

## Aims/Objectives

**Main aim:** To share an innovative learning and teaching idea related to inclusive curricula that is future facing and enables graduates to be ready and able.

**In this symposium we will review:**

- Background (personal experience)
- Rationale for workshops
- An overview of approach and content in the Stand Up and Be Heard three-hour workshops .
- To introduce colleagues to idea/strategies to support students develop these important transferable skills.

**Background:** Where am I coming from..... (personal experience)



A person with a stammer/stutter (PWS) (mild/covert) who lectures for a living....public speaking.

Faced many issues/fears of public speaking.

## International Stuttering Awareness Day 2012

<http://www.mnsu.edu/comdis/isad16/papers/grieve16.html>  
International Stuttering Awareness Day Online Conference, 2012



## Stand Up and Be Heard

by Rob Grieco

This paper is partly based on a workshop held at the 15th British Strammer Association (BSA) National Conference, Lincoln University, September 2012.

## production

a person with a mild stutter since childhood, who has successfully met his speech fluency, may face different challenges associated with his speech have been encountered. People who stutter differ in the nature of their communication and social challenges (Klein and Hood, 2004). In relation to language, a person who stutters (PWS) may decide not to attend university because of the fear of negative evaluation from their peers and academically self, including the fear that they may not be able to fulfil the oral assignments they required in their course (Mansfield, Phillips and Morken, 2012). Previous studies have indicated that fluent speakers and job negative attitudes towards stuttering and the PWS (Shapiro, Inou and Daniels 2012).

A minor feature, excellent communication (job descriptions) and fluency not taking for granted, however, as a PWS has one freedom (presentation) on the nature of a challenge or what (content) is taught. This paper

### Social Anxiety Disorder-(DSM-5 Definition)

- A. A **persistent fear of one or more social or performance situations** in which the person is exposed to unfamiliar people or to possible scrutiny by others. The individual fears that he or she will act in a way or show anxiety symptoms that will bring on embarrassment, or utter humiliation, or worse, embarrassment if a person is subjected to or witnesses humiliating or embarrassing; with or without blushing or sweating.
- B. **Exposure to** the feared social or performance situation, which may take the form of a panic attack or other anxiety disorder, is **markedly disproportionate** to the actual or expected demands or requirements of the social or performance situation.
- C. The **person** has **avoided** the feared social or performance situation, or has **endured** the situation with **intense** anxiety and distress.
- D. The **fear**, **anxiety**, or **avoidance** is **persistent**, lasting 6 or more months.
- E. The **avoidance**, **anxiety**, or **fear** **interferes** with the person's normal routine, occupational (academic) functioning, social activities or relationships, or there is marked distress about having the phobia.
- F. The **fear**, **anxiety**, **avoidance** is **persistent**, lasting 6 or more months.
- G. The fear or avoidance **not due to physiological effects** of a substance or **medical condition** nor better accounted for by another mental disorder.
- Some of our students may have SAD or elements that may need further intensive psychological therapy (CBT, counselling, etc) and academic support.

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## Rationale for workshops:

- As an experienced teaching academic, seen first-hand that many students have a fear of giving presentations as part of their module assessment, and of public speaking more broadly.
- Undergraduate students today are increasingly tackling tasks demanding public-speaking skills as well as intellectual achievement (Marinho et al, 2017).

Russell, G. and Topham, P. (2012) The impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health*

- Survey of students at UWE/Plymouth University (n=787) 80% of students reported that presentations/public speaking were associated with frequent social anxiety.
- **Barriers to support** - grouped under the themes invisibility, stigmatisation and lack of confidence.

Marinho, F., et al. (2017) Fear of Public Speaking: Perception of College Students and Correlates. *Journal of Voice*.

- Cross-sectional descriptive and analytic study of undergraduate students (n=1,135), 64% reported a fear of public speaking.
- 89% of students would have liked their undergraduate program to include classes to improve public speaking (Marinho et al, 2017).



Main content and approach taken in workshops



- 1. **Issues/Fears** associated with standing up/presenting /public speaking
- 2. Review **strategies/approach** that may help.....
- 3. The **benefits** of standing up and talking/presenting  
(Group activities, videos and sharing of ideas/strategies, some evidence based, practically orientated)

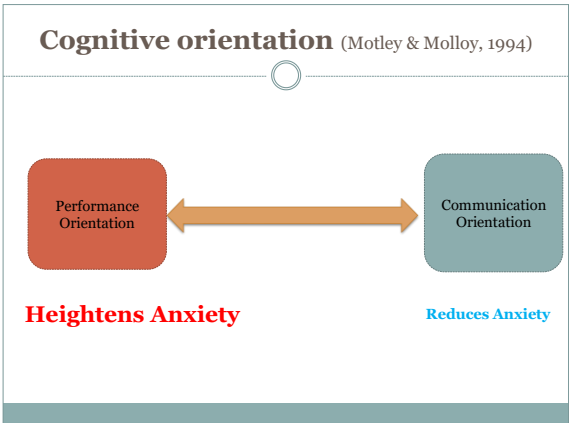


1. Issues/Fears with standing up & talking/presenting/public speaking



2. Strategies/Approach (Quick overview)

KEY MESSAGE: KEY Approach Be authentic/be yourself



3.Benefits



Benefits of standing up and talking....



Evaluation



Stand Up and Be Heard-Wednesday Workshop-UWE  
24.2.2016



What course are you on?

Was this fear of public speaking workshop useful? (Please circle your answers)

YES/NO

Do you think you can use some of the ideas/approaches in your learning and presentations?

YES/NO

Do you think it would benefit other UWE students?

YES/No

Should the Wed afternoon workshop be longer?

YES/No

What ideas/approaches can you take home from this workshop

Any other comments

Some Student Feedback

"I attended one of your work shops at the end of April and about a week after I had to do a presentation for a 30 credit module. I would just like to let you know that I received 80% for that presentation and I don't think I would have even gone through with it without your advice! Thank you for your help, I definitely would not have that score without your workshop."

Email from a Radiotherapy Student-June 2017

**Below are a few verbatim comments from the Evaluation form:**

"Amazing workshop. The first time I've felt hopeful about public speaking after trying many techniques."

"Really beneficial workshop that I would recommend to anyone with a fear of public speaking."

"This was really useful and should be more encouraged to other students"



Academic support for students to develop these important transferable skills.

[https://www.ted.com/playlists/226/before\\_public\\_speaking](https://www.ted.com/playlists/226/before_public_speaking)

**Self Help for Anxiety Management(SAM) App**  
<http://sam-app.org.uk/>

**UWE Wellbeing Service**  
<http://www1.uwe.ac.uk/students/healthandwellbeing/wellbeingservice>  
As these workshops are limited, facilitator not a psychologist and some students may need more intensive/specialised input.



Rob Grieve awarded Teaching and Learning Innovation WLBs for 2017-18 to continue the workshops in Frenchay and Glenside Library, please ask your students/staff to go online UWE Academic Success/Skills Workshops  
<https://info.uwe.ac.uk/events/eventlisting.aspx?categoryID=98>



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*Thank you for  
listening*

*Any Questions?*

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