1. General Course Information

1.1 Course Details

Course Code:	**1199EDN**
Course Name:	**Communication for Teaching and Learning**
Trimester:	**Trimester 1, 2025**
Program:	**Diploma of Educational Studies**
Credit Points:	**10 CP**
Course Coordinator:	**Shane Trinne**
Document modified:	**05/02/2025**

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
Shane Trinne	Shane.trinne@griffithcollege.edu.au
Monika Krajcovicova	monika.krajcovicova@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 laptop or tablet (mobile phones are not suitable). 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 demonstrate 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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		

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 LibraryDatabases.

- [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 byall 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 interviewpreparation, 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning A ctivities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module 1 (Week 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.		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. | | 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. | | 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. | | 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	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.	Classroom of Practice Assessment Part A due Monday of week 7 at 5pm	1, 2
8	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
	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.	Classroom of Practice Part B Due Monday of week 9 at 5pm	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	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.	Classroom of Practice Part C Due Monday of week 11 by 5pm	1, 2, 3

12	Bringing it all together READ: Revisit any previously missed readings	Collective reflections on all the topics explored throughout the course.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment	INteractive Oral Exams (continued in exam week/ week 13)	1, 2, 3

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
Module 1: Educators as Communicators				
1	Classroom of Practice	60% (overall) Part A – 30% Part B – 20% Part C – 10%	1, 2, 3	Part A TBA on course site Part B TBA on course site Part C TBA on course site
Module 2: Educator Communication in Practice and Module 3 (Weeks 9-12): Reflective Practice in Education				
2	Interactive Oral Exam	40%	1, 2, 3	TBA on course site

5.2 Evidence of Learning Task Detail

You are required to submit your own work for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested. Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur. Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Classroom of Practice (60%)

Task Type: Written Assignment
Due Date: TBA on course site
Weight: 60%, Marked out of: 60
Length: Part A - 1500 words. **Part B** – 400 words. **Part C** – 200 – 300 words
Task Description: This assessment has three main parts. Please see below for further information about each part. The main purpose of this assessment is to critically identify and analyse key elements that contribute to effective communication for teaching and learning and critically reflect on your knowledge and understanding.
PART A: Creation of Classroom of Practice = 30%
In this assignment you will be asked to use the Griffith University Location Explorer Tool to demonstrate your knowledge and understanding of effective communication for teaching and learning in an education context. You are required to select ONE image from those provided to you to build your classroom of practice - ***do not use your own image***. With your selected image, you are to identify via 'Pins' and explain elements of effective communication in your chosen classroom context. You are to provide academic responses in relation to the following:
• 3 pins - The effective use of specific verbal and non-verbal skills and techniques by the teacher in your chosen image (Green pin)
• 3 pins - How, through effective communication techniques, you would cater to students' diverse needs in your chosen image (Purple pin)
• 3 pins - Types of interference and barriers to effective communication in your chosen classroom context (Red pin).
 • 3 pins - How you could create a safe and supportive learning environment for all students through effective communication (Blue pin).

You are expected to colour code your response as per the above and draw on relevant academic literature support your ideas and arguments. APA 7 reference style is expected for this task and is to be included at the bottom of each of your 'pins' where you have included in-text references. This task will be unpacked further in tutorials and a template provided for submission. You are required to submit a Word document that contains the link to your assessment and all information written exactly as found in your Location Explorer. See template for submission.
Word count: 1500 words +/- 10%

Part B: Critical Self-Reflection = 20%
Part B requires you to receive feedback from a critical friend in your tutorial group on the work you produced for Part A - Classroom of Practice. You will then complete a critical self-reflection based on the feedback from your critical friend as well as your own reflections. For example - what has been done well? What could be improved and how could you have improved this if you were to complete it again? What could have been added? Make sure you are specific with your responses.
You will share your Location Explorer link with a critical friend (peer) who is enrolled in the same 1199EDN tutorial. The sharing of Part A - Classroom of Practice will happen in the tutorial associated with Module 6 where a portion of tutorial time is dedicated to completing this part of the assessment.
With your submission, you are to also submit the feedback provided by your critical friend on a separate page.
NOTE: The feedback from your critical friend is not included in word count.
This task will be unpacked further in tutorials and a template provided for submission.
Word count: 400 words +/- 10%

