**Oral Communication Resource Page for Staff**

[**How to Get Students to Talk in Class**](http://ctl.stanford.edu/handouts/PDF/get_students_talking.pdf)

This resource, developed by Stanford University, consists of a list of easily applicable tips and suggested strategies for encouraging student participation in face-to-face discussions.

[**Assessing Student Participation in Class**](http://www.utdc.vuw.ac.nz/documentation/AssessingParticipation.pdf)

Where students, particularly first years, may not be familiar with or confident about contributing their ideas in discussions, participation might be encouraged and rewarded through assessment. This booklet from Victoria University of Wellington identifies problems and offers guidance, including criteria, for those considering assessing participation.

[**Managing Oral Examinations For Students with Disabilities: A Guide for Staff and Students**](http://www.anu.edu.au/disabilities/resources_for_staff/oral_exams.php)

This booklet, prepared by the Academic Skills and Learning Centre at The Australian National University, Canberra, offers suggestions for staff who arrange and mark oral exams, as well as for students undertaking the exams.

[**Making your Teaching More Inclusive**](http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/learning-environments.php)

The Open University’s website has practical advice for making your teaching more inclusive, also helping you to meet the requirements of the Disability Discrimination Act. Of particular relevance is the section on making learning environments and activities accessible, as it includes guidance on increasing the inclusiveness of discussions, seminars and presentations.

**The internationalisation of the tertiary curriculum: Linking intercultural communication theory with teaching and learning practices  by Hellmundt**

**This article argues that if students are to engage in intercultural communication and to benefit from being part of diverse student groups specific teaching strategies should be adopted by the lecturer to promote student voice and interaction.**