1. General Course Information

1.1 Course Details

Course Code:	1199EDN
Course Name:	Communication for Teaching and Learning
Trimester:	Trimester 1, 2022
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Dr Monika Krajcovicova
Document modified:	15 January 2022

Course Description

This is a core first year course and has no pre-requisite, co-requisite or prior-assumed course requirements. This course enables students to examine, understand and develop theoretical perspectives and practical applications of professional and personal communication in educational environments.

To be effective educators, graduates need strong communication skills, including confidence in their verbal abilities, creativity in their approaches to engaging through spoken language, and a broad vocabulary through which to articulate complex ideas.

These skills are required to work effectively with students (individually and in small groups), with fellow teachers, parents, and the wider community. Educators also need to understand that communication in educational environments can be hindered by a range of factors including biases, values, perceptions, status, and cultural differences. They also need to recognise the importance of self-reflection. Within this course, students will develop their personal communication skills, and examine the complexities of communication within school environments.

Assumed Knowledge

The course examines, develops, and expands your knowledge of primary or secondary schooling and the role of the teacher as a professional.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Monika Krajcovicova	Monika.Krajcovicova@staff.griffithcollege.edu.au
Brock Grant	brock.grant@staff.griffithcollege.edu.au
Shane Trinne	shane.trinne@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course has several key aims:

1. Introduce students to the various factors which impact upon effective communication within educational contexts.

2. Support students in identifying their personal strengths and weaknesses in relation to oral communication.

3. Support students in developing areas of weakness to become more confident, creative, engaging and effective in their interactions with others.

4. Introduce students to the communication literature and those theories relevant to developing effective communication in educational contexts.

5. Provide opportunities for students to analyse, discuss and respond to theories and policies relevant to developing effective communication in educational contexts.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. **Discuss** and **explain** a wide range of communication theories and strategies appropriate within different educational settings (including hearing students and non-hearing students from signing families) and link theories to communication challenges within the teaching profession (including overcoming hindrances to communication such as technical and socio-personal factors).
2. **Deliver** spoken and written material to others in engaging, effective and creative ways that demonstrates understanding of professional communication in educational contexts
3. **Critically reflect** your communication skills and identify ways to overcome communication challenges in order to identify your professional learning needs.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning			✓	
Creative and future thinking			✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓

3. Learning Resources

3.1 Required Learning Resources

All required readings will be made available on the course site.

The key text for the course is:

Simonds, C. J., & Cooper, P. J. (2014). *Communication for the classroom teacher.* Pearson New International Edition, Ninth edition. Hallow, Essex: Pearson.

The textbook is available as an ebook, can be borrowed from the Griffith University Library, or purchased second-hand. Your teacher will provide details about accessing the ebook version.

3.2 Recommended Learning Resources

Details of your Recommended Learning Resources will be made available via the course site.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

- Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

- IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
	Module 1 (Weeks 1-4): Educators as Communicators				
1	INTRODUCTION: Educators as communicators *- theoretical underpinnings*, why communication matters (an overview of the course and introduction to thinking about communication) READ: Course Outline; course site & assignment task documents	Introductory Tutorial Getting to know one another, the expectations of the course & ideas about why attention to communication matters for educators. IMPORTANT: Review of Discussion Assessment	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	Discussion (live sessions & forums)	1
2	Interpersonal Communication READ: Simonds and Cooper (2014) - Chapter 2 - Interpersonal Communication (pp. 57-72)	Explaining the theory associated with interpersonal communication & discuss how this theory may be applied to the classroom.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	Discussion (live sessions & forums)	1

3	Communication in the Educational Environment (including Verbal Communication) READ: Simonds & Cooper (2014) - Chapter 1 - Foundations of Classroom Communication (pp. 29-45) AND Simonds & Cooper (2014) - Chapter 4 - Language (pp. 112-119)	Discuss & explain classroom communication & the considerations of verbal communication in educational contexts.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	Discussion (live sessions & forums)	1
4	Non-Verbal Communication READ: Simonds & Cooper (2014) - Chapter 4 - Language (pp. 119-133)	Discuss & explain the impact and variability of non-verbal communication in educational contexts. Discuss your contributions with your teacher before submission.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	Discussion (live sessions & forums) IMPORTANT: Final discussion forum posts **due Friday Week 4, worth 25%**	1
	Module 2 (Weeks 5-8): Educator Communication in Practice				
5	Storytelling & Active Listening READ: Simonds & Cooper (2014) - Chapter 8 - Storytelling (pp. 236-243) AND Simonds and Cooper (2014) - Chapter 3 - Listening (pp. 92-105)	Using storytelling & active listening skills & techniques in the classroom. IMPORTANT: Review of the Individual Presentation assessment	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2
6	Communicating with **Diverse Learners** AND Parents/Carers READ: Cole (2008) Preface - Educating everybody's children: We know what to do (pp. vii-xx) (14 pages)	The complexity of demonstrating effective communication across cultures & other communication challenges for teaching & learning. Examine the use of Auslan in an educational setting.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2
7	Conflict Prevention & Resolution READ: Narhi, Kiiski, & Savolainen (2017) Reducing disruptive behaviours and improving classroom behavioural climate with class-wide positive behaviour support in middle schools (pp. 1186-1205)	Identifying & resolving conflicts in educational settings.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2

