EDED11456 *Communication in Educational Environments*
Term 2 - 2018

Profile information current as at 14/05/2024 01:04 am

All details in this unit profile for EDED11456 have been officially approved by CQUniversity 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 - 2018

- 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 Student Feedback

Feedback

Whilst it's true that the majority of primary school teachers are women, it would be better to have at least one case study involving a male teacher.

Recommendation

Some male case studies will be added to the unit.

Feedback from Student Feedback

Feedback

I would like to see more student engagement in the Discussion topics each week for zoom.

Recommendation

More specific discussion topics will be added each week to improve student engagement.

Feedback from Student Feedback

Feedback

Textbook was designed for within a generic workplace rather than an education perspective.

Recommendation

More focus will be placed on educational perspectives within the unit rather than being generic.

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

| — N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level |

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 (Pearson Original Edition)
2nd edition (2013)
Authors: Kossen, C., Kiernan, E., & Lawrence, J.
Pearson
Sydney , NSW , Australia
ISBN: 9781488622908
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

Carol Steel Unit Coordinator
c.steel@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

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

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Transactions and Interpersonal communication	Set text - Chapter 12	

Week 3 - 23 Jul 2018

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

Week 4 - 30 Jul 2018

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

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Verbal communication for learning		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No tutorials or Zoom session this week		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Non-verbal communication and social context	Set text - Chapter 10	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intercultural communication	Set text - Chapter 7	**Folio of tasks and reflective journal.** Due: Week 7 - Friday 31st August at 11:45pm AEST **Folio of Tasks and Reflective Journal** Due: Week 7 Friday (31 Aug 2018) 11:45 am AEST

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical models of self awareness	Set text - Chapter 12	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Relations and interactions	Set text - Chapter 12	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Communication barriers	Set text Chapter 14	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Role theory and professional communication	Set text - Chapter 13	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review week		Case study Due: Week 12 - Friday 5th October at 11:45pm AEST **Case study** Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

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.
This task addresses the following Australian Professional Standards for Teachers (Graduate level) 3.5, 6.3, 4.1, 4.3, 1.1, 1.3, 3.5, 4.1

Assessment Due Date
Week 7 Friday (31 Aug 2018) 11:45 am 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
Week 10 Friday (21 Sept 2018)
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 (APST 3.5)
  Critical reflection on feedback and self-assessment includes reference to theoretical perspectives (APST 6.3)
  Knowledge and understanding of the impact of communication choices on meaning and relationship building (APST 4.1, 4.3)
  Understanding of the relationship between communication, social and emotional wellbeing and participation in learning for diverse groups of learners (APST 1.1, 1.3, 3.5, 4.1)

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.

This task addresses the following Australian Professional Standards for Teachers (Graduate level) 1.1, 1.3, 4.2, 3.5, 3.7, 4.1, 7.3, 6.2

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Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST
Feedback on this assessment response will be returned in accordance with university policy on certification of grades.

Return Date to Students

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 (APST 1.1, 1.3, 4.2)

Identification and selection of strategies for responding to the communication needs of key stakeholders in the chosen case study (APST 3.5, 3.7)

Knowledge and understanding of communication strategies that build relationships with diverse groups of learners, families and communities (APST 3.7, 4.1, 7.3)

Justification of chosen strategies using authoritative sources (APST 6.2)

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