



# EDED11456 *Communication in Educational Environments*

## Term 2 - 2017

Profile information current as at 29/04/2024 01:27 am

All details in this unit profile for EDED11456 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Communication in Educational Environments introduces students to the importance of interpersonal communication and social skills in contemporary education and care settings characterised by diversity. Students develop an understanding of the links between effective verbal and non-verbal communication skills, cultural sensitivity and teacher efficacy; and explain the importance of using these strategies to engage with culturally diverse groups including Aboriginal and Torres Strait Islander learners and their families. Both analytical and practical knowledge of interpersonal skills and constructive communication strategies that establish collaborative relationships with learners, parents and carers and colleagues to support learning and engagement and maximise educational opportunities for all students are emphasised in this unit.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical and Written Assessment**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Course Evaluation

**Feedback**

Extremely well structured and supported, with detailed learning resources. Great staff support.

**Recommendation**

Minimal changes to course structure. Encourage staff to continue to be supportive.

#### Feedback from Course Evaluation

**Feedback**

I wish we had a podcast at the start of each topic.

**Recommendation**

An echo should be incorporated into each weekly topic. This will free up time in Collaboratives to complete practical tasks and focus on assessment.

#### Feedback from Course Evaluation

**Feedback**

The feedback on assignments was minimal, it would have been good to be given more details on how to improve.

**Recommendation**

Tutors and markers will be sent examples of feedback for criteria sheets and annotated copies of assessments as examples.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds.
2. Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students.
3. Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families.
4. Analyse and evaluate personal and professional strengths and weaknesses in the use of communication skills for building productive relationships with students, families and communities.
5. Apply a range of pedagogical strategies to extend and develop children's capabilities as effective and confident communicators.
6. Select and justify communication strategies for responding to challenging situations that arise when working with students, parents and colleagues in an inclusive education context.

Successful completion of the unit Communication in Educational Environments provides opportunities for students to collect evidence of working towards Australian Professional Standards for Teachers focus areas at Graduate Career stage; specifically Standards 1.1, 1.3, 3.5, 3.7, 4.1, 4.2, 6.2, 6.3 and 7.3; and competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including CHCCN520C: 1 and 2; CHCFC503A: 1, 2 and 3; CHCIC510A: 1 and 2; CHCRF511A: 1, 2, 3, 4 and 5; HLTHIR403C: 1, 2, 3 and 4; and CHCIC301E: 1, 2, 3, 4 and 5. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage and as the focus for identifying professional learning needs.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical and Written Assessment - 50%	•	•	•	•	•	
2 - Written Assessment - 50%	•	•	•			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication			•	•	•	•
2 - Problem Solving			•		•	•
3 - Critical Thinking		•	•	•	•	•
4 - Information Literacy		•	•		•	•
5 - Team Work				•		
6 - Information Technology Competence	•		•		•	
7 - Cross Cultural Competence	•		•		•	•
8 - Ethical practice			•		•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

EDED11456

#### Prescribed

#### Communicating for success

(2013)

Authors: Kossen, C., Kiernan, E., & Lawrence, J.

Pearson

Frencoresths F , NSW , Australia

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Robert Vanderburg** Unit Coordinator

[r.vanderburg@cqu.edu.au](mailto:r.vanderburg@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical perspectives on human communication	Set Text - Chapter 5	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Transactions and interpersonal communication	Set Text - Chapter 12	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communication Modes - meaning and purpose	Set Text - Chapter 6	

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Verbal communication - meaning in context	Set Text - Chapter 9	

<b>Week 5 - 07 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Verbal communication for learning		
<b>Vacation Week - 14 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
No tutorials or Collaborate sessions this week		
<b>Week 6 - 21 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Non-verbal communication and social context	Set Text - Chapter 10	
<b>Week 7 - 28 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Intercultural communication	Set Text - Chapter 7	<b>Folio of Tasks and Reflective Journal</b> Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST
<b>Week 8 - 04 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Theoretical models of self-awareness	Set Text - Chapter 12	
<b>Week 9 - 11 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Relations and interactions	Set Text - Chapter 12	
<b>Week 10 - 18 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Communication barriers	Set Text - Chapter 14	
<b>Week 11 - 25 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Role theory and professional communication	Set Text - Chapter 13	
<b>Week 12 - 02 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review		<b>Case Study</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST
<b>Review/Exam Week - 09 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 16 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Folio of Tasks and Reflective Journal

#### Assessment Type

Practical and Written Assessment

#### Task Description

##### Part A

Throughout the term you will prepare for and participate in a series of practical activities designed to build your

communication competence in educational settings. These tasks may be completed in role play or authentic situations (including activities completed as part of Professional Practice 1 where relevant) and will focus on:

- Verbal communication for instruction, negotiation and/ or relationship-building
- Use of non-verbal communication skills to aid communication
- Written and online communication for sharing information

Further details on the series of activities you will complete will be available on the unit moodle site. You will be required to provide a brief outline of **each** task indicating what you did and said; who participated / observed; and where possible, a record of any constructive feedback you received on your performance and the effectiveness of your communication from participants or observers.

