# Course Description

This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. Effective communication impacts every area of human interaction and determines the quality of personal and professional success for all individuals. For this reason, the study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze communication dynamics within contemporary schools.
* **CLO2:** Analyze the components and strategies of interpersonal communication.
* **CLO3:** Determine how to improve your communication skills through professional development activities.
* **CLO4:** Evaluate how you and your colleagues communicate.
* **CLO5:** Synthesize the use of communication strategies as professional development activities.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals*. (8th ed.). Upper Saddle River, NJ: Pearson Education.

ISBN: 978 013 4168 548

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Course Welcome | 20 |  |
| Discussion: Effective Communication for Collaboration in the Workplace | 25 |  |
| Discussion: Confidentiality | 25 |  |
| Assignment: Survey of Communication Practices Presentation | 50 |  |
| **Week 2** |  |  |
| Discussion: Conflicting Messages | 25 |  |
| Discussion: Nonverbal Cues and Practice | 25 |  |
| Assignment: Nonverbal Observation and Reflection Paper | 60 |  |
| **Week 3** |  |  |
| Discussion: Electronic Communication Tools | 25 |  |
| Discussion: Social Media Faux Pas | 25 |  |
| Scenario Exploration | 60 |  |
| **Week 4** |  |  |
| Assignment: Dealing With Difficult People | 50 |  |
| Group Assignment: Dealing With Difficult Situations | 70 |  |
| Assignment: Dealing With Difficult Situations | 60 |  |
| **Week 5** |  |  |
| Discussion: Student Engagement | 25 |  |
| Discussion: Response Style | 25 |  |
| Assignment: Student-Teacher Communication Professional Development | 60 |  |
| **Week 6** |  |  |
| Discussion: Clarity of Communication | 40 |  |
| Discussion: Professional Learning Communities | 40 |  |
| Assignment: How to Draw Toast Assessment | 50 |  |
| **Week 7** |  |  |
| Discussion: Communicating With Parents | 40 |  |
| Discussion: Communicating Through the Classroom Website | 80 |  |
| Assignment: Communicating Through the Classroom Website | 120 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: What is Communication?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the differences between communication and collaboration. | | CLO1 | |
| * 1. Explain how communication practices, including the mode of communication, can affect transmission and reception of messages in an educational setting. | | CLO2 | |
| * 1. Determine how technology has impacted collaboration and communication in educational settings. | | CLO1 & CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model on Blackboard. | |  |  |
| **Readings**  **Read** Ch. 1 and 2 of *Interactions*.  **Read** the following articles:   * “[Types of Communication Medium](http://www.communicationtoolbox.com/types_of_communication_medium.html)” * “[Transforming Your School with Digital Communication](http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx)” | | 1.1, 1.2, 1.3 |  |
| **Videos**  **View** the following videos:   * “[How miscommunication happens (and how to avoid it) – Katherine Hampsten](https://www.youtube.com/watch?v=gCfzeONu3Mo)” [4:32] * “[10 Barriers to Effective Communication](https://www.youtube.com/watch?v=slq1nAhZuqE)” [3:02] | | 1.2, 1.3 |  |
| **Observations**  This course requires you to complete informal observations during each week of the course. It is your responsibility to read the syllabus to identify when these observations occur to plan your time accordingly. | | N/A |  |
| **Discussion Boards: Dialogue Model of Discussions**  In many courses in this program, you are required to read all student discussion posts and then to respond to at least three posts with evaluative feedback using the RISE Model.  In this course, you are asked to complete **at least one** dialogue per discussion with another student. A dialogue is a back-and-forth discussion in which at least two contributors (including the original author) add information to the discussion and respond directly to the comments of the other contributors.  In a normal discussion, you might give only one response to a particular discussion thread. If you do this with three discussion threads, you will achieve a **breadth** of discussion – many posting on many topics.  In this course’s discussions, you should be responding to a thread **throughout the week**. You’ll be required to respond to only **one thread**, but you should be posting at least three to five times in that thread. Your purpose is to have a **deeper** discussion.  A substantive comment, like a substantive post, will accomplish the following:   * Addresses the interesting, controversial, or relevant points of the original post * Adds your own perspective to the comment * Is well reasoned and well researched * Furthers the discussion by following the RISE Model   Your feedback must accomplish at least one of the following:   * **Reflect:** A comment that **reflects**will restate the ideas and focus on singular aspects of them, clearly stating assumptions and outcomes, and articulate the cause and effect of actions and individuals. * **Inquire:** A comment that **inquires** will look to ask questions about the initial post to reveal more information or help the original poster come up with new ideas. * **Suggest:** A comment that **suggests** will provide concrete ideas for improving, expanding, or repurposing information in the post for immediate use. * **Elevate:** A comment that **elevates** will provide concrete ways to improve, expand, or repurpose the information in the post for future iterations. This is useful because it shows that you are thinking at a higher level and gives valuable feedback that helps the other student grow as well.   **Post** any questions or comments to the General Questions & Discussion forum. | | N/A | Lecture activity = **1 hour** |
| **Resources: Posting Videos to Blackboard Using Google Drive**  *Note:* You will use this information for a video introduction this week.  You may find the following resources helpful in creating your video:   * “[Recording Audio with Audacity](http://ww2.synergiseducation.com/recording-audio-with-audacity/)” * “[Recording Audio with Windows 10 Voice Recorder](http://ww2.synergiseducation.com/recording-audio-with-windows-10-voice-recorder/)” * “[Recording Audio on a Mac with QuickTime Player](http://ww2.synergiseducation.com/recording-audio-on-a-mac-with-quicktime-player/)”   **Upload** the video to your Gwynedd Mercy University Google Drive account.   * Click the **Share** link once your video has uploaded. * Click **Change** next to the privacy settings. * Set the privacy to **Anyone with the link** to the video. * Copy the link from the Link to Share field. * Click **Done**. | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Course Welcome**  **View** the video introduction posted by your instructor.  **Record** a brief video introduction of yourself using a smartphone, a video camera, Windows® Media Player, or iMovie.  **Include** the following information in your introduction:   * If you could travel to any time period (past, present, or future) in any place, to have dinner with someone, where would you go, who would you meet, and what would you talk about?   **Paste** the link to your video biography in the Course Welcome discussion forum in Blackboard no later than 11:59 p.m. [EST] on **Thursday**.  **Post** questions, insights, or relevant thoughts to each of your classmates’ posts by **Sunday**. | | N/A | Discussion: shared posting and collaboration = **1 hour** |
| **Discussion: Effective Communication for Collaboration in the Workplace**  **Review** the “Putting Ideas Into Practice: Internet Resources for Collaboration” section in Ch. 1 of *Interactions*.  **Respond** to the following questions with regard to technology and collaboration in the professional environment in the “Effective Communication for Collaboration in the Workplace” discussion no later than 11:59 p.m. [EST] on **Thursday**:   * Why is effective communication important for educators? * What impact have the Internet, e-mail, instant messaging, cellular phones, conference calling, social media, and other technological advances had on professional collaboration in general? * Which technological advances specifically affect educators? * Which technological advances not commonly used in education could beneficially impact communication in education? * Which mode of communication do you use most frequently to collaborate with colleagues? Why? What advantages and disadvantages does that mode of communication have?   **Cite** the readings and/or videos in your initial posts.  **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses within the same discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 1.2, 1.3 | Discussion: shared posting and collaboration = **1 hours** |
| **Discussion: Confidentiality**  **Review** the following article regarding protecting the privacy of students:   * Confidentiality, located on Blackboard. * [PowerPoint Presentation on Confidentiality](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&ved=0ahUKEwjm8JDT8-7YAhVHa7wKHQ4xCa0QFghdMAg&url=http%3A%2F%2Fmoodle.wiu.k12.pa.us%2Fmod%2Fresource%2Fview.php%3Fid%3D3411&usg=AOvVaw1u4WWhCqjAjfTzbuaRMarP) * [10 Things a Teacher Should Never Do](https://www.thoughtco.com/what-teachers-should-never-say-or-do-4088818)   **Respond** to the following questions in the “Confidentiality” discussion no later than 11:59 p.m. [EST] on **Thursday**:   * How can you take the information in these articles and make them applicable to your role in education? What advice might you give a new teacher when it comes to talking *about* a student or *to* a student? What precautions should be taken? What should a teacher consider when discussing the potential, behavior, progress, etc., of a student to a colleague, parent, or to that student?   **Cite** the readings and/or videos in your initial posts.  **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses within the same discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 1.2, 1.3 | Discussion: shared posting and collaboration = **1 hours** |
| **Assignment: Survey of Communication Practices Presentation**  **Observe** three different professionals in a school setting, looking at their communication practices and techniques. At least two of the professionals must have a different job title and job responsibilities (i.e., you cannot select three teachers to observe).  *Note*: If you are unable to observe someone at a school setting, you may observe functions at a different professional setting. Do not include official names as these are informal observations.  Possible observable candidates **include**, but are not limited to:   * A special education teacher in a self-contained setting * A special education teacher in a resource or collaborative program * A general education teacher * A school-level administrator * A district-level administrator * A program specialist * A school counselor   **Analyze** the communication patterns of the professionals and how the patterns might impact each professional’s ability to communicate to various audiences.  **Create** a presentation using the medium of your choice to describe and explain the results of your observation and analysis of the education professionals and their communication patterns.  Your presentation medium may be, but is not limited to, PowerPoint, Padlet, video presentation, PowToons, etc.  **Include** the following information in your presentation:   * A brief introduction of each professional (including audiences with whom they commonly communicate) * Identification and description of the communication patterns observed * Your analysis of the overall effectiveness of the observed communications (What worked? What didn’t? Why?) * Attractive presentation style (graphics, typography, etc.)   **Submit** your presentation or a link to your presentation. | | 1.1, 1.2, 1.3 | Shared Log: post and replies to three other posts = **2 hours** |
| **Total** |  |  | **7** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Course Welcome:** Make sure to **post** a video course introduction of yourself, modeling the types of behaviors you expect from students and giving a preview of the course. Consider using the course introduction to advertise the first week synchronous meeting as well. Encourage students to respond to each other students’ video to support communication.

**Discussion Boards: Dialogue Model of Discussions:** As students participate in discussions, remind them to post only to one thread and continue the dialogue within that thread to encourage a more in-depth discussion. They must also respond to posts made to their initial post. Encourage students to avoid posting to students who already have multiple replies to a post.

**Assignment: Survey of Communication Practices Presentation:** If your students are not able to observe someone at a school setting, inform them that they you may observe someone in a different professional setting (e.g. observe a workplace setting, or observe a restaurant during business hours). Remind students this is an informal observation and official names should not be included.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Nonverbal Communications | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define principles of nonverbal communication. | | CLO2 | |
| * 1. Explain how the differences between verbal and nonverbal communication can affect the message being communicated. | | CLO2 & CLO5 | |
| * 1. Explain how differences in nonverbal communication can affect the transmission of a message. | | CLO2 & CLO3 | |
| * 1. Explain the dynamics of nonverbal communications between individuals. | | CLO2 & CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 3 of *Interactions*.  **Read** the following articles:   * “[Top 10 Nonverbal Communication Tips](https://www.verywell.com/top-nonverbal-communication-tips-2795400)” * “[Types of Nonverbal Communication](https://www.verywell.com/types-of-nonverbal-communication-2795397)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2, 2.3, 2.4 | Lecture activity = **1 hour** |
| **Resources: Nonverbal Communication**  **View** the following nonverbal communication tools videos from ExpertVillage on YouTube:   * “[Non-Verbal Communication Tools: Non-Verbal Communication: Facial Expressions](https://www.youtube.com/watch?v=y1H2kZWjqTA)” [1:50] * “[Non-Verbal Communication Tools: Non-Verbal Communication: Eye Contact](http://www.youtube.com/watch?v=5FEbfUDzNoI)” [1:41] * “[Non-Verbal Communication Tools: Non-Verbal Communication: Space](http://www.youtube.com/watch?v=GhhALfB_1Aw)” [2:08] * “[Non-Verbal Communication Tools: Non-Verbal Communication: Silence](http://www.youtube.com/watch?v=ED008VqMDJU)” [1:26] * “[Non-Verbal Communication Tools: Non-Verbal Communication: Clothing](http://www.youtube.com/watch?v=0xsng2YOhMA)” [1:49]   **View** the [*Secrets of body language HD*](https://www.youtube.com/watch?v=7DHcn7KXMZ0) video [1:30:12] from the History Channel on YouTube.  **View** the following nonverbal communication:   * “[Nonverbal Communication Clip Compilation](https://www.youtube.com/watch?v=Mh47wWr_Hbw)” [5:15] * “[Nonverbal Communication – Regulating Conversation](https://www.youtube.com/watch?v=sZOfrwF7wHU)” [1:59]   **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1. 2.2, 2.3, 2.4 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Conflicting Messages**  **Complete** your initial post for this discussion **before** attempting the second discussion.  **Respond** to the following question in the Conflicting Signals discussion forum by Thursday:   * Have you ever been in a situation where someone has said something to you but contradicted their own statement with their body language? If so, describe the experience. How did it make you feel? How did you respond? If not, how do you think it might make you feel? How do you suppose you might respond?   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 2.1, 2.2 | Discussion: shared posting and collaboration = **1 hour** |
| **Discussion: Nonverbal Cues and Practice**  *Note*: Please ensure you have completed your initial response to the Conflicting Messages discussion and that you have reviewed all the video resources for the week before responding to this discussion. You will be expected to use examples from the resources and experiences in this discussion.  **Respond** to the following question in the Nonverbal Cues and Practice discussion forum by Thursday:   * After watching the videos and considering your response to Discussion Question 1 this week, how will nonverbal cues change the way you teach and interact with students, peers, and administrators? Be specific about your current practices and how you have changed them or plan to change them. * If you do not plan to change or adjust your practices based on your knowledge of nonverbal cues, why not? Describe your current practices and explain how they adhere to best practices. Justify your response.   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 2.2, 2.3 | Discussion: shared posting and collaboration = **1 hour** |
| **Assignment: Nonverbal Observation and Reflection Paper**  **Download** and review the Nonverbal Skills for Interpersonal Communication.  **Observe** administrators, teachers, and students and fill out the nonverbal observation chart.  **Write** a 250- to 500-word reflection on your observations, including responses to the following:   * What are the differences between student-to-student nonverbal communication versus student-to-teacher/administrator nonverbal communication?   + Consider each of the categories listed in the observation chart. * How does the student-oriented nonverbal communication compare to the teacher-to-student nonverbal communication and teacher-to-teacher/administrator communication?   + Compare like behaviors and offer some level of analysis.   *Note*: There is space on your observation sheet to compose your reflection. This is intended to allow you to submit a single document to your instructor. If you are unable to observe someone at a school setting, you may observe functions at a different professional setting. Do not include official names as these are informal observations.  **Submit** your observations and reflection paper to your instructor via Blackboard no later than 11:59 p.m. [EST] **Sunday**. | | 2.1, 2.2, 2.3, 2.4 | Problem solving and Paper = **2 hour** |
| **Total** |  |  | **6** |

