it?

Teamwork

There should be a sense of progression; speakers should refer to each other back and forth.

As the debate progresses each team member should make more and more references to the arguments of the opposing team.

There has to be a clear party line and a sense of cohesion.

Star Quality

Is the speaker captivating?

Used body language to his or her advantage;

Varied his or her voice in tone, pitch, and volume to give rhythm to his or her speech

Was particularly charismatic, and acted out his or her speech instead of simply reading it
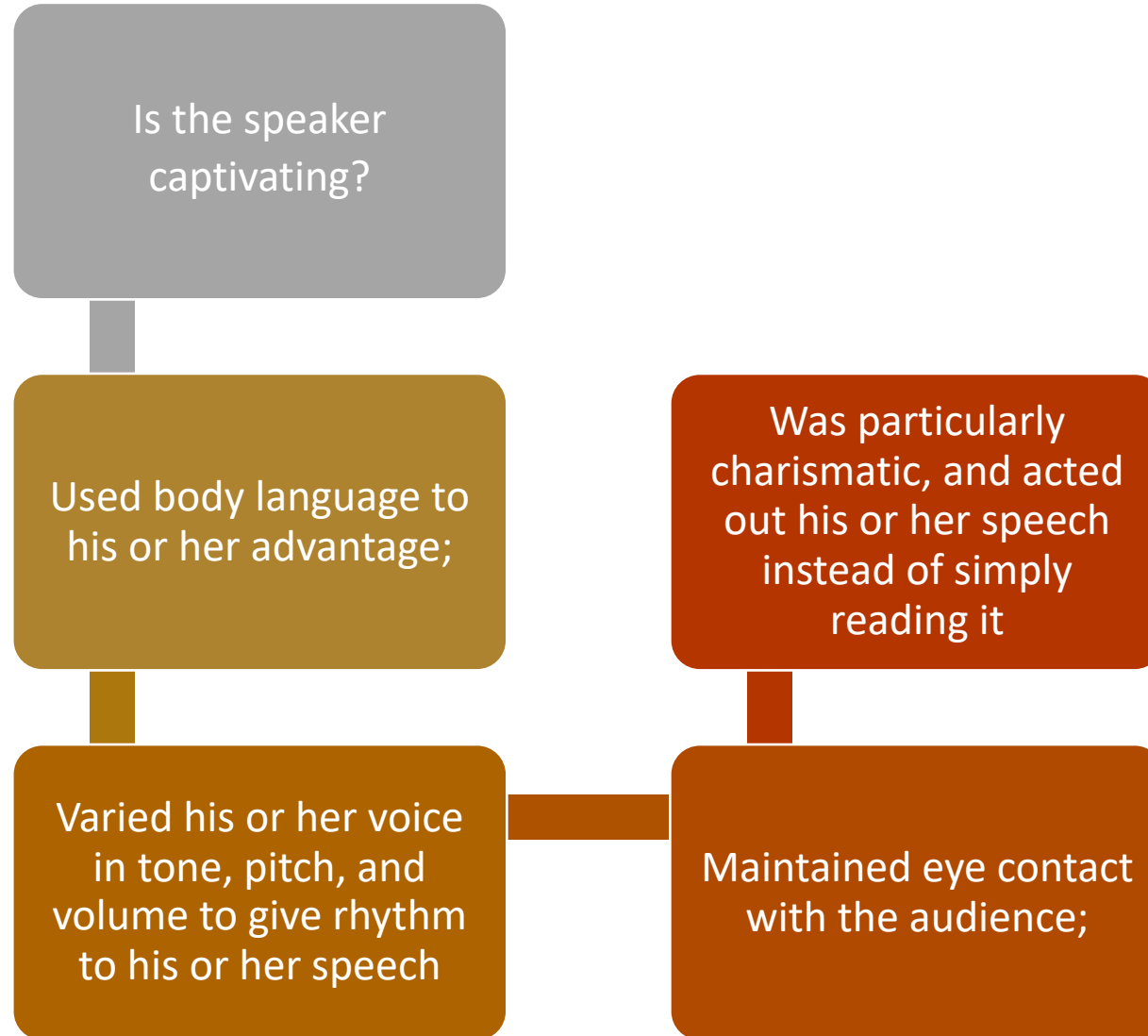
Maintained eye contact with the audience;

Deathstar Quality

If they failed to hold the audience's attention;

If they read their speech too much;

If they were too stiff, or monotonous;

If they did not respect the rules or the spirit of the game, by showing too much arrogance, contempt, or aggressiveness towards the other team

Motions (the wackier the better)

|				
This House Would Break Up Disney	THBT Scientists Search While Artists Find	TH prefers chaos to comfort	THBT dirty hands to the best work	THBT honesty is overrated
THBT leaders should lead from their hearts, not their heads.	THBT we only live once	THW bite the bullet	THW let people off the hook	THW tread lightly
THBT Influencers Should Be Invited To Teach In Schools	THB Unicorns Are A Danger To Children	THBT Paper Is Dead	THBT Lying Is A Necessary Evil	THW Cross At A Red Light

Show me!
Don't tell me!
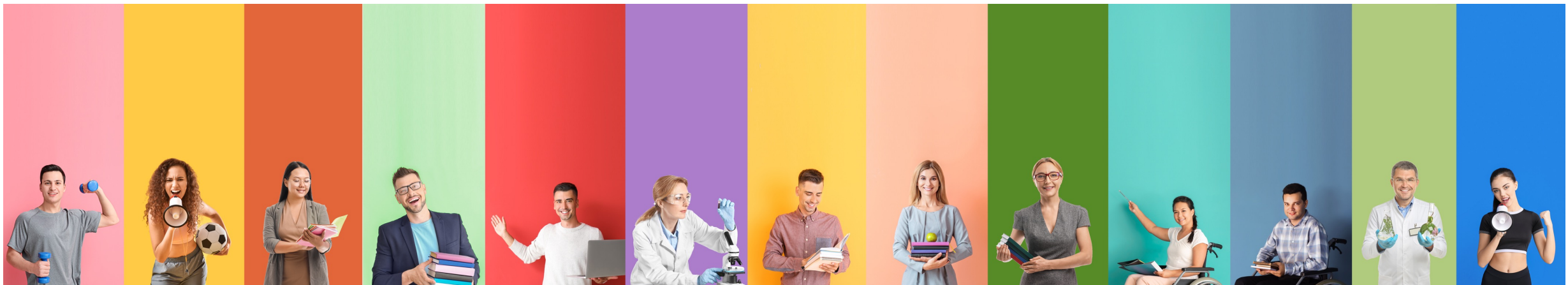
POST-COVID CHALLENGES:

LONG-TERM **FINANCIAL IMPACT**

TO LONGER-STANDING QUESTIONS ON **WHAT A PRODUCTIVE TEACHING AND WORKING ENVIRONMENT MEANS**

THE ROLES WE SEE FOR OUR TEACHERS
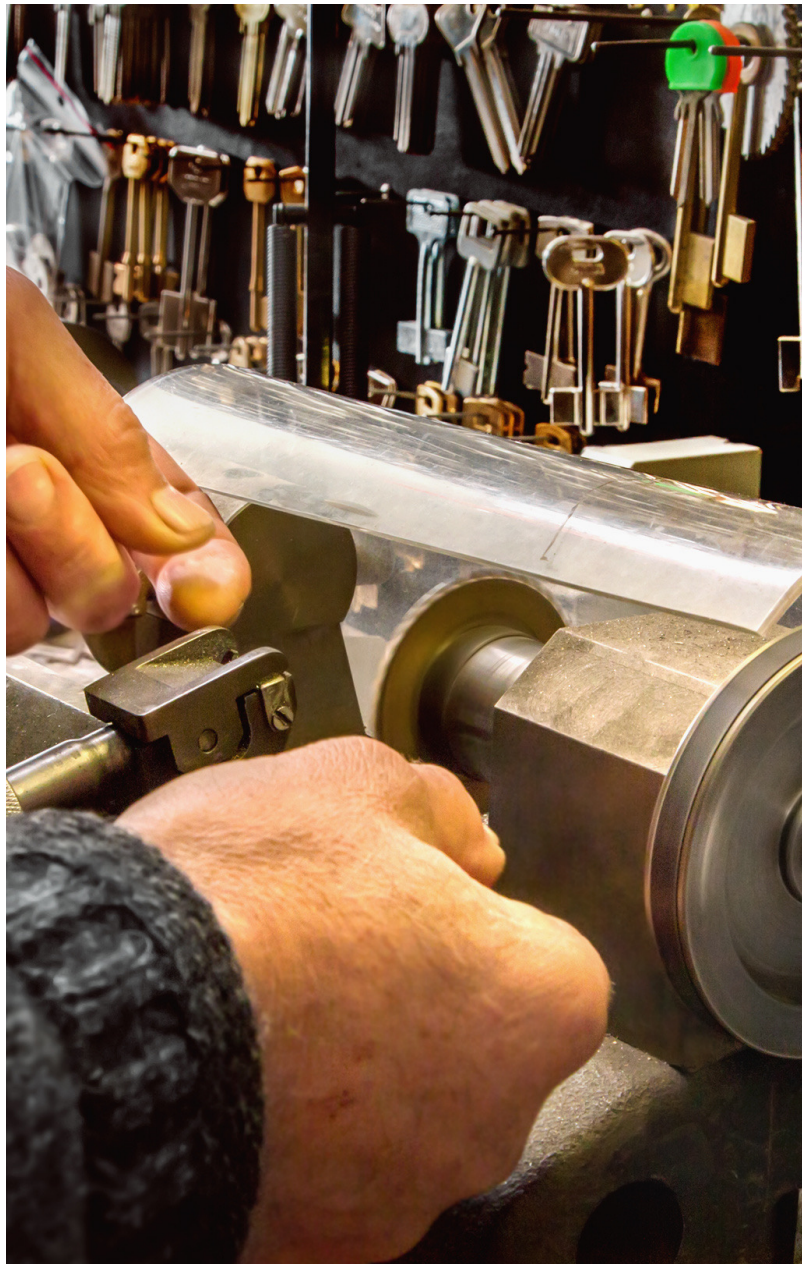
ARE THE ROLES WE'LL END UP **CREATING** FOR THEM.

WAS **EMI** A THING IN 2002?

WAS **VIRTUAL MOBILITY** A THING IN 2012?

WERE STUDENTS ASKING FOR **LESS SCREEN TIME** IN 2019?
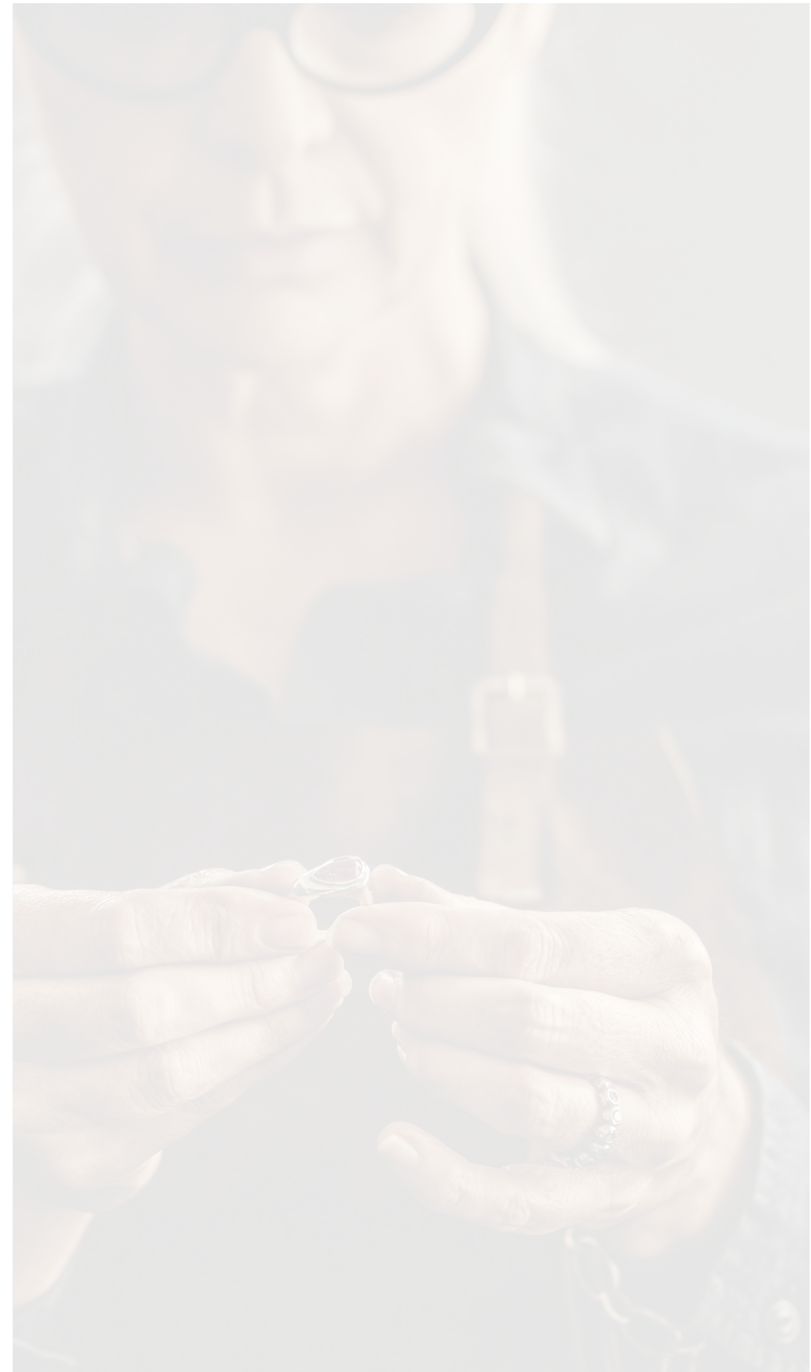
Wordsmiths

Locksmiths

Goldsmiths

THE WORDSMITH

CARVING
CREATING
REVEALING

Wordsmiths
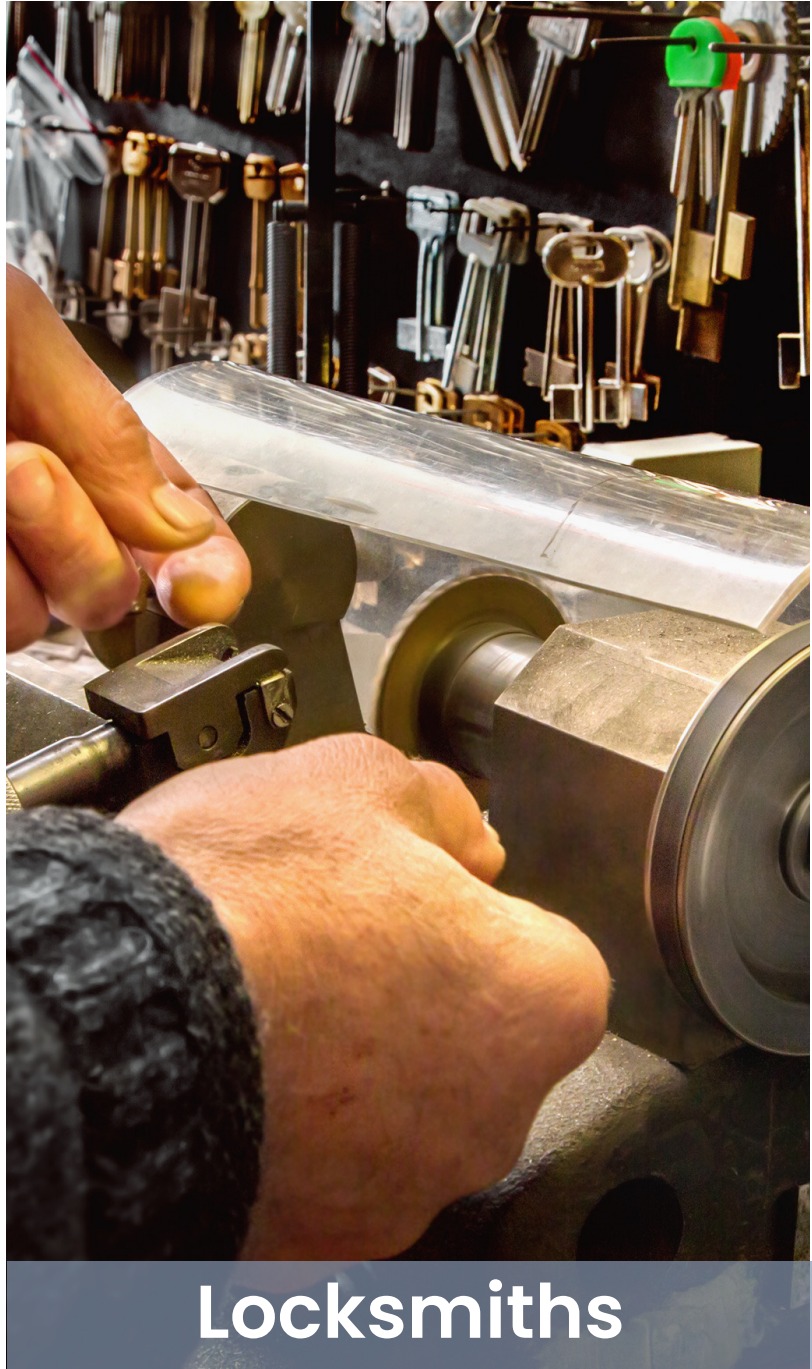
Locksmiths

THE LOCKSMITH

CRAFTING
BUILDING
OPENING

THE GOLDSMITH

TESTING
SHAPING
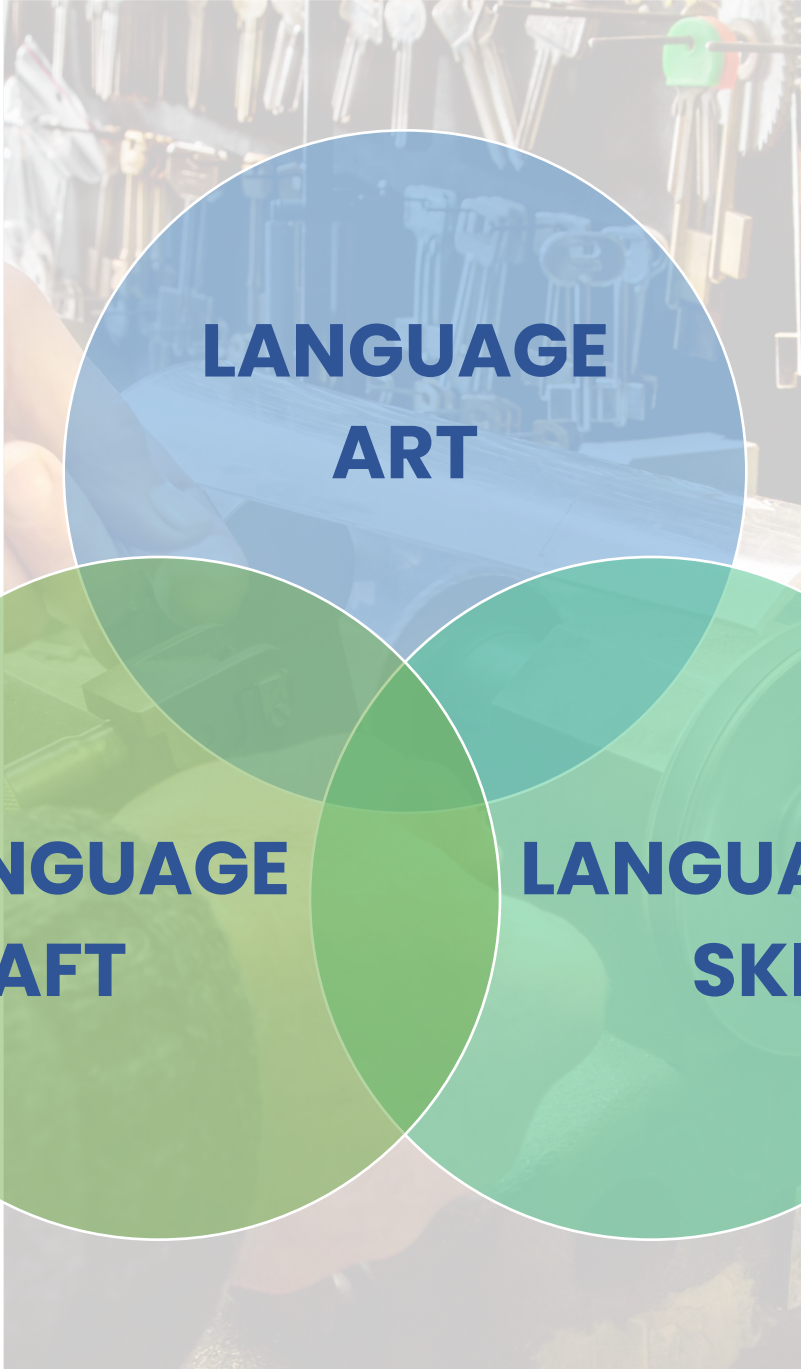# SOLIDIFYING

Goldsmiths

EVERYONE WHO REMEMBERS HIS OWN EDUCATION REMEMBERS TEACHERS, NOT METHODS AND TECHNIQUES

SIDNEY HOOK

LANGUAGE
ART

LANGUAGE
CRAFT

LANGUAGE
SKILLS

HOW DO TEACHERS CALIBRATE THEIR INSTINCTS?

BY DEVELOPING OUR 'FEEL' FOR TEACHING

ASSESSING, ANTICIPATING, RESHAPING BOUNDARIES

Moving a traditional engineering curriculum to a competence-based assessment framework

ANALYZE, DESIGN AND **IMPLEMENT COMPLEX SYSTEMS** WITH SCIENTIFIC, TECHNOLOGICAL, SOCIAL AND ECONOMIC DIMENSIONS.

DEVELOP BROAD SKILLS IN A SCIENTIFIC OR ACADEMIC FIELD AND **APPLIED PROFESSIONAL AREAS**

ACT, ENGAGE, INNOVATE WITHIN A SCIENTIFIC AND TECHNOLOGICAL ENVIRONMENT

CREATE **VALUE** FOR COMPANIES AND CLIENTS

OPERATING AND EVOLVING IN A DIVERSE, **INTERNATIONAL, INTERCULTURAL** ENVIRONMENT

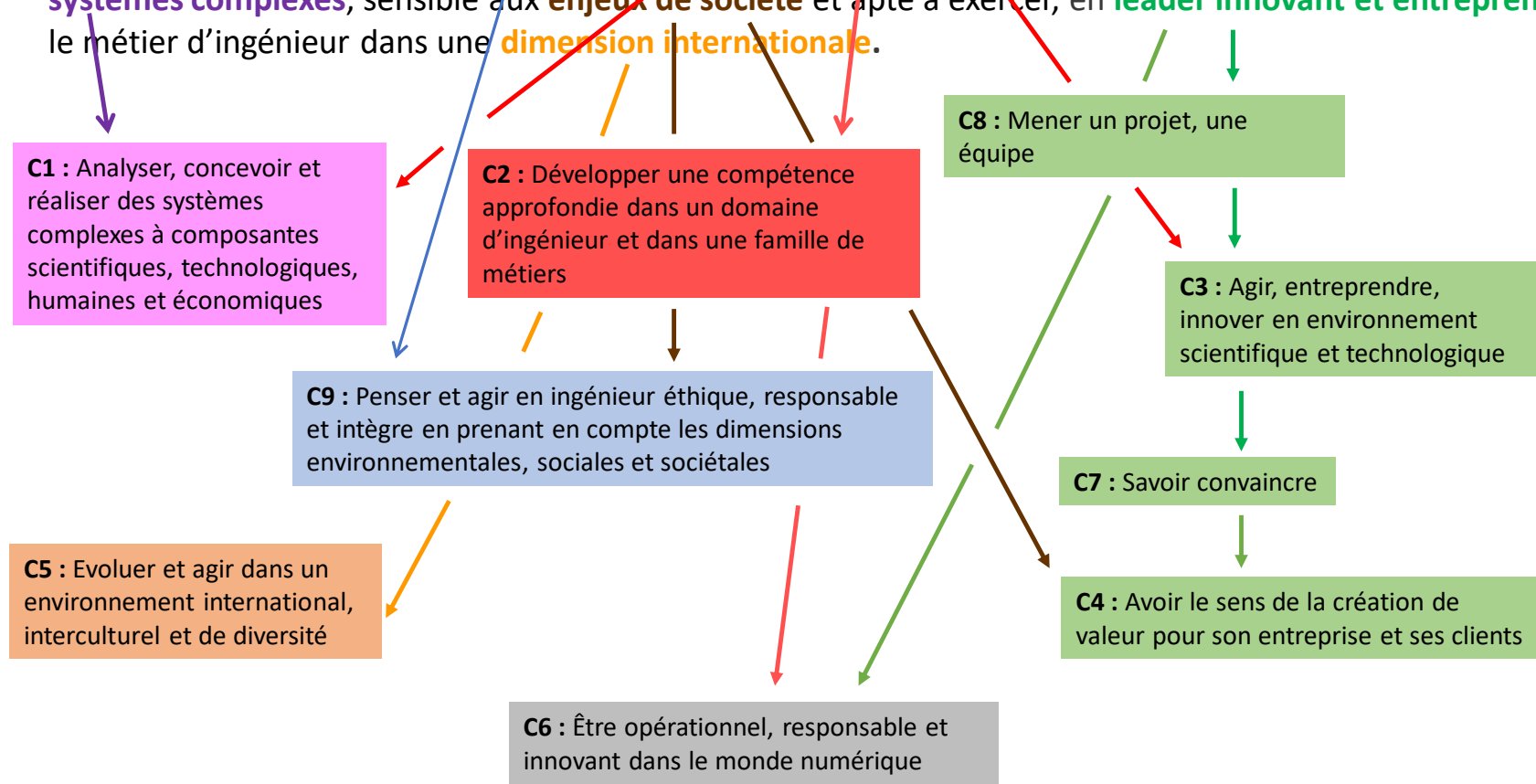FUNCTION EFFECTIVELY AS AN ACCOUNTABLE AND **INNOVATIVE ACTOR** IN THE **DIGITAL** WORLD

PERSUADE

LEAD A PROJECT OR TEAM

THINK AND ACT AS AN **HONEST, ETHICAL, ACCOUNTABLE ENGINEER**, TAKING INTO ACCOUNT ENVIRONMENTAL, SOCIAL AND SOCIETAL DIMENSIONS

Les « compétences » guident l'atteinte de l'ambition concernant l'ingénieur CS

… pour former un ingénieur **humaniste** de **haut niveau scientifique**, avec une forte compétence sur les **systèmes complexes**, sensible aux **enjeux de société** et apte à exercer, en **leader innovant et entrepreneur** le métier d'ingénieur dans une **dimension internationale**.

C1 : Analyser, concevoir et réaliser des systèmes complexes à composantes scientifiques, technologiques, humaines et économiques

C2 : Développer une compétence approfondie dans un domaine d'ingénieur et dans une famille de métiers

C8 : Mener un projet, une équipe

C3 : Agir, entreprendre, innover en environnement scientifique et technologique

C9 : Penser et agir en ingénieur éthique, responsable et intègre en prenant en compte les dimensions environnementales, sociales et sociétales

C7 : Savoir convaincre

C5 : Evoluer et agir dans un environnement international, interculturel et de diversité

C4 : Avoir le sens de la création de valeur pour son entreprise et ses clients

C6 : Être opérationnel, responsable et innovant dans le monde numérique

Course	Code / Enseignant	Catégorie	C1	C2	C6	C3	C4	C7	C8	C9	C5
Rayonnement et propagation	1EL1010 Dominique Lecointe (1 fois)	cours de SPI (4 par élève)	1 (*4)	2 (*4)							
Physique des Ondes	1EL1500 Hichem Dammak (1 fois)										
Energie Electrique	1EL2000 Martin Hennebel										
Génie Industriel	1EL3000 Ludovic-Alexandre Vidal										
Matériaux	1EL4000 Véronique Aubin										
Mécanique des milieux continus	1EL5000 Guillaume Puel										
Réseaux et Sécurité	1EL6000 Pierre Wilke										
Sciences des Transferts	1EL7000 Ronan Vicquelin										
Systèmes Electroniques	1EL8000 Philippe Benabes										
Thermodynamique	1EL9000 Marie-Laurence Giorgi										
21 GSI - Robotique Médicale	Guillaume Puel, Emmanuel Godoy, Maria...	S5-ST2	1				4	7	8		
22 VSE - Bioingénierie: Produire, Protéger,	François Puel, Hervé Duval, Filipa Lopes,										
23 SCOC - Systèmes de télécommunication	Jacques Antoine, Mohammed Serhir										
24 ENE - Transition énergétique	Mohamed Bensetti, Laurent Soucasse										
25 CVT - Démarche intégrative de concept	Ann-Lénaig Hamon, Aymeric Vié										
26 PNT - Observing the Earth for our envi	Régis Guinvarc'h, Laetitia Thirion Lefevre										
27 MDS - Propagation virale	Véronique Le Chevalier, John Cagnol										
28 Info&Num - Modélisation d'interactions	Pascale Le Gall, Mehdi Senouci										
41 GSI - Traitement de l'information pour l	Sorin Olaru, Anne Barros	S6-ST4			6		4	7	8		
42 VSE - Big data et santé : de l'acquisition	Arthur Tenenhaus, Laurent Le Brusquet										
43 SCOC - Traitement de l'information pou	Jocelyn Fiorina										
44 MDS - Données et statistiques en financ	Ioane Muni Toke										
45 CVT - Transformation Digitale et Ingéni	Pierre Jehel										
46 ENE - Energie et Climat	Christophe Laux, Martin Hennebel										
47 PNT - black swans detection in particle	David Rousseau, Guillaume Mention, Jean-										
48 InfoNum - Data@WEB : Web Data Inte	Wassila Ouerdane, Céline Hudelot, Myriam										
Physique Quantique et Statistique	1SL3000 Jean-Michel Gillet	cours communs S6-SG3+ST4	1								
Statistique et Apprentissage	1CC5000 Paul-Henry Courneyde	cours communs S6-ST4	1								
Traitement du signal	1CC4000 Charles Soussen	cours communs S6-ST4	1		6						
EDP(Equations aux dérivées partielles)	1SL1500 John Cagnol	cours communs S5+6-ST2-SG3	1								
Algorithmique et complexité	1CC2000 Safouan Taha	cours communs S5-ST2	1		6						
Modélisation	1CC3000 Cristina Maniu	cours communs S5-ST2	1								
CIP(Convergence, Intégration, Probabilités)	1SL1000 Alexandre Richard	cours communs S5-SG1+ST2	1								
SIP - Programmation	1CC1000 Guillaume Mainbourg	cours communs S5-SG1		2	6						
Coding week	1IN3000 Céline Hudelot	cours communs S5-ST2			6	3			8	9	
Gestion des entreprises	1SL2000 Eléonore Mounoud	cours communs S5-ST2									
Finances	1SL4000 Maxime Guymard	cours communs S6-SG3				3	4		8		
Startup week	1IN1000 Jean-François Gallouïn	cours communs S6-SG3				3	4	7	8	9	
Projet 1A	1SL8000 Laurent Bourgois	transverse communs S6				3	4	7	8	9	
APP/API	1SL5000 Christophe Laux	transverse communs S5		2		3	4	7	8		
APP/API + saison int'le	1SL5000 Christophe Laux	transverse communs S6		2		3	4	7	8		5
Langues - Anglais	LCxxxx coord dépt Mark Pitt	transverse communs S5						7			5
Langues - Anglais		transverse communs S6						7			5
Langues - FLE ou LV2		transverse communs S5						7			
Langues - FLE ou LV2		transverse communs S6						7			
EPS	1SL9000 coord dépt Stéphane Blondel	transverse communs S5							8	9	5
EPS		transverse communs S6							8	9	5

42 cours de 1A enseignent et valident les 9 Ci

Homogénéité de traitement des SPI et des EI des ST 2 et 4

La multiplicité des AP permet de valider la Ci sous tous les angles de sous-compétences

Des AP ciblent 1 Ci unique

Des AP ciblent jusqu'à 6 Ci

GET ME SOMEONE FROM LINGUISTICS DOWN HERE

ACROSS ALL LEVELS OF **ACADEMIA**, POLICY DOCUMENTS ARE CO-CONSTRUCTED IN **JARGON,** COMPLEX LANGUAGE AND INCREASINGLY NICHE VOCABULARY AND DEFINITIONS

THAT DON'T ALWAYS FAVOUR **CLARITY** DESPITE THE BEST OF INTENTIONS!

GOOD LANGUAGE TEACHERS ARE EXCELLENT EDUCATIONAL POLICY COMMUNICATORS

AND THIS IS A ROLE THAT WE NEED TO ASSUME MORE EXPLICITLY

GOOD LANGUAGE TEACHERS ARE EXCELLENT EDUCATIONAL POLICY COMMUNICATORS

AND THIS IS A ROLE THAT WE NEED TO ASSUME MORE EXPLICITLY

WHEN **FACED** WITH AN **UNCOMMUNICATIVE MASS**, WE:

TRY TO UNDERSTAND ITS **PURPOSE**

IDENTIFY WHAT WE CAN **BRING TO LIFE**

SEEK **LANGUAGE STRUCTURES** THAT GET THE MESSAGE ACROSS

ACCURATE AND **RICH DESCRIPTIONS** TO PAINT AS VIBRANT A PICTURE AS POSSIBLE

AESTHETIC EXPERIENCES

ANAESTHETIC EXPERIENCES

SIR KEN ROBINSON 1950 – 2020

LANGUAGE IS A LIFE-INFUSING ENTERPRISE

LANGUAGE TEACHER EXPERTISE CAN BRING COHERENCE TO THE STORIES EMBEDDED IN EDUCATIONAL POLICY

ASTRID CORNET
@astridcornet_illustrations
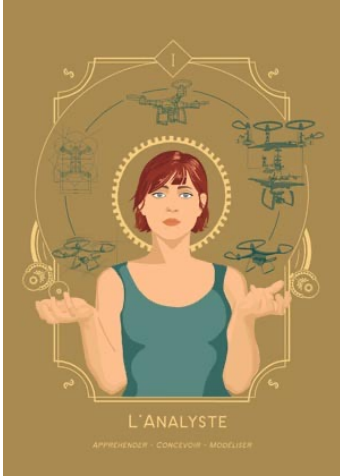
L'ANALYSTE
APPRÉHENDER · CONCEVOIR · MODÉLISER
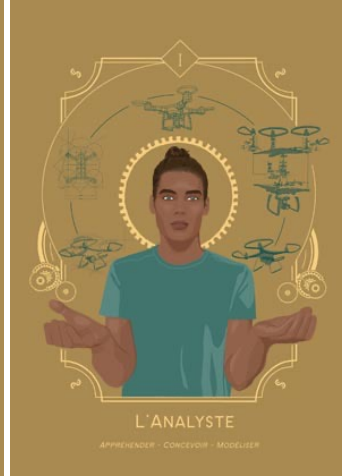
L'ANALYSTE
APPRÉHENDER · CONCEVOIR · MODÉLISER

L'EXPERTE
IDENTIFIER · INTÉGRER · APPROFONDIR

L'EXPERT
IDENTIFIER · INTÉGRER · APPROFONDIR

L'INNOVATRICE
CRÉER · CRISTALLISER · ENTREPRENDRE

L'INNOVATEUR
CRÉER · CRISTALLISER · ENTREPRENDRE

L'ALCHIMISTE
DÉVELOPPER · ÉLARGIR · VALORISER
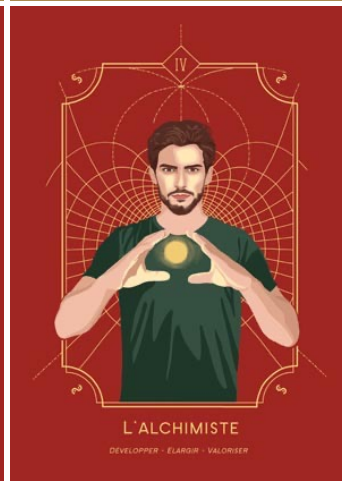
L'ALCHIMISTE
DÉVELOPPER · ÉLARGIR · VALORISER

L'INTERPRÈTE
DÉCODER · S'ADAPTER · INTERAGIR

L'INTERPRÈTE
DÉCODER · S'ADAPTER · INTERAGIR
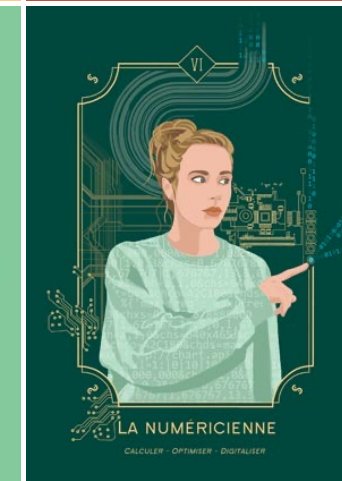
LA NUMÉRICIENNE
CALCULER · OPTIMISER · DIGITALISER

LE NUMÉRICIEN
CALCULER · OPTIMISER · DIGITALISER
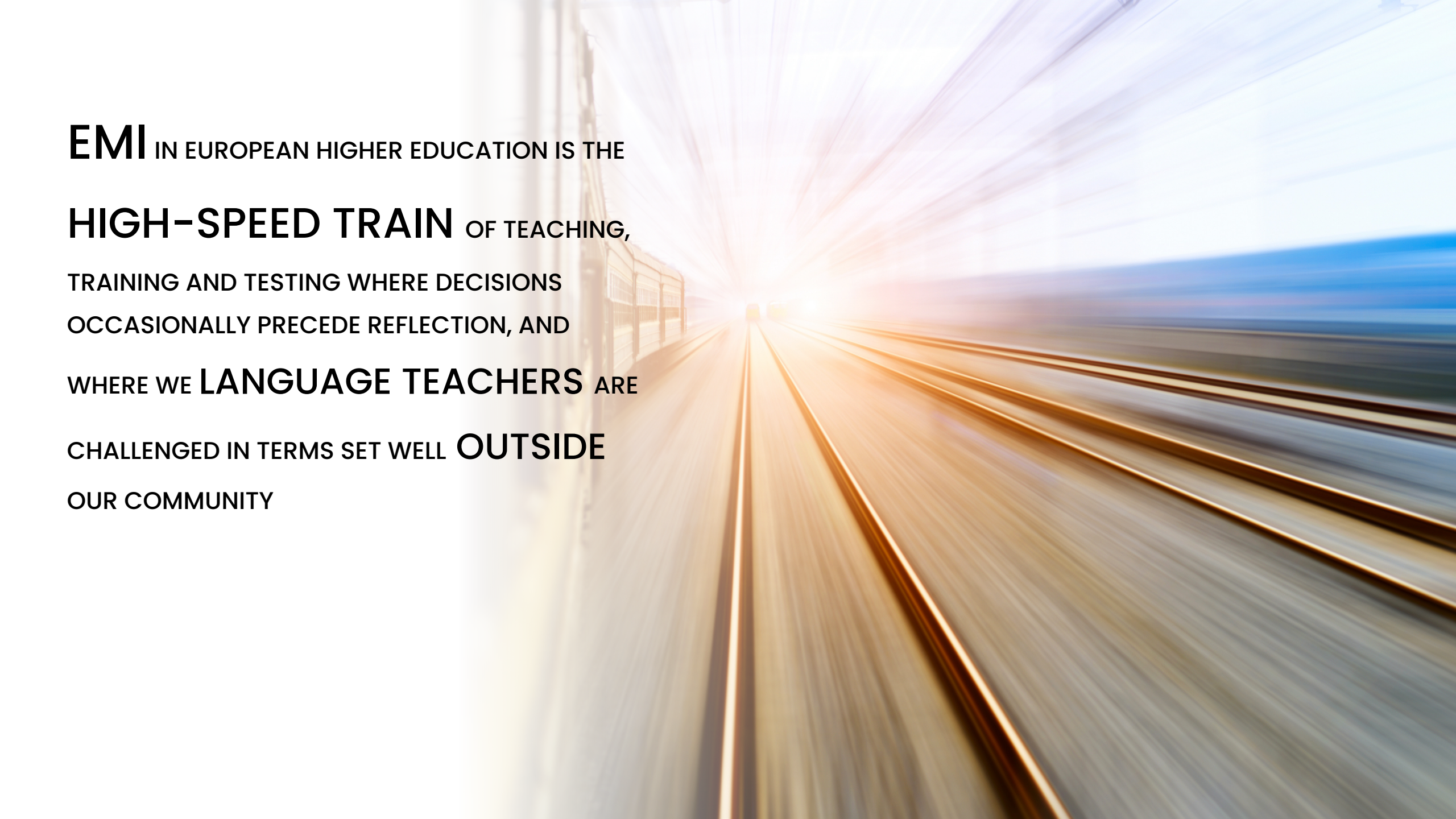
L'ORATRICE
PROBLÉMATISER · ÉCOUTER · CONVAINCRE

L'ORATE

POST–COVID LANDSCAPE

GAPS

LEARNING LOSS

ENGAGEMENT, **MOTIVATION**, AUTONOMY

EMI IN EUROPEAN HIGHER EDUCATION IS THE

HIGH-SPEED TRAIN OF TEACHING,

TRAINING AND TESTING WHERE DECISIONS

OCCASIONALLY PRECEDE REFLECTION, AND

WHERE WE **LANGUAGE TEACHERS** ARE

CHALLENGED IN TERMS SET WELL **OUTSIDE**

OUR COMMUNITY
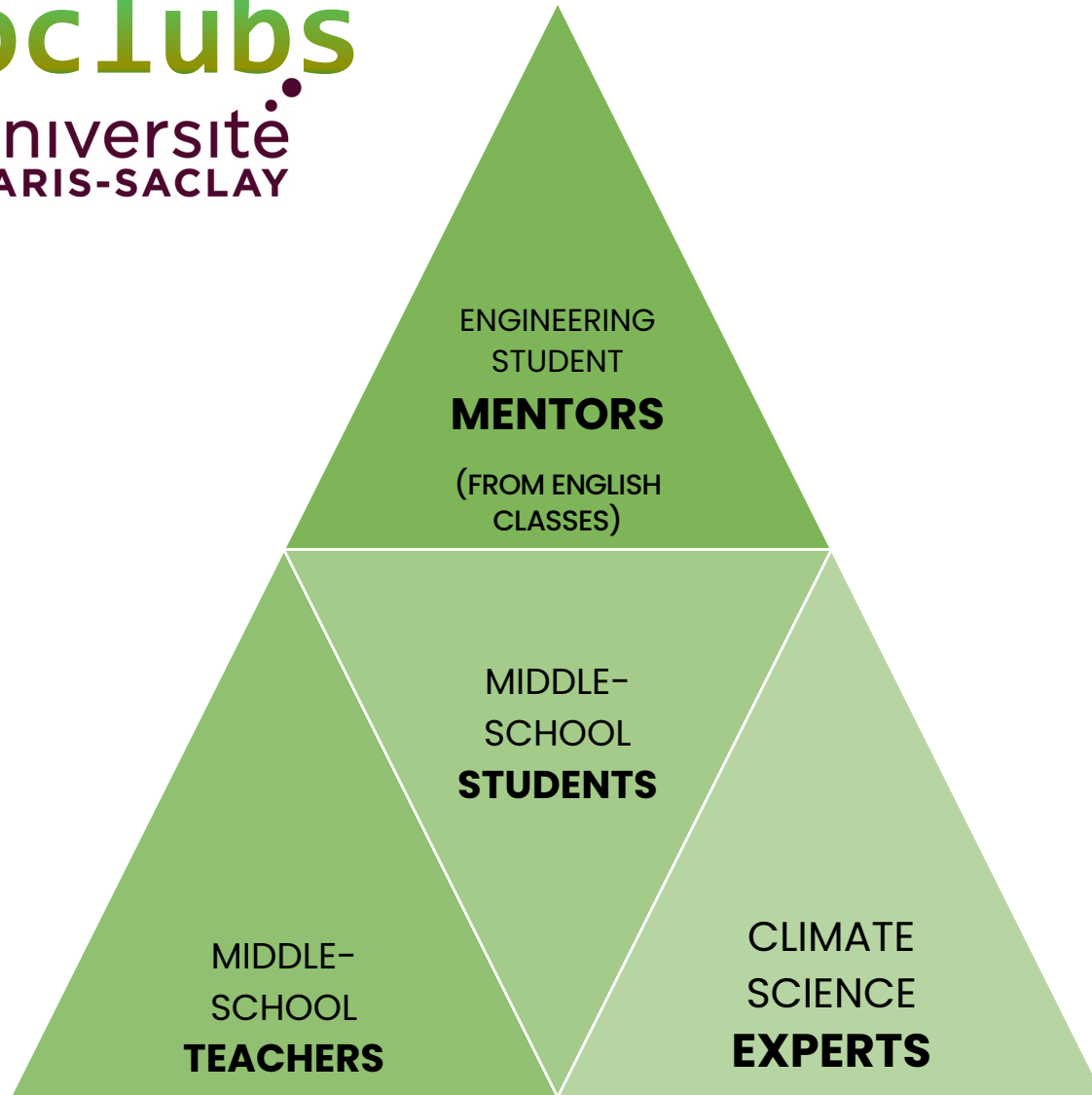
LEARNING LOSS:

GAPS IN ACADEMIC PROGRESS

EXACERBATED BY COVID

Outreach & mentoring project
in response to learning loss in Science and English

ecoclubs

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Bienvenue à EcoClubs !

The water level increased in the beaker representing the glacier but not in the beaker representing the ice floe

Glacier   Ice floe

One project...

Many projects !

The First Annual EcoClub Conference 2022
on Thursday 21st April 2022 at
CentraleSupélec
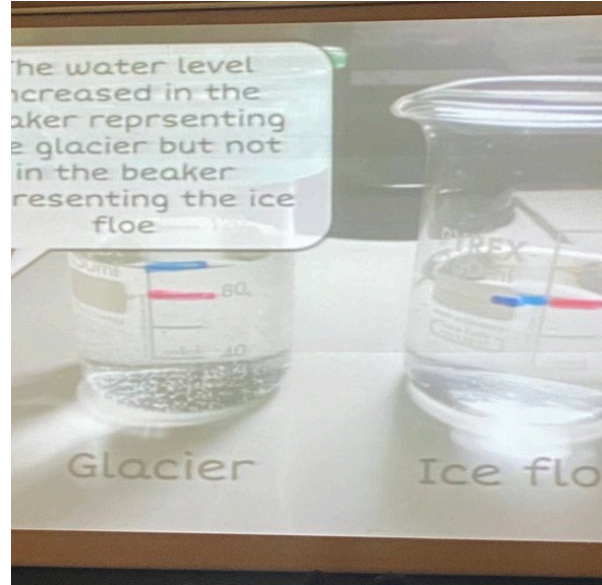
LANGUAGE TEACHERS IN THE ROLE OF "ACCESS BUILDER"

AFFORDING EXCHANGES FOR STUDENTS WHO WOULDN'T NORMALLY BE ABLE TO DIALOGUE WITH THIS LEVEL OF SCIENTIFIC EXPERTISE

WHAT IS THE SURFACE ACTION HERE?
WHAT IS THE DEEP ACTION?

