EDED11456 *Communication in Educational Environments*

Term 2 - 2020

Profile information current as at 12/10/2024 05:12 pm

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 - 2020

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- Online
- 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 evaluation

Feedback
Assessment Tasks

Recommendation
Additional support will be provided for each assessment task.

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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

1.1 Physical, social and intellectual development and characteristics of students
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
3.5 Use effective classroom communication
3.7 Engage parents/carers in the educative process
4.1 Support student participation
4.2 Manage classroom activities
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.3 Engage with the parents/carers
In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

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

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

Teaching & Learning: Building Effective Pedagogies
(2014)
Authors: Jennifer Howell
Oxford University Press
South Melbourne , Victoria , Australia
ISBN: _9780195529067
Binding: Paperback

Additional Textbook Information
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code). eBooks are available at the publisher's website.

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Nadia Mead Unit Coordinator
n.mead@cqu.edu.au

Schedule

Week 1 - Introduction to communication - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Communication	Chapter 10 Pages 315 - 322	Read overview of Assessment Task 1

Week 2 - Interpersonal communication - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal communication	Chapter 10 Pages 322 - 327	Folio Task 1 - Interpersonal Perceptions

Week 3 - Channels of communication - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Channels of Communication		Folio Task 2 - Written communication

Week 4 - Speaking skills - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Oral presentations and effective speaking skills	Chapter 10 Pages 337-339	Folio Task 3 - Preparing for Reading

Week 5 - Listening and questioning - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Listening and questioning	Chapter 10 Pages 340-349	Folio Task 4 - Questioning

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Complete all Folio tasks 1-4. Begin work on Part B.

Week 6 - Non verbal communication - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Non verbal communication		Folio Task 5 - Non verbal Communication

Week 7 - Impact of culture on communication - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Inter and intra cultural communication		Assignment Task 1 Folio Due **Communication Folio** Due: Monday 31st August at 11:55 pm AEST **Communication Folio** Due: Week 7 Monday (31 Aug 2020) 11:55 pm AEST

Week 8 - Communication Styles - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Communication styles	Chapter 10 pages 327-331	Read Case Studies

Week 9 - Communication and classroom management - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Building relationships to effectively manage the classroom		Choose Case study for Assessment Task 2.

Week 10 - Conflict and conflict resolution - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conflict and resolving conflict		Identify sources of conflict in Case Study

Week 11 - Engaging with parents - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in families and engaging appropriately with parents		Identify strategies to resolve conflict through engagement with parents and staff in Case Study

Week 12 - Collaborative engagement with peer editing - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Communication with peers		Work with a peer to receive and give feedback on a draft of Assessment Task 2. Task due Monday 12th October at 11:55pm AEST

Term Specific Information

Traditionally, the folio tasks were completed in classrooms for PP1 students on placement. However, because of COVID-19, students can either use small groups of known children or adults, or construct hypothetical scenarios. This will be clarified in the task descriptions embedded in the Moodle site.

Assessment Tasks

1 Communication Folio

Assessment Type
Practical and Written Assessment

Task Description
Throughout the term you will prepare for and participate in a series of practical tasks designed to build your communication competence in educational settings. These tasks may be completed in role play or authentic situations, with children or adults, 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

DETAILS OF THE SPECIFIC TASKS TO COMPLETE ARE EMBEDDED IN THE "FOR YOUR ASSESSMENT" SECTION OF WEEKS 2, 3, 4, 5 AND 6.
Part A
For each of the five (5) tasks you are required to provide a:

- brief outline of the specified task,
- record of constructive feedback you may have received from participants or observers on your completed task
- personal critical reflection on the effectiveness of your communication skills you displayed within the task.

There is no word count set for the tasks, however generally they should not take over 1 page of typed text.
Part B
Part B asks you to critically reflect on your communication skills to demonstrate your understanding of your current communication skill level, an ongoing plan to develop your communication skills and a rationale for why teachers require communication competence. It contains two sections:
Section One: A personal assessment of your interpersonal communication skills based on the completion of the folio tasks. This personal assessment should draw explicitly on any feedback received and personal reflections made. It should make links to theoretical perspectives studied through the readings to identify strengths and weaknesses and outline how you will continue to develop your communication through future personal professional learning (500 words).
Section Two: A reflection, based on the readings within the unit of work, on the relevance and importance of communication competence to the work of educators in culturally diverse learning settings (750 words).
A framework of questions will be supplied to guide your reflection on each of the folio tasks. Your responses to these questions do not need to be submitted. No marks will be awarded for your answers to these questions in Part A but they are provided as a guide for 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 course 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 response for Part B together by the due date.
WORD COUNT for written assignments:
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 7 Monday (31 Aug 2020) 11:55 pm AEST

One Word Document

Return Date to Students
Week 9 Monday (14 Sept 2020)

