

EDUC – 270: COMMUNICATION SKILLS IN TEACHING EDUCATION

Course Description

This course will provide teachers with an opportunity to develop practical oral and written communication skills in educational settings. Goals will include examining the process of communication and their relationship to the efficacy of teaching and learning.

- A. Develop skills for effective communication with students, parents, and colleagues.
- B. Build upon practical experience to provide realistic, meaningful examples, and simulations of classroom experiences.

As a result of full, active participation, students will develop skills to listen actively, present powerfully, and interact effectively.

Course Objectives

1. Utilize the key components of communication processes (including interpersonal communication, listening, verbal and nonverbal communication.)
2. Develop an understanding of a variety of instructional strategies and discuss their advantages and disadvantages for learning (including lecture, discussion, activities and grouping.)
3. Identify the significance of communication in the classroom (including strategies for classroom management, use of power in the classroom, issues of diversity, and gender equity.)
4. Discuss strategies for communication outside the classroom (including conferencing with, and reporting to parents, initiating and establishing relationships with parents, administrators and colleagues.)
5. Recognize the special communication needs of children of different cultural and linguistic backgrounds, especially students who speak English as a second or other language, and to examine ways of adapting communication to encourage inclusivity.

Weekly Schedule

Class # 1 – August 1 (Saturday)	
Topics	<ul style="list-style-type: none">• Introduction to course, instructor, & students• Personal Style in Communication
Key Notions	<ul style="list-style-type: none">• Introduction and practical matters• Effective communication: What to and not to say, and feedback• Examining your approach (and diverse models) of communicating with learners
Key reading	<ul style="list-style-type: none">• Effective communication: Getting things done in groups• Cooper, P. J., & Simonds, C. J. (2003). Interpersonal communication. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 35-63). Boston: Allyn and Bacon.

References	<ol style="list-style-type: none"> Cooper, P. J., & Simonds, C. J. (2003). Verbal and nonverbal communication. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 80-111). Boston: Allyn and Bacon. Mottet, T. P., & Richmond, V. P. (2003). Student nonverbal communication and its influence on teachers and teaching. In J.L. Chesebro & J.C. McCroskey (Eds.), <i>Communication for Teachers</i>. Boston: Allyn & Bacon.
Class # 2 – August 3 (Monday)	
Topic	<ul style="list-style-type: none"> Listening and questioning Discussion methods and facilitation skills
Key Notions	<ul style="list-style-type: none"> Listening to students Developing effective questioning skills Examining methods of initiating and encouraging effective discussion
Key reading	<ul style="list-style-type: none"> Cooper, P. J., & Simonds, C. J. (2003). Leading classroom discussions. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 151-179). Boston: Allyn and Bacon. Cooper, P. J., & Simonds, C. J. (2003). Importance of listening. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 66–71). Boston: Allyn and Bacon. Gabler, I. C., & Schroeder, M. (2003). What makes the reflective method distinctive? In I. C. Gabler & M. Schroeder, <i>Constructivist Methods for the Secondary Classroom: Engaged Minds</i> (p. 324). Boston: Allyn and Bacon.
References	<ol style="list-style-type: none"> Cooper, P. J., & Simonds, C. J. (2003). Small group communication. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 180-199). Boston: Allyn and Bacon. Gabler, I. C., & Schroeder, M. (2003). The exploratory discussion method. In I. C. Gabler & M. Schroeder, <i>Constructivist Methods for the Secondary Classroom: Engaged Minds</i> (pp. 304-321). Boston: Allyn and Bacon.
Class # 3 – August 4 (Tuesday)	
Topic	<ul style="list-style-type: none"> Positive communications in and outside the classroom
Key Notions	<ul style="list-style-type: none"> Effective communication in the multi-cultural/lingual classroom Effective communication with diverse learners Communicating with parents and the community Communication among teachers
Key reading	<ul style="list-style-type: none"> CHECK A TEACHER ED TEXTBOOK
References	<ol style="list-style-type: none"> Cooper, P. J., & Simonds, C. J. (2003). Communication concerns. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 246-270). Boston: Allyn and Bacon. Cooper, P. J., & Simonds, C. J. (2003). Influence. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 223-245). Boston: Allyn and Bacon. Cooper, P. J., & Simonds, C. J. (2003). Interpersonal communications. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 223-245). Boston: Allyn and Bacon.