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**Discussion: Conflicting Message:** Emphasize to students that the initial post to this discussion must be completed first before attempting the next discussion.

**Group Assignment: Dealing with Difficult Situations:** In Week 4, students perform a role-playing activity as a group during a meeting. Assign students to groups and stress the importance of scheduling time for the role-playing activity.

**Assignment: Nonverbal Observation and Reflection Paper:** If your students are not able to observe someone at a school setting, inform them that they you may observe someone in a different professional setting (e.g. observe a workplace setting, or observe a restaurant during business hours). Remind students this is an informal observation and official names should not be included.

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| Week Three: Electronic Communications: “Did You Really Mean That?” | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the impact of nonverbal cues on communication. | | CLO1 & CLO2 | |
| * 1. Determine factors and components that affect the listening process. | | CLO2, CLO4, & CLO5 | |
| * 1. Examine the effect of different communication styles on student engagement. | | CLO1, CLO2, & CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** pp. 58 & 89 of *Interactions*.  **Read** the article on “[Teachers and Social Media: Rights and Responsibilities](http://education.findlaw.com/teachers-rights/teachers-and-social-media-rights-and-responsibilities.html).” | | 3.1, 3.2 |  |
| **Resources: Official Correspondence as an Educational Leader**  In your official correspondence and communications with parents, elected officials, school staff, and other stakeholders, you will be responsible for ensuring that your messages contain the proper type and amount of information. Being able to craft a concise, accurate, and honest message to stakeholders in your educational community is an essential part of practicing educational leadership.  **Read** the following resources about official correspondences as an educational leader:   * “[Teachers, Principals Need To Exercise Caution When Using E-mail To Communicate With Parents](http://parents-teachers.com/articles/email.shtml)” available fromIt Takes A Village To Teach A Child * “[10 Rules of Email Etiquette for Teachers](https://k12teacherstaffdevelopment.com/tlb/10-rules-of-email-etiquette-for-teachers/)” available from Professional Learning Board   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.3 | Lecture activity = **1 hour** |
| **Resources: Videos on Electronic Communications**   * “[Interpreting Text Messages](https://www.youtube.com/watch?v=8gTPIoovouw)” [3:43] * “[A Failure to Communicate](https://www.youtube.com/watch?v=8Ox5LhIJSBE)” [2:28] * “[Jimmy Kimmel Explains Passive Aggressive Texts](https://www.youtube.com/watch?v=07TinrpKG6o)” [3:10] * “[Why Email Can Go Horribly Wrong](https://www.youtube.com/watch?v=U3lTrHS9vts)” [2:25] * “[Danger of Communicating by Email](https://www.youtube.com/watch?v=RPK46xFGCCU)” [3:10]   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.3 | Lecture activity = **1 hour** |
| **Group Assignment: Dealing with Difficult Situations**  In Week 4 you will be assigned a group to role-play a meeting scenario. As soon as you are assigned a group, prepare for the meeting. | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Electronic Communication Tools**  **Consider** all the resources thus far, including this week’s readings and videos, then respond to the following questions.  **Respond** to the following questions, focusing on technology and collaboration in the professional environment, in the Electronic Communication Tools discussion forum by Thursday:   * What impact have the Internet, e-mail, instant messaging, cellular phones, conference calling, and other technological advances had on professional collaboration in general? * Which technological advances specifically affect educators? * Which technological advances can be used to improve collaboration in and around schools?   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 3.1, 3.2, 3.3 | Discussion: post and replies to three other posts = **1 hour** |
| **Discussion: Social Media Faux Pas**  **Locate** a news article that details a situation in which an education professional is censured or fired due to a post on social media.  **Respond** to the following prompts and questions in the Social Media Faux Pas discussion forum by Thursday:   * Post your article with a full citation. * Summarize the article in 3 to 5 sentences. * Based on the “Teachers and Social Media: Rights and Responsibilities” article, was the situation handled fairly and appropriately? Justify your response and consider the information regarding confidentiality from Week 1. * Explain how the subject of the article could have avoided the issues related to their faux pas. * Based on your reading of the article, do you feel that your constitutional rights have been compromised by your employment as an educator? Why or why not?   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 3.1, 3.3 | Discussion: post and replies to three other posts = **1 hour** |
| **Scenario Exploration**  **Read** the Communication Scenarios document.  **Compose** a professional e-mail, based on each of the scenarios presented, to your principal or parent that includes information critical to their understanding and intervention and omits information that could be potentially harmful to the district or that is unnecessary.  Make sure you **include** only facts and evidence that you would be comfortable having appear in official correspondence.  Additionally, **write** a 150- to 300-word explanation in which you explain your rationale for your choices in the e-mail. Why did you choose to include or omit specific pieces of information?  **Submit** your e-mail and your explanation in one document to your instructor via Blackboard no later than 11:59 p.m. [EST] on **Sunday**. | | 3.1, 3.2, 3.3 | Case study = **2 hour** |
| **Total** |  |  | **6** |

# Faculty Notes

**Group Assignment: Dealing with Difficult Situations:** In this assignment, students perform a role-playing activity as a group during a meeting. Be prepared to assign students to groups and ask them to perform the role-playing activity to prep for the assignment due in Week 4.

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| Week Four: Critical Problem Solving | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the steps for interpersonal problem solving. | | CLO1, CLO2, & CLO4 | |
| * 1. Identify how team dynamics impact interpersonal problem solving. | | CLO1 & CLO2 | |
| * 1. Examine strategies to resolve conflict. | | CLO1 & CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 9 of *Interactions*. | | 4.1, 4.2, 4.3 |  |
| **Group Assignment: Dealing With Difficult Situations**  This week, you will need to **arrange** a meeting with your group to complete a role-playing assignment. Make sure you have contacted your group and arranged a meeting time to complete this assignment on schedule.  **Contact** your instructor if you have not been assigned a group.  The written assignment portion is due on **Sunday**. | | N/A |  |
| **Resources: Dealing With Difficult People**  **View** the following videos from YouTube:   * “[Pixar’s Randy Nelson on the Collaborative Age](http://www.youtube.com/watch?v=QhXJe8ANws8)” [9:17] * “[Dealing with Difficult People Versus Them Dealing with You!](http://www.youtube.com/watch?v=NgnAY_eXYbI)” [14:44] * “[Secrets for Dealing with Difficult People](http://www.youtube.com/watch?v=Cq2u2ieORhw)” [3:17] * “[Rita Pierson: School Starts at 8](https://www.youtube.com/watch?v=Lju4BweO7zQ)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Lecture activity = **1 hour** |
| **Resources: Wish for Schools**  **View** the video “[A Parent’s Wishes for His Child’s Teachers: Chris Kennedy at TEDxWestVancouverED](https://www.youtube.com/watch?v=CzvrDkzKyl8)” [16:16]  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.2, 1.3, 2.2, 2.4, 4.1 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Assignment: Dealing With Difficult People**  **Recall** a time when you had difficulty with a coworker or supervisor.  **Create** an animated video of your scenario using [PowToons](http://www.powtoon.com/edu-home/) or [GoAnimate](http://goanimate.com/videomaker), but do not include your resolution. The presentation must be under 5 minutes, otherwise, payment is required.  **Post** a link to your animated video to the Dealing With Difficult People discussion forum by **Thursday**.  **Review** your classmates’ scenarios, and provide a possible resolution to three scenarios by **Sunday**.  **Comment** on your classmates’ suggested resolutions to your scenario.  *Note*: Upload your video to your Google Drive account, and share the link from there. Do not upload your video directly to Blackboard. | | 4.1, 4.3 | Discussion: post and replies to three other posts = **1 hour** |
| **Group Assignment: Dealing With Difficult Situations**  Imagine that a meeting has been called to speak with a student’s parent about the student needing special education services. You will be assigned to one of three groups: a) Supportive Parent, b) Offended Parent, and c) Confused Parent.  Within these groups, you will role-play during the meeting. Contact your instructor if you have not been assigned a group.  **Plan** a meeting to role-play with your group via phone, email, Skype, or [Google Hangouts](https://hangouts.google.com/), etc.  **You** will be assigned to one of the following roles in your group to portray:   * Parent (Portrayal based on group assignment) * Counselor * General education teacher * Special education teacher * Principal (Optional role depending on group size)   **Select** one member of your group to **post** a summary of your team’s role-play experience in the Dealing with Difficult Situations discussion forum. Be sure to answer the following questions about your groups experience:   * Which parent type did your team role-play: supportive parent, offended parent, or confused parent? * How did the meeting end? * How did each of the stakeholders feel at the end of the meeting? * Were there winners and losers in the meeting?   **Review** the other team’s summaries, and comment on how well or poorly the school staff communicated with various parent roles. **Respond** to at least three other students’ post with feedback and perspectives of the role-play experience by **Sunday**. | | 4.1, 4.2, 4.3 | Group discussion = **2 hour** |
| **Assignment: Dealing With Difficult Situations**  **Write** a 350- to 700-word summary and analysis of the role-play that you completed with your group.  **Evaluate** how the team dynamics addressed the difficult situation and how the variation in the parent role affected the dynamic.  **Respond** to the following questions:   * What skills related to interpersonal problem solving do team members use? * What skills did team members lack? * How did any lacking skill negatively affect the team’s success?   **Submit** your individual assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on **Sunday**. | | 4.1, 4.2, 4.3 | Paper = **1 hour** |
| **Total** |  |  | **6** |

# Faculty Notes

**Group Assignment: Dealing With Difficult Situations:** Assign students to the group forums.Regularly check the group forums to ensure they are doing the role-playing activity and to answer any questions.

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| Week Five: Communication in the Classroom | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define the essential characteristics of teams. | | CLO1 & CLO3 | |
| * 1. Examine effective team models in schools. | | CLO1, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following articles:   * “[The Art of Effectively Communicating With Students (and Staff!)](https://www.edutopia.org/discussion/art-effectively-communicating-students-and-staff)” * “[8 Methods for Effectively Improving Student Communication Skills](https://globaldigitalcitizen.org/8-methods-improving-student-communication-skills)” * “[Importance, Tips and Ways of Communication Between Teacher and Student](http://edtechreview.in/trends-insights/insights/1781-importance-tips-and-ways-of-communication-between-teacher-and-student)”   **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2 | Lecture activity = **1 hour** |
| **Resources: Student Engagement: Connection and Relationships**  **View** the following videos:   * “[Every kid needs a champion – Rita Pierson](https://www.youtube.com/watch?v=SFnMTHhKdkw)” [7:48] * “[Rita Pierson: My Mamma Said](https://www.youtube.com/watch?v=bndCdOeMO3Y)” [6:48] * “[Rita Pierson: Teaching Tips (Win Win Conversations)](https://www.youtube.com/watch?v=jwSZ3XYUZME)” [6:10] * “[Rita Pierson – Joshua McBride](https://www.youtube.com/watch?v=J2shGd0pQWg)” [2:55] * “[What kids wish their teachers knew – Kyle Schwartz – TEDxKyoto](https://www.youtube.com/watch?v=8pcKbf_vpHg)” [12:49] * “[The Difference Between A Teacher And An Educator – Timmy Sullivan – TEDxYouth@BHS](https://www.youtube.com/watch?v=P0MxylYP0yI)” [12:34] * “[Creating a culture of collaborative innovation – Claire Madden – TEDxQUT](https://www.youtube.com/watch?v=vaN6FtJ8inA)” [13:32] * “[Emerging Trends in Education: Collaborative Tools and Technology](https://www.youtube.com/watch?v=QuBfb7nxkQo)” [7:38]   **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Student Engagement**  **Respond** to the following question in the Student Engagement discussion forum by Thursday:   * How does making a connection with students build engagement? How does that engagement help foster mutual respect? * What effects does building respect and engagement between educators and students have on a school community?   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 5.1, 5.2 | Discussion: post and replies to three other posts = **1 hour** |
| **Discussion: Response Style**  **View** a popular movie with a teaching theme. Appropriate examples include the following:   * *Stand and Deliver* (1988) * *Dead Poets Society* (1989) * *Mr. Holland’s Opus* (1995) * *Dangerous Minds* (1995) * *School of Rock* (2003)   **Complete** the chart in the Response Style document for the teacher in your selected movie.  **Post** a response to the following question in the Response Style discussion forum by Thursday:   * How did the response style of the teacher in the movie impact student engagement? * Would you use that response style? Why or why not? * How might you use, adapt, or modify the response style to make it work for you?   **Upload** your completed chart with your response.  **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 3.3, 5.1, 5.2 | Discussion: post and replies to three other posts = **1 hour** |
| **Assignment: Student-Teacher Communication Professional Development**  **Review** the readings and resources from this week, focusingonmethods that help educators build a healthy repartee with students.  **Create** a professional development presentation that instructs educators about healthy methods of communicating with students.  **Include** the following in your presentation:   * How educators should communicate with students in many different scenarios * The importance of educators building mutually respectful relationships with students * The importance of maintaining engagement with students * Strategies for engaging students   *Note*: You may useMicrosoft PowerPoint®, PowToons, GoAnimate, or any other Web 2.0 tool to create your presentation. Your presentation has no minimum length as long as you cover the topic in detail, providing an appropriately rigorous professional development opportunity targeted at professional educators.  **Review** the information from Week 2 on nonverbal communication, and be sure to include tips targeted toward instructors paying attention to nonverbal cues from students.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on **Sunday**. | | 5.1, 5.2 | Presentation = **2 hour** |
| **Total** |  |  | **6** |

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| Week Six: Communication Between Colleagues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how communication affects the dynamics of a relationship. | | CLO1 | |
| * 1. Analyze the role of community to support the education of students. | | CLO1, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Resources**  **Read** Ch. 7, 8, & 10 of *Interactions*. | | 6.1, 6.2 |  |
| **Resources: Inspiration and Collaboration**  **View** the following videos:   * “[TEDxMaastricht – Simon Sinek – ‘First why and then trust](https://www.youtube.com/watch?v=4VdO7LuoBzM)'” [17:07] * “[The power of collaboration: Dr. Shelle VanEtten de Sanchez at TEDxABQWomen](https://www.youtube.com/watch?v=VmQVNE-MbKI)” [6:29]   **Post** any questions or comments to the General Questions & Discussion forum. | | 6.2 | Lecture activity = **1 hour** |
| **Resource and Activity: Draw Toast**  **Read** the article "[Draw How to Make Toast](https://www.drawtoast.com/)."  **Draw** out the steps you feel are sufficient to explain how to make toast, following the instructions on the website.  **Watch** “[Got a Wicked Problem? First, tell me how you make toast](https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast)” [9:01].  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.4, 3.1, 3.3 | Lecture activity = **1 hour** |
| **Preparation: Website Creation**  In Week 7, you are expected to create a website. You may use [WordPress.com](https://wordpress.com/create/) as it offers a free option in website creation.  **Review** the WordPress site for tutorials and to be comfortable with the features it provides.  **Post** any questions or comments to the General Questions & Discussion forum. | | N/A | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Clarity of Communication**  Sometimes we just assume that when we say something, our meaning is going to be perfectly understood by our audience. This can cause problems when collaborating and co-teaching, as people can have variable responses to the same instructions, especially when those instructions are ambiguous.  To prepare for this discussion, you will participate in an individual drawing exercise following the instructions below, and then you will need to deliver a unique set of instructions to three other individuals, have a short debriefing discussion with each of them, and finally, reflect on your experiences, focusing on how the communication evolved over the course of each exercise.  *Note*: You may wish to take notes on your thoughts and feelings as you go through each of the steps. You may also elect to record yourself when you are giving instructions to others.  **Complete** the activities below in the following sequence:   1. Begin Here 2. After Completing the Exercise 3. Discussion Response   **Begin Here**  **Prepare** a paper and writing instrument.  **Listen** to the following audio instructions, completing each step before moving on: Audio Instructions.  **Complete** the entire exercise before moving on.  **After Completing the Exercise**  **Compare** your result withthe directions and the expected outcome here: Image 1.  **Create** a similar set of instructions using the above picture. **Give** the instructions one line at a time and do not use shapes, or objects.  **Conduct** this exercise using your own unique instructions to better communicate with at least three other individuals (these individuals can be anyone, a family member, co-workers, friend, etc.).  **Discussion Response**  **Write** a brief reflection of your experiences completing the above exercises, and then respond to each of the following questions and prompt in the Clarity of Communication discussion forum by Thursday:   * When you were following the instructions, when did you realize what you were being asked to illustrate? If you did not realize it, where was there a breakdown in communication between the sender and receiver? * When you wrote your own instructions, how did you attempt to bridge communications while still following the rules (i.e., no shapes, no questions, and no clues)? * Describe briefly how each of your exercises went. How did you revise or respond to breakdowns in communication between attempts? Which communication techniques were effective and which were ineffective?   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. Make sure you compare experiences as part of your dialogue. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 6.1 | Discussion: post and replies to three other posts = **2 hour** |
| **Discussion: Professional Learning Communities**  **Respond** to the following question in the Professional Learning Communities discussion forum by Thursday:   * How do professional learning communities (PLC) help improve collaboration and communication among colleagues? Based on what you know about confidentiality, what are some things to be careful of when using PLCs to collaborate? Provide examples.   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 6.2 | Discussion: post and replies to three other posts = **1 hour** |
| **Assignment: How to Draw Toast Assessment**  **Refer** to the Discussion: Clarity of Communication.  **Write** a 250- to 400-word reflection in which you respond to the following questions:   * As you wrote your instructions, how did you break down each step? Were you generally thinking big or thinking small? Why? * Reflect on your communication with colleagues and students. How does this exercise help you consider how you might adjust your communication approaches or methods?   **Submit** your assignment to your instructor no later than 11:59 p.m. [EST] on **Sunday**. | | 6.1, 6.2 | Project reflection = **1 hour** |
| **Total** |  |  | **7** |