Edited submission and marked criteria sheet

Weighting
50%

Assessment Criteria
Weighting
50%

Assessment Criteria
Students will be assessed on their demonstration of:

- Application of knowledge of communication theory and effective interpersonal communication within and about the allocated tasks
- Critical reflection on personal communication competence
- Knowledge and understanding of communication choices on meaning and relationship-building
- Understanding of the relationship between communication, social and emotional well being and participation in learning for diverse groups of learners.
- Use of authoritative sources to support self-assessment and importance of teacher's communication competence

Referencing Style

- American Psychological Association (APA)

Submission
No submission method provided.
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

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

- 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

assessmentGradAttribute

- Communication
- Problem Solving

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

2 Responding to a 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 based on a real life scenario that occurred in an inclusive education environment. Your response to this assessment task should be no more than 1500 words.
You will be provided with a **choice** of three 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. The case studies are attached to the task sheet embedded in the Moodle site. Your response should clearly indicate which of the case studies you have chosen with a title. For example: "Response to case study - Number 1 "Student behaviour".
Your analysis and response to the case study you select includes three parts as outlined below:
Part 1: Identification of communication challenges
In this section you need to isolate and explain the **challenges** that the case presents for maintaining relationships with all stakeholders affected by the situation described. Consideration should be given to relationships between the teacher and the student/child who is central to the issue and his/her parents/carers. Other stakeholders may be relevant to the discussion and these should be identified and discussed as necessary. These stakeholders may include other students/children in the class group, school administration or colleagues e.g. the principal and other teachers; and external specialists or specialist support staff e.g. support teachers, medical specialists, etc. (Note that not all of these stakeholders will be relevant to every case study so you should focus on the facts presented in the example you choose.)
You should identify **specific information from the case study** that has informed your identification of the communication challenges and explain how and why these factors may affect the teacher's ability to establish or maintain positive relationships that support the child/student's learning, behaviour and social needs in the educational setting. These may be presented as a list of dot points or table.
Part 2: Consideration of culture and communication theory on selection of strategies
In this section, you need to **discuss aspects of the theory** covered in the course that are important considerations for negotiating a satisfactory outcome in the situation described while maintaining positive and respectful relationships with all stakeholders you identify in Part 1. This section will be an **academic discussion supported by references**. These should be drawn from Weeks 7-11 of the course.
You are expected to show knowledge and understanding of relevant theories which may include: the impact of various types of noise associated with intercultural communication; the relevance of cultural literacy for effective interpersonal communication; relating styles and their impact on problem solving and conflict resolution; the theory around conflict resolution; self-awareness as a fundamental aspect of effective interpersonal relationships, etc.
You are expected to use the readings covered throughout the course for this discussion (there is no need for independent research) and **draw conclusions about the way this theory can be applied** to guide selection of communication strategies that support learning and maintain productive relationships with all relevant stakeholders. It is like a mini review of the literature that can be used to justify the strategies you propose in Part 3 to resolve the conflict or problems presented in your chosen case study.
Part 3: Proposal and justification of strategies for responding to the case study
This section should provide a **comprehensive description of the strategies** that the teacher should use to communicate with stakeholders to support the student/ child's learning, behaviour and/or social needs and effective participation or engagement in the learning environment.
Each of the strategies should be described in sufficient detail for a reader to **visualise the interaction** that would take place between the teacher and selected stakeholders (child or student and his/her parent/carer). Each strategy should be accompanied by a thorough explanation and justification of why the chosen strategies would be effective in the given situation. This will involve making links back to the theory outlined in Part 2 as justification and support from authoritative sources.
For example: *This strategy was chosen to overcome the aggressive relating style evident in the parent's initial engagement with the teacher. As Kossen, Kiernan and Lawrence (2013) explain aggressive relating styles are often characterised by a refusal to listen to opposing points of view so providing opportunities for the parents to air their grievances first allows the teacher an opportunity for uninterrupted communication of his/her concerns.*
WORD COUNT for written assignments:
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the

cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 11:55 pm AEST

Return Date to Students

Assessment tasks will be returned to students once certification of grades has occurred.

Weighting
50%

Assessment Criteria
Weighting
50%
Assessment Criteria
Students will be assessed on their ability to demonstrate:

- identification and analysis of communication challenges in the chosen case study knowledge and understanding of the impact of cultural factors on relationship building in diverse settings
- knowledge and understanding of theoretical concepts that inform intercultural communication competence
- knowledge of practical strategies for creating positive communication climates
- an explanation and justification of chosen strategies.

Referencing Style
American Psychological Association (APA)
Submission
No submission method provided.
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
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- 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

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

- 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
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- Select and justify communication strategies for responding to challenging situations that arise when working with students, parents and colleagues in an inclusive education context.

assessmentGradAttribute

- 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