

Course Syllabus

Course:	EDZU 9309 Effective Communications Methods for the Classroom Teacher
Credit Hours:	3.0 credits / 45 hours
Instructor:	Barry Kaufman

Course Description

In order for teachers to be effective, their ability to communicate is imperative. Teachers spend the majority of their time communicating with a variety of people, in order to perform their job effectually. Most have not received instruction in graduate or undergraduate studies in this area. This course is appropriate for all educational professionals who will explore proven techniques and provide the necessary strategies to communicate effectively and positively with all members of the educational community, especially with one's students. We will discuss how to avoid roadblocks to communication. These skills will enable your interactions with students and parents to be both productive and positive. Effective communication techniques in the classroom will create more of the quality teaching time we so desire. What you say and how you say it matters! This course will enhance your relationships both on a professional and personal level.

Course Goals

To Know

1. Effective techniques for improving communication in the classroom.
2. Effective techniques for to improve how well we listen.
3. Effective techniques to improve teacher-parent communication

To Understand

1. Roadblocks to effective listening.
2. How our body language communicates what we are thinking.
3. The difference between a teacher owned problem vs. a student owned problem.

and To Be Able To

1. Identify "difficult conversations" and turn them into learning conversations.
2. Use "active listening" as a tool to improve communications.
3. Use "constructive feedback" as a tool to improve communications

Course Outline

- I. Understand the importance of self-awareness and self-assessment in how we communicate
 - a. Conduct self-assessment exercise of communication skills
 - b. Understand the significance of congruent communication in effective classroom management
 - c. Understand communication as a learned behavior
 - d. Conduct self-assessment exercises of learning style
 - e. To better understand your own strengths and weaknesses in communications
- II. Learn how our personality and body language impacts communications
 - a. Conduct a self-assessment our personality preferences
 - b. Understand how to effectively communicate when personality styles differ
- III. Understand that non-verbal/body language is a powerful form of communication
 - a. Learn how to ready body language and what it means
 - b. Conduct various body language assessment exercises
- IV. Understand the importance of clarity when communication with students
 - a. What are “metamessages” and how does that impact our communications
 - b. What is “paralanguage” and how does that impact our communications
- V. Understand the importance of listening
 - a. Why is listening important
 - b. Conduct self-assessment of listening skills
 - c. What can you do to improve your listening skills
 - d. What is active and/or emphatic listening
 - i. Practice active listening
 - ii. Strategies on how to create active listening in the classroom
 - iii. How do we inadvertently set-up roadblocks to effective listening
 - iv. What can we do to avoid those road blocks
- VI. Understanding the difference between a “You” and “I” conversations
 - a. Identify different types of “I” conversations
 - b. How to change from “You” conversations to “I”
- VII. Recognize that conversations can result in winner and losers
 - a. What is a Teacher win – Student lose conversation
 - b. What is a Student win – Teacher lose conversation
 - c. What is a Win-Win conversation
- VIII. Understand the “why” of a difficult conversation with student or parent
 - a. Communication and conflict in the classroom
 - b. Conduct a self-assessment of conflict resolution skill
 - c. How to turn a difficult conversation into a learning conversation
 - d. What can teacher do to improve communication conflict resolution skills
 - e. Teacher-Parent Conversations
 - i. Suggestions/Alternatives on how to “communicate” with the difficult parent

Methods of Instruction

Teachers enrolled in this course will evaluate primary and secondary sources, presentations and self-assessment exercises of communication skills to better understand their strengths and/or weaknesses as effective communicators. They will communicate with other teachers enrolled in the class to share communication problems within the classroom as well as success stories to gain insights into best practices in classroom communications. They will complete assignments that assess their understanding of the all aspects of effective communications will be required to conduct multiple self-assessment exercises to improve their communication skills.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

To receive In-Service Credit: All assignments must be completed prior to the end date of this class.

To receive Graduate Credit with a grade of B: All assignments must be completed and a one page overview of how you will use your new skills in the classroom to improve your communications must be submitted prior to the end date of this class.

To receive Graduate Credit with a grade of A: All assignments must be completed and a three page description of how you will use your new skills to improve your classroom communications and that of your students must be submitted prior to the end date of this class.

Graduate students not finishing will receive a grade of "incomplete" on the last day of class.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Students will review and get a basic understanding of "effective communication skills	0.75
Students will review a study "The Significance of Congruent Communication in Effective Classroom Management:.	1.00
Students will expand their job knowledge effective communication skills	1.00
Students will conduct a self-assessment exercise of "How Good are Your Communication Skills, and identifying what they learned about their communication skills	0.75
Students will conduct another self-assessment exercise that focuses on oral communications and identifying what they learned about their oral communication skills	1.00

Students will explore the importance of how "learning styles" impact their communication skills	0.75
Students will conduct a self-assessment of their learning styles and then explain how that impacts how they communicate with their students	1.00
Students will study and analyze how personality impacts how we communicate	1.50
Students will conduct self-assessment of their personality type	1.00
Students will be provided a description of their personality type and the preferred way they communicate based on personality and what specific areas they would like to change	1.00
Students will explore the importance of how "body language" impact their communication skills	1.75
Students will analyze what their body language is communicating to their students and what their student's body language might be communicating to them	1.00
Students will critique the body language of other teachers to determine if the teacher is using body language effectively.	0.75
Students will conduct "eye contact" experiments to determine if they are aware of how much is communicated with their eyes	0.50
Students will analyze various paralanguage and metamessages to get a better understanding of the importance of clarity in the classroom	1.00
Students will be required to watch a television show with sound to analyze body language and report their findings	1.25
Students will revisit their personality preferences, with the express purposes of understanding how it impacts their listening skills	1.25
Students will analyze the importance of listening and why many people are not aware of bad listening habits	1.00
Students will conduct a self-assessment of their listening skills	1.00
Students will review active and emphatic listening techniques	1.00
Students will review and respond to exercises designed to improve their active listening skills	1.50
Students will review and identify how even with good intentions we unintentionally create communication roadblocks	1.00
Students will analyze their own communication road blocks and discuss what strategies they use will to mitigate these communication road blocks	1.50
Students will research classroom questioning techniques	1.25
Based on this research students will identify what they feel are the most effective questioning techniques in their classroom	0.75
Students will explore the importance of using "feedback" as an effective communication tool	1.00
Students will review the difference between good feedback and bad feedback	0.75
Students will analyze finding the balance between necessary communication and communication overload	0.50
Students will analyze the movie "Twelve Angry Men" and then critique the communication skills (e.g. strength and weakness of the characters in the movie.	2.75
Students will review the difference between good a "You" and a "I" message	1.00
Students analyze various "You" and "I" messages explaining the effectiveness of each message	1.25

Students will analyze how to determine who owns the problem and what this means with regards to how we communicate?	1.00
Students will review the difference between the Teacher wins- Student loses, Student wins- Teacher loses and a Win-Win conversation	1.25
Students will practice how to make all classroom conversations Win-Win	1.00
Students will review communicating with Defiant Students	0.75
Students will conduct a communication self-assessment exercise evaluating their conflict resolution skills	1.00
Students will learn how to turn difficult conversations into a learning conversation	1.25
Students will analyze different strategies to improve parent teacher communication	1.00
	0.75
Students will learn how to communicate with hostile parents and why understand that how culture/age impacts priorities of parent	1.00
Putting it all together: Students will synthesize learning from this course by providing examples of what they are take to improve their communication skills and at the same time explain what actions they can take to help their students improve their communications skills	2.50
Total Time	45.00