# Faculty Notes

**Preparation: Website Creation:** Remind students that they should be creating their classroom website due in Week 7. Provide assistance as needed.

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| Week Seven: Communication in the Community | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify strategies to overcome barriers for effective collaboration. | | CLO1, CLO3, & CLO4 | |
| * 1. Examine how technology has changed collaboration in schools. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** Ch. 11 & 12 of *Interactions*.  **Read** the following articles:   * [10 Things Teachers Want to Say to Parents but Can’t](https://www.theguardian.com/education/2014/jun/10/10-things-teachers-want-to-say-parents-cant) * [Secret Parent: 10 Things We’d Like to Say to Teachers](https://www.theguardian.com/teacher-network/teacher-blog/2014/jun/14/secret-parent-10-things-say-to-teachers) | | 7.1, 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Communicating With Parents**  It’s easy to fall back on e-mails and phone calls to communicate with parents, but currently, there are more interesting and targeted methods of parent-teacher communication. In the following discussion, we would like you to stretch your possibilities. You may choose to discuss either e-mail or phone calls as part of your response, but you may not choose to discuss both.  **Respond** to the following question in the Communicating With Parents discussion forum by Thursday:   * Why is parent communication important and what are the benefits? * Investigate four ways to communicate with parents.   + You may include **one** of the following: phone calls or e-mail. * Share the benefits and drawbacks of each of these modes of communication.   **Read** each of the initial posts in the discussion.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | 7.1, 7.2 | Discussion: post and replies to three other posts = **1 hour** |
| **Discussion: Communicating Through the Classroom Website**  **Create** a website about your class and your teaching methods that uses effective communication to achieve each of the following goals:   * Engaging your students * Connecting with parents * Sharing with colleagues   *Note:* You can use any platform to create your website, however, be aware that WordPress.com offers a free option in web creation.  **Communicate** effectivelywith all three audiences while demonstrating your mastery of the following concepts:   * Foundations of communication * Interpersonal communication * Nonverbal cues * Interpersonal problem solving * Teamwork * Community resources   **Ensure** that each page has information relevant to the audience of that page.  **Share** a link to your website in the Communicating Through the Classroom Website discussion forum by **Thursday**.  **Read** each of the initial posts in the discussion and review the websites.  **Post** a response to one other discussion post. **Continue** the dialogue using the same discussion thread.  **Respond** to other students' posts made to your original discussion thread.  *Note*: You should aim for three to five substantive responses in each discussion thread.  **Continue** to dialogue until 11:59 p.m. [EST] on **Sunday**. | | COURSE | Website Creation and Review: create, review, and comment = **3 hours** |
| **Assignment: Communicating Through the Classroom Website**  **Consider** any feedback received from your classmates and incorporate any necessary changes for improvement before submitting your final version.  **Submit** a link to the **final** version of your site to your instructor no later than 11:59 p.m. [EST] on **Sunday**. | | COURSE | Website creation = **1 hour** |
| **Total** |  |  | **5** |

# Faculty Notes

**Assignment: Communicating Through Classroom Website**

Students should be making their website to be used in their classrooms. The website’s content should be dictated by the interests and needs of their class and should not simply be a list of communication techniques. They should be using those communication techniques to effectively collaborate and communicate with the stakeholders.

# Breakdown of Academic Instructional Equivalencies

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| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6 |
| Supplemental |  |
| **Week5** |  |
| Required | 6 |
| Supplemental |  |
| **Week 6** |  |
| Required | 7 |
| Supplemental |  |
| **Week 7** |  |
| Required | 5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 43 |