### **Part B**

You will maintain a reflective journal throughout the unit which contains two sections:

- **a personal assessment** of your own use of interpersonal communication skills in **any two** of the practical activities you completed during the unit. This self-assessment should draw explicitly on any feedback received and make links to theoretical perspectives studied through the unit to identify strengths and weaknesses and insights that guide personal professional learning (Maximum 500 words)
- **a reflection on the relevance and importance of communication competence** to the work of educators in culturally diverse learning settings (Maximum 750 words)

A framework of questions will be supplied to guide your reflection on each activity. Your responses to these questions **do not need to be submitted** but will guide your thinking and collection of information for the two written sections in Part B. The self-assessment and reflection for Part B must make reference to relevant readings or unit materials to describe and explain your understanding of effective communication, intercultural and interpersonal skills for relationship-building, emotional and social support, and learning in educational or care settings characterised by diversity. You will submit your record of participation and feedback from the practical tasks in Part A and your reflective journal for Part B together by the due date.

### **Assessment Due Date**

Week 7 Friday (1 Sept 2017) 11:45 pm AEST

Tasks will be completed throughout the term. Opportunities for formative feedback will be provided in Week 5. Final submission of Parts A and B to be uploaded to Moodle by the due date.

### **Return Date to Students**

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

### **Weighting**

50%

### **Assessment Criteria**

Application of knowledge of effective interpersonal communication to the allocated tasks

Critical reflection on feedback and self-assessment includes reference to theoretical perspectives

Knowledge and understanding of the impact of communication choices on meaning and relationship building

Understanding of the relationship between communication, social and emotional wellbeing and participation in learning for diverse groups of learners

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds.
- Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students.
- Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families.
- Analyse and evaluate personal and professional strengths and weaknesses in the use of communication skills for building productive relationships with students, families and communities.
- Apply a range of pedagogical strategies to extend and develop children's capabilities as effective and confident communicators.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Case Study

### Assessment Type

Written Assessment

### Task Description

In this task, you will draw on your learning throughout the unit to identify, analyse and respond to the communication challenges in a case study/ scenario that could potentially arise in an **inclusive** education or care environment. Your response to this assessment task should be no more than 1500 words.

You will be provided with a **choice** of case studies; each of which will present a range of challenges for educators in relation to interpersonal communication for relationship-building and learning. You are required to select and respond to **ONE** of the case studies by:

1. identifying and describing the **communication challenges** for maintaining teacher / student, student / peer, and teacher / family relationships in the information provided;
2. discussing **the impact of linguistic, cultural or social diversity on the selection of communication strategies** for responding to the challenges you have identified. (This discussion should be supported by references.)
3. **proposing and justifying communication strategies** for responding to the situation i.e. explain what you would do to promote engagement in learning and establish productive relationships with all stakeholders. You should select strategies for supporting the learner's behavioural, social, learning and identity needs and explain why they would be effective in the given situation.

### Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

### Return Date to Students

Feedback on this assessment response will be returned in accordance with university policy on certification of grades.

### Weighting

50%

### Assessment Criteria

- Analysis of key elements of the case study that impact on the participation of diverse groups in education and/or care settings
- Identification and selection of strategies for responding to the communication needs of key stakeholders in the chosen case study
- Knowledge and understanding of communication strategies that build relationships with diverse groups of learners, families and communities
- Justification of chosen strategies using authoritative sources

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Interpret research and theory on teacher efficacy to explain how educators can use ICTs and interpersonal skills to collaborate and communicate with students and / or parents and carers from diverse backgrounds.
- Propose communication strategies that educators could use to advocate for the learning, interests and engagement needs of children and/or school-aged students.
- Illustrate communication skills and strategies that address the communicative and identity needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including ATSI students and their families.
- Select and justify communication strategies for responding to challenging situations that arise when working with



students, parents and colleagues in an inclusive education context.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem