

Project Summary: TED 2090 Communication for Educators

Project Leads: Mary Mendez Bonnell

Overview This foundational study of human communication takes place in a survey course designed to explore everyday relationships in educational settings. This course provides foundational awareness of interpersonal communication and engage in skill-building practices to enhance teachers' capabilities in educational settings working with parents and students with IEPs. Students learn the basics of interpersonal communication skills and how they affect one's communication style in the classroom. Emphasis is on communication dynamics in school settings and climate and conflict management strategies.

Motivators

Project Level: Necessity. We have to create the resources for the course and OPEN resources better serve our students.

Individual Level: I am designing, creating, and teaching/implementing the course for the first time.

Course and Audience

This OER will be used by future educators in the Prince George's Community College Teacher Education track. The students are working to obtain their an education certification (Paraeducator, teacher's assistant, or childcare)

TED 2090 Interpersonal Communication for Educators		
Course Description:		

This foundational study of human communication takes place in a survey course designed to explore everyday relationships in educational settings. This course provides foundational awareness of interpersonal communication and engage in skill-building practices to enhance teachers' capabilities in educational settings working with parents and students with IEPs. Students learn the basics of interpersonal communication skills and how they affect one's communication style in the classroom. Emphasis is on communication dynamics in school settings and climate and conflict management strategies.

Prerequisites: Reading Proficiency

Formerly SPH-1090 Students may not receive credit for both SPH-1090 and COM-1090

Credit Hour Explanation

At Prince George's Community College, for all credit courses, students are expected to spend a minimum of 37.5 combined hours of instructional time and related coursework time per credit hour. This course is a 3-credit course. This course achieves the minimum of 112.5 hours of instructional time by requiring 37.5 hours of instructional time and 75 hours of student work outside of instructional time.

Course Outcomes

Upon successful completion of this course, the student will be able to:

Course Outcomes		<i>Measurable Outcome*</i>	<i>Planned Assessment</i>
1	Examine the foundations of basic interpersonal communication principles	<i>1.3, 1.4</i>	<i>Written Assignment/Group Disucssion</i>
2	Identify components of communication and identity,to include: self-concept, impression management, and self-disclosure	<i>1.3, 1.4</i>	<i>Quiz/Exam</i>
3	Recognize the importance of the perception process on communication in educational settings	<i>4.1, 4.2</i>	<i>Written Assignment/Oral Presentation</i>
4	Recognize the influence of emotions on communication in educational settings	<i>4.1, 4.2</i>	<i>Written Assignment/Oral Presentation</i>
5	Identify the impact one's culture and language have on interpersonal communication with educational stakeholders	<i>5.2, 5.3</i>	<i>Written Assignment Related to the Fine Arts/Role-Play</i>
6	Differentiate nonverbal characteristics, types, and their influences on interpersonal communication.	<i>1.1, 1.2, 5.2, 5.3</i>	<i>Written Assignment Related to the Fine Arts/Role-Play, Written Relationship Analysis</i>
7	Explain elements and types of communication outlined in the Framework for Teaching	<i>3.1</i>	<i>Quiz/Exam</i>
8	Distinguish relationship behaviors in a variety of interpersonal relationship contexts in schools	<i>3.1</i>	<i>Quiz/Exam</i>
9	Analyze conflict management strategies in a variety of interpersonal relationship contