**ETP111: Educators as Effective Communicators**

**1: Communication Settings and Intrapersonal Communication**

**Learning Outcomes**

**On completion of this unit a student should be able to:**

1. Identify some of the principles of contemporary communication theories
2. Describe a range of skills for personal and interpersonal communication
3. Describe elements in intercultural communication
4. Use E-technologies for enhancing effective communication
5. Apply a range of skills in interpersonal and intercultural communication in an education setting.

**Task 1:**

**a) Circle key words for each of the outcomes above and put them into your own words**

**b) Begin your ‘Language of Education Glossary’ (on loose-leaf, or in the back of your main folder, or to be transferred to a Word document), based on the wall posters model we began last term. Put the unfamiliar words from today’s lecture materials in here, with your explanations of course!**

**Assessment Tasks**

**Task 1: Communication System Analysis and Issue Report (Group Presentation 10-15 slides with notes)**

1. Describe the communication system of the school community.
2. Identify the parts of the system and the ways they communicate.
3. Identify an area of the system that has a communication issue: describe the history of the issue, the current system and possible suggestions for the future.

**Task 2: ICT Communication Evaluation (Individual Report 500 words):**

1. Design and develop a 10-15 slide PowerPoint appropriate to deliver the Communication Report to the school community at a staff meeting.
2. Trial and/or deliver the material in this context. Evaluate the effectiveness in terms of the communication design.
3. Write a report outlining the design, development and evaluation of the resources.

**Communication: What’s so Hard?**

Task 2: What is bad communication? What prevents communication? Brainstorm as many things as you can: don’t worry about organizing them. Random is fine!

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What have the above images to do with communication?

**Communication: What is it?**

Finish the string: Communication is . . .

What is the link between communication and ‘meaning’?

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| --- |
| **Communication Settings (times/places where the communication occurs):**  Intrapersonal Interpersonal  Group Public  Intercultural Mediated |

**Examples?**

Intrapersonal Communication:

Interpersonal Communication:

Group Communication:

Public Communication:

Intercultural Communication:

Mediated Communication:

**Intrapersonal Communication: Myself as a Communicator**

* “an individuals’ organisation of their experience of the social environment”‘ Vaughan and Hogg (2005)
* ***"If communication is meaning, you need to be aware of your own meaning first." Mohan et al (2008: 26)***

**Which of the above quotes helps you to understand the concept/idea of INTRAPERSONAL COMMUNICATION best?**

**Beliefs, Attitudes and Facts**

Communication with others is underpinned by our own beliefs and attitudes, so we’ll look at what this means before we examine ways to communicate effectively.

**What is a fact?**

**What is a belief?**

**What is an attitude?**

## We use this word often, "I believe that...", "I believe in..."

In the set text, Mohan, McGregor, Saunders and Archer (2008:36) suggest that opinions are the most likely to change, however beliefs are the least subject to change.

In school there exist commonly held beliefs e.g.

**"all students have the right to quality education".**

These beliefs are demonstrated in "artefacts" (Schein 1992), the things we do and how we generally behave (our attitudes).

Pick one of the beliefs from your Teaching Philosophy and write it here.

How would this belief be demonstrated in the classroom in your communication with individual students or planned communications (lesson plans) with groups of students?

**Dimension 1:  Attitudes and Perceptions looks at both teacher and student in relation to classroom climate.**

Ref: Robert J. Marzano, Pickering Debra J., et al,  2006,   Dimensions of Learning Teachers Manual, Hawker Brownlow Education Vic., Aust .

## unacknowledged differences in beliefs and attidues make group communication hard

" When you working in groups or teams or are making decisions as a committee, issues relating to differences in these areas [beliefs and attitudes] will be quite common."   Mohan, Mcgregor, Saunders and Archee ( 2008:164)  
  
Consider times when you have worked as a part of a group, team or committee.

* In what ways have you been able to make positive contributions to the work being done?
* What obstacles did you encounter to completing the task?
* How much of these contributions, both positive and negative could be attributed to the attitude of the participants, including yourself?