HOLLIDAY, 1997

CULTURAL CAPITAL REFERS TO ALL THE NON-FINANCIAL ASSETS THAT AID SOCIAL MOBILITY.

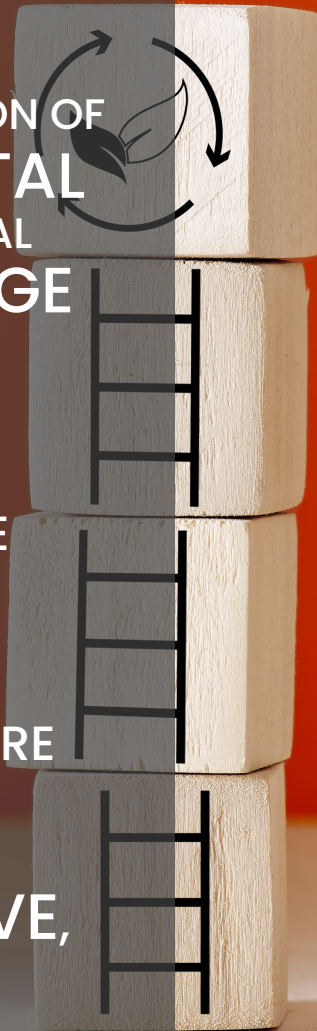THESE THINGS ARE VERY DIFFICULT TO MEASURE AND HAVE DIFFERENT MEASUREMENTS ACROSS CULTURES
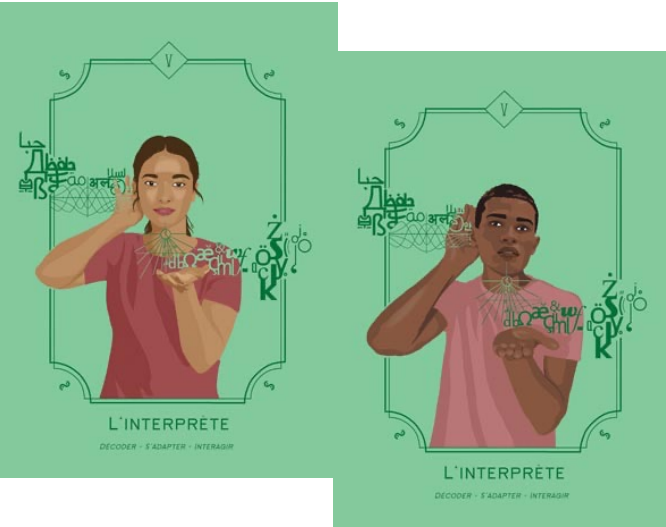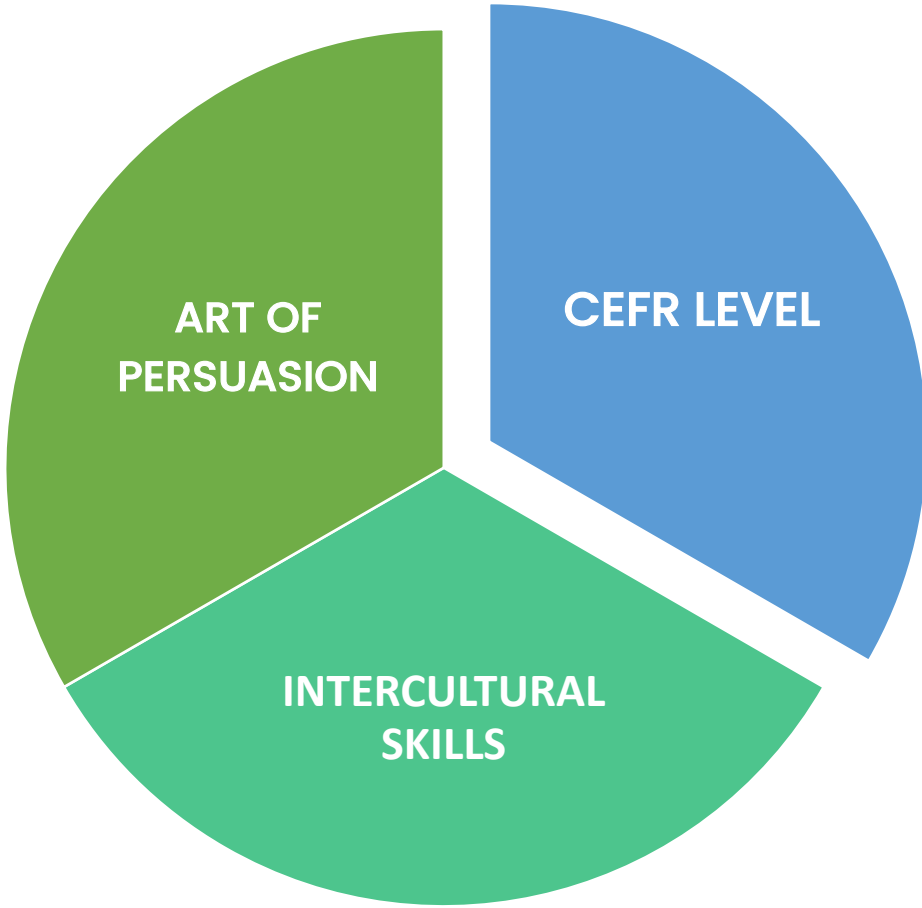
HAVING A FEEL FOR THE GAME

BOURDIEU, 1977

AND THIS IS HOW WE **REFRAME** THE NOTION OF **CULTURAL CAPITAL** THROUGH THE PRACTICAL SPACES OF **LANGUAGE CLASSROOMS**

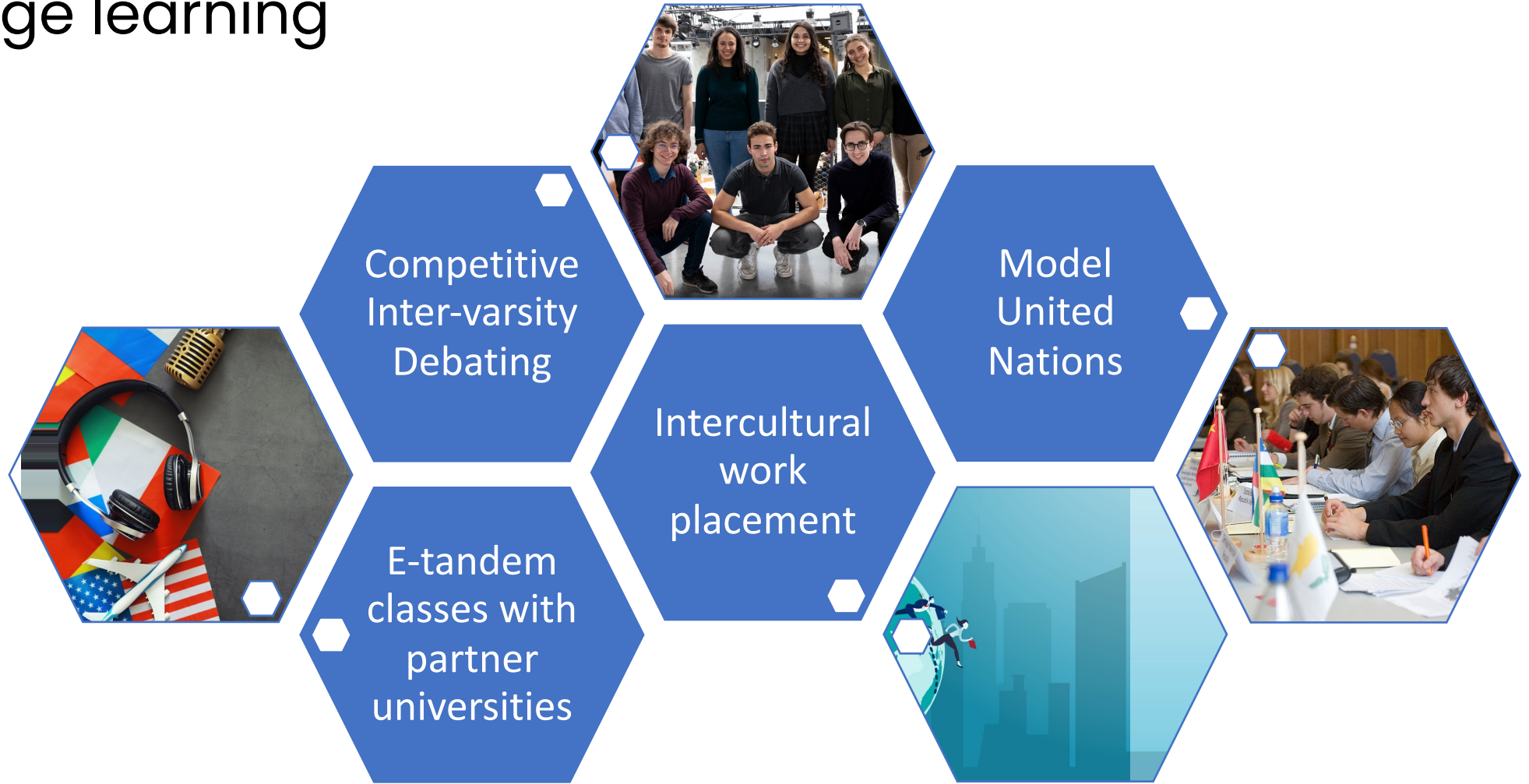AND WHY VOICES LIKE **TYSON SEBURN'S** ARE SO **IMPORTANT,** SO **CONSTRUCTIVE,** SO **VITAL.**