8	Discussions & Questioning READ: Simonds & Cooper (2014) - Chapter 6: Leading classroom discussions (pp. 176-196)	Effective discussion & questioning in educational settings. This will be your last opportunity to discuss your Individual Presentation with your tutor before submission.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	IMPORTANT: Individual Presentation task & supporting paperwork **due Monday Week 9, worth 40%**	1, 2
Module 3 (Weeks 9-12): Reflective Practice in Education					
9	Teacher responsibilities/ reflective practitioners READ: Global Education Monitoring Report 2017/18 (pp. 1-14, & 291-295)	Identify the importance of self-reflection & personal responsibility for educators. IMPORTANT: Review of the written assignment/final assessment for the course	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2, 3
10	Child protection/care & Self-Care in Education READ: Queensland Child Protection Guide & other linked resources on the course site	Reflect on care in the classroom, for students & for yourselves as educators.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2, 3
11	Bringing it all together READ: Revisit any previously missed readings	Collective reflections on all the topics explored through-out the course.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2, 3
12	Self-Reflection Task troubleshooting READ: Revise course materials relevant to your assignment & remember to proofread your work	Last opportunity to discuss your Self-Reflection assignment with your teacher.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.	IMPORTANT: Self-Reflection task **due Monday Exam Week 1, worth 35%**	1, 2, 3

5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
Module 1: Educators as Communicators				
1	Multimedia Discussion Forum	25%	1	Friday of Week 4
Module 2: Educator Communication in Practice				
2	Teacher Identity and Role: Individual Presentation	40%	1, 2	Monday of Week 9
Module 3 (Weeks 9-12): Reflective Practice in Education				
3	Self- Reflection	35%	1, 2, 3	Monday, Exam week

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Multimedia Discussion Forum (25%)

Task Type: Online Discussion Forum
Due Date: Friday of Week 4 (date to be advised on course site)
Weight: 25%,
Length: (if applicable)

Task Description: Throughout the first module of the course, you will be asked to discuss and explain your understandings of the weekly learning content by making contributions to our online Discussion Forum. To best participate, students will need to complete the required readings and learning content and engage with the weekly learning experiences and activities. This will communicate to the tutor and your classmates that you are prepared to actively engage with that week's topic. It will also introduce you to the dynamic and interactive nature of communication for teaching and learning.
The discussion forum is intended to foster deeper understanding of the course content and challenge students to explain the theories, strategies and challenges that relate to communication in educational contexts.

Criteria and Marking: Students are assessed on their knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of effective communication which underpin the topics covered in module 1. This will require you to engage consistently with the course content, learning experiences and activities.

Make clear connections between the theories and concepts introduced in module 1 and their relevance and application in educational contexts.

Academic skills relating to written and personal literacy, academic integrity and referencing using APA 7th style

Demonstrate interpersonal communication in an online forum (including respect, support, and engagement with others' contributions)

PLEASE NOTE: Further guidelines and suggestions for engaging in a thoughtful, respectful, and supportive class discussion will be made available on the portal.
Submission: Final contributions to the Discussion Forum must be posted by 5:00pm Friday of Week 4

2. Evidence of Learning Task 2: Individual Presentation (40%)

Task Type: Presentation
Due Date: Monday of Week 9
Weight: 40%,
Length: (if applicable)
Task Description:
For this assessment item, you are required to prepare and deliver a five-minute individual oral presentation which you will video and submit for assessment.

For this task you will tell a published or personal story which is purposeful (informational, instructional, cautionary), structured (hook, introduction, body, conclusion) and practised, and which relates to teaching AND Teacher Identity and Role as discussed in class (Both Code of Ethics AND Australian Professional Standards for Teachers). You will be required to submit a script of your presentation.

This task will be discussed further in the Learning Experiences.
Criteria and Marking: Students are assessed on the Selection of content, language appropriate to the audience, time constraints and purpose of the task, with this material being interesting, well sequenced, clearly structured and achieving its purpose as a teaching strategy.

Present in a clear, articulate, and expressive manner using effective verbal and non-verbal skills.

Engage the audience through the creative and appropriate use of selected resources.

Demonstrate high standards of oral and written presentation skills and high-level personal literacies.

Submission: Video to be posted on the Padlet provided on the course site, supporting documentation to be submitted via Turnitin link on the course site by 9:00am Monday of Week 9.

3. Evidence of Learning Task 3: Self-Reflection (35%)

Task Type: Written Assignment
Due Date: Monday of Exam Week 13
Weight: 35%
Length: 1500 words
Task Description: For this task, you are required to critique your own individual presentation, answering the three questions as per the template located on the course site.

When answering the three questions, you are to consider for each question, the following three filters:
1. Linkage to Australian Professional Standards for Teachers (APST) and the Code of Ethics (min one of each AND max two of each)
2. Use of verbal and non-verbal skills
3. Audience engagement

You are to use the first person "I"

You are to use a minimum of three (3) academic sources (references) within your answer to the third question.

This task will be discussed further in the Learning Experiences.

Criteria and Marking: Students are assessed on XX. Professionally critique your own individual presentation based on filters, considering the linkage between the chosen story, and the Australian Professional Standards for Teachers and the value of the Code of Ethics.

Professionally critique your own individual presentation based on filters, considering the effective use of verbal and nonverbal skills.

Professionally critique your own individual presentation based on filters, considering the audience engagement.

Refer to relevant academic sources, apply APA 7th referencing style and communicate effectively.

Submission: To be submitted via Turnitin link on the course site by 5:00pm Monday of Exam Week

In order to pass this Course, students must:

A. Attempt all assessment items
B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website – Policy Library for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning *tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The Disability Services policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Copyright © - Griffith College

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.