	ed., pp. 35-63). Boston: Allyn and Bacon. 4. Marzano, R. J. (2010). Representing knowledge non-linguistically. <i>Educational Leadership</i> 67(8). 84-86.
Class # 4 (August 5 (Wednesday))	
Topic	<ul style="list-style-type: none"> Active listening and encouraging equal voice
Key Notions	<ul style="list-style-type: none"> Encouraging active listening in students and teachers Promoting and supporting the voice of each female and male student in the classroom
Key reading	<ul style="list-style-type: none"> United Nations Educational, Scientific and Cultural Organization, A Guide for Gender Equality in Teacher Education Policy and Practices, (2015). Module 5: <i>The Curriculum of Teacher Education: Gender equality concerns n the curriculum 5.5, p. 59</i> United Nations Educational, Scientific and Cultural Organization, A Guide for Gender Equality in Teacher Education Policy and Practices, (2015). <i>Module 6: Pedagogy and Instructional Materials, p. 65 - 69</i>
References	1. Cooper, P. J., & Simonds, C. J. (2003). Listening. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7 th ed., pp. 64-79). Boston: Allyn and Bacon.
Class # 5 (August 6 (Thursday))	
Topic	<ul style="list-style-type: none"> Verbal and Non-verbal Communication Presentation and Facilitation Assignments
Key Notions	<ul style="list-style-type: none"> Cooperative learning Developing awareness of non-verbal communication Space as communication
Key reading	<ul style="list-style-type: none"> Cooper, P. J., & Simonds, C. J. (2003). Verbal and nonverbal communication. In P. J. Cooper & C. J. Simonds, <i>Communications for the Classroom Teacher</i> (7th ed., pp. 80-111). Boston: Allyn and Bacon. Marzano, R. J. (2010). Representing knowledge nonlinguistically. <i>Educational Leadership</i> 67(8). 84-86.
References	1. Mottet, T. P., & Richmond, V. P. (2003). Student nonverbal communication and its influence on teachers and teaching. In J.L. Chesebro & J.C. McCroskey (Eds.), <i>Communication for Teachers</i> . Boston: Allyn & Bacon.
Class # 6 (August 7 (Friday))	
Topic	<ul style="list-style-type: none"> Course evaluation and feedback Personal style in communication Verbal and non-verbal communications Listening and questioning Discussion methods and facilitation skills Communicating outside the classroom Positive communications

	<ul style="list-style-type: none"> • Presentation and facilitation assignments • Active listening and encouraging equal voice (gender)
Key Notions	<ul style="list-style-type: none"> • Review of key notions • Key questions & answers
Key reading	<ul style="list-style-type: none"> • Review of previous all readings

Assessment

Students will be assessed based on demonstrated capabilities in:

- Listening actively
- Presenting powerfully
- Interacting effectively
- Responding appropriately

Students will be evaluated based on:

- Class Participation [10%]
 - Engagement in class activities, course readings, discussion, completion of minor homework tasks, and preparation for learning
- Assignments (see below) [20%]
- Final Examination [70%]

Gender statement

The course design will integrate gender equity primarily through: Discussion and Facilitation of Assignments (Class #2), Communication In and Outside the Classroom (Class #3), Active Listening and Encouraging Equal Voice (Class #4) and Verbal and Non-verbal Communication (Class #5).

This will be done by focusing attention on gendered patterns of behaviour, such as the tendency of girls to speak less in class and teachers to have higher expectations for boys. Female students will be given equal opportunities and encouragement to participate in all activities. Students will participate in activities that will encourage reflection and discussion of female students' barriers and challenges to learning in and outside of the classroom within a refugee camp context.

MAJOR ASSIGNMENTS

I. Presentation and Facilitation [10%]

Each student will prepare a 10-minute presentation and then facilitate a 10-minute discussion. Chosen topics are related to current, complex, and possibly controversial areas of education. Students will be encouraged to demonstrate the Principles of Learning by leading the class. Assessments will include peer, instructor, and self-evaluations, using feedback.

II. Blog post [10%]

Each student will write one blog post on a key issue of the course, or a discussion of a case study or other class activity. The blog post will be evaluated based on (a) relevance to the key issues and readings and (b) demonstration of the student's critical engagement and understanding of the course content.

References

- Cooper, P. J., & Simonds, C. J. (2003) *Communication for the classroom teacher* (7th ed.). Boston: Allyn and Bacon.
- Gabler, I. C., & Schroeder M. (2003). *Constructivist methods for the secondary classroom: Engaged minds*. Boston: Allyn and Bacon.
- Marzano, R. J. (2010). Representing knowledge nonlinguistically. *Educational Leadership* 67(8). 84-86.
- Mottet, T. P., & Richmond, V. P. (2003). Student nonverbal communication and its influence on teachers and teaching. In J.L. Chesebro & J.C. McCroskey (Eds.), *Communication for Teachers*. Boston: Allyn & Bacon.
- United Nations Educational, Scientific and Cultural Organization, A Guide for Gender Equality in Teacher Education Policy and Practices, (2015). Module 5: *The Curriculum of Teacher Education: Gender equality concerns n the curriculum 5.5, p. 59*
- United Nations Educational, Scientific and Cultural Organization, A Guide for Gender Equality in Teacher Education Policy and Practices, (2015). *Module 6: Pedagogy and Instructional Materials, p. 65 - 69*

TEACHER ED TEXTBOOK