A new model for assessing language skills

New types of English language learning tracks

- Competitive Inter-varsity Debating
- E-tandem classes with partner universities
- Intercultural work placement
- Model United Nations

MOVING ASSESSMENT AWAY FROM TESTING MOMENTS, AND TOWARDS SHOWCASING MOMENTS

THROUGH NEW ASSESSMENT FRAMEWORKS FOR LANGUAGE-LEARNING OBJECTIVES AND PRIORITIES

For example:

L'ORATRICE

PROBLÉMATISER · ÉCOUTER · CONVAINCRE

L'ORATEUR

PROBLÉMATISER · ÉCOUTER · CONVAINCRE
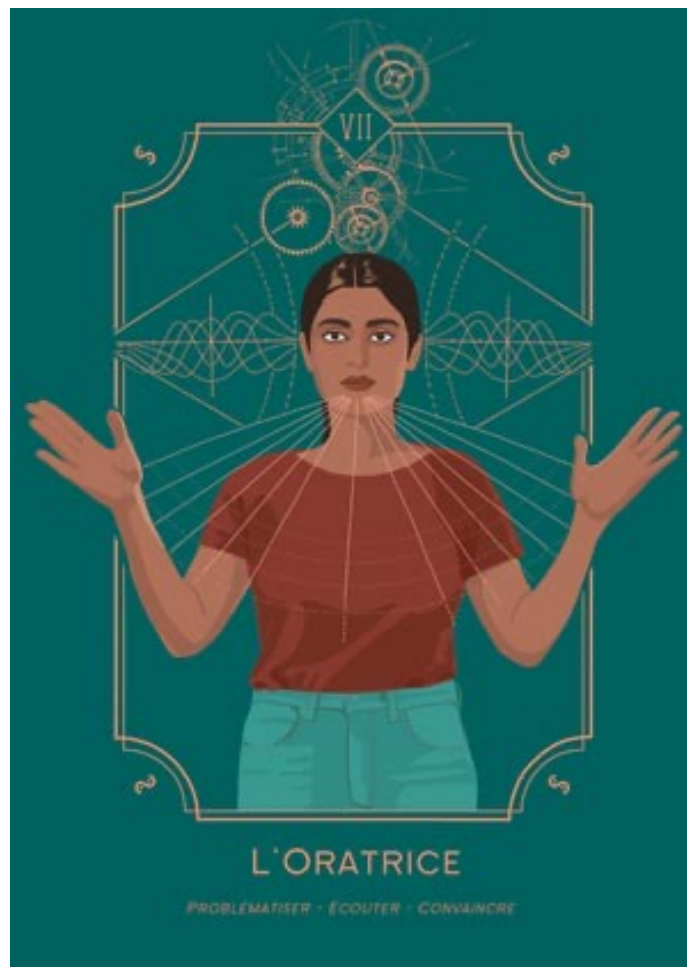
Defining the skill of persuasion

IT IS A SKILL ESSENTIALLY BASED ON TAKING INTO ACCOUNT, AND ADAPTING ONE'S STRATEGY TO, THE PROFILE, EXPECTATIONS AND NEEDS OF THE INTERLOCUTOR(S) ONE IS TRYING TO CONVINCE.

THE ABILITY TO PRESENT A POINT OF VIEW OR PROPOSAL IN A WAY WHICH ENABLES ONE'S INTERLOCUTOR(S) TO APPRECIATE THE STRENGTH OF THAT POINT OF VIEW OR PROPOSAL

IT ALSO REQUIRES A CLEAR VISION OF ONE'S OWN STRENGTHS AND WEAKNESSES AS A COMMUNICATOR. INVOLVES MAKING CLEAR AND TRANSPARENT, THE POLAR OPPOSITE OF OBFUSCATING AND MANIPULATING.

IT INVOLVES RECOURSE TO ARGUMENTATION TECHNIQUES BUT ALSO TO PEOPLE SKILLS: EMPATHY, LISTENING, EMOTIONAL INTELLIGENCE

Defining conditions for successful persuasion

ARGUMENT
ONE MUST PRESENT A COHERENT AND SOLID ARGUMENTS THAT DEMONSTRATE WHAT THEY PURPORT TO DEMONSTRATE.

INTERLOCUTOR
ONE'S INTERLOCUTOR MUST BE ENGAGED BY AND OPEN TO THE ARGUMENTS, AS THEY CORRESPOND TO HIS OR HER EXPECTATIONS, NEEDS, PROFILE, STATE OF MIND

ONESELF
ONE MUST HAVE A CLEAR VISION OF ONESELF: OF HOW ONE IS PERCEIVED, AND OF ONE'S STRENGTHS AND WEAKNESSES AS A COMMUNICATOR.

MEANS OF COMMUNICATION
LANGUAGE, PARALANGUAGE, TOOLS, TECHNIQUES MUST BE APPROPRIATE TO THE SITUATION

Argumentation: organise one's ideas into coherent, forceful arguments (hypotheses, inferences, evidence, conclusions); be synthetic.	Produce rigorous, convincing arguments, based on the objective pursued and the characteristics of the interlocutor, anticipating potential objections and counterarguments.
Interlocutor: gain a developing understanding of the needs and expectations of one's interlocutor(s). Encourage interactions, be pedagogical, create a climate of trust.	"Read the room": Identify interlocutors and stakeholders, direct and indirect, enabling one's argumentative strategy to be based on an understanding of their profiles, objectives, interests, commitments, values, etc.
Oneself: be confident, demonstrate conviction, show empathy, manage emotions, analyse performance.	Be self-aware, identifying characteristics likely to favour or undermine the success of one's argumentative undertaking.
Communication techniques: master spoken, written, and non-verbal language, and basic communication tools and techniques.	Identify and use appropriate supports, channels, tools, and techniques to favour the success of one's argumentative undertaking.

THE **QUESTION** IS THEN,

HOW DO WE DESIGN **MALLEABLE** CURRICULA, FOR OUR **ARTISANS,** OUR **TEACHERS,** OUR **EDUCATORS** TO **PLAY** WITH?