PART C: Parent/Carer engagement = 10%
In Part C, you are to describe the importance of effective communication with parents/carers for teaching and learning. Further, you are to identify, explain, and justify ONE specific example of how you, as a teacher, would effectively communicate with parents/carers. Support your ideas with academic literature and draw on APA 7 referencing style for your in-text references and reference list.
This task will be unpacked further in tutorials and a template provided for submission.
Work count: 200 – 300 words +/- 10%

All reference sources should be cited using APA 7th edition format. For more information about this referencing format visit https://www.griffith.edu.au/library/study/referencing/apa-7.

Marks and Feedback: Marks and feedback are generally released 2 – 3 weeks after the due date; however, given the direct connection between Part A and Part B, feedback for Part A will be provided within one week of the submission of Part B. If you have an approved extension for Part B or submit late, your feedback for Part A will not be provided until you have submitted Part B. This is to ensure the integrity of your critical self-reflection (Part B). This course, therefore, uses formative assessment to 'feed forward' about assessment tasks. Support for Part B is provided through additional time for students to connect with tutors and support materials on the Canvas course site. Written feedback will be available through Turnitin and can appear in two different locations:
1. Quick Mark comments – located directly on your paper.
2. General comments – these appear to the right of your marked paper when the comments tab is open.

Criteria & Marking:
Part A (30%):
• Design and creation of the classroom of practice. • Application and explanation of effective communication techniques to the classroom environment
Part B (20%):
• Self-reflection and self-analysis on classroom of practice • Communication of ideas
Part C (10%):
 • Identification, explanation and justification of a strategy to effectively communicate with parents/carers
Submission: Text Matching Tool - Turnitin. Further details around submission requirements are provided on the course site.

2. Evidence of Learning Task 2: Interactive Oral Exam (40%)

Task Type: Oral Exam
Due Date: TBA on course site
Weight: 40%, Marked out of: 40
Duration: 15 minutes
Task Description:
This is an oral assessment in the form of an online professional conversation. The assessment dates will be provided on the course site and in your tutorials.
Students are responsible for booking their own slot with their specific tutor.
Drawing on the communication theories and strategies encountered in the course, pre-service teachers (PST) will participate in an online conversation where they will have an opportunity to respond to a randomised, prepared scenario. In the online interactive oral exam, PST will need to respond to the scenario drawing on their knowledge of effective communication for teaching and learning gained from the course and evidencing appropriate connections to the Australian Professional Standards for Teachers (APST) and the QCT Code of Ethics. Preservice teachers will also reflect on learning from the course and the selected scenario to discuss the development of their professional learning needs.

The interview will last approximately 15 minutes, of which 10 minutes will make up the actual interaction with the interviewer, with the remaining time for questions and all administrative formalities.
Details of interview bookings will be provided through the 1199EDN course site.

Criteria & Marking:
• **Knowledge, understanding and application**: Discuss and describe various relevant effective communication strategies in your role as a teacher to support participation, engagement and learning. Responses are convincing and appropriate in relation to the scenario, and connections to APST and QCT Code of Ethics are specific and relevant.
• **Application of reflective thinking to identify professional learning needs**: Reflect on the scenario and own learnings from the course to identify and discuss specific professional learning needs. Responses are convincing in relation to the scenario and course learning and engagement.
• **Overall Organisation, Communication and Flow**: Ability to identify and cohesively respond to a scenario in a professional manner and apply effective verbal and non-verbal communication techniques. Quality of crafted responses, uses appropriate vocabulary, and delivery is relevant to the context.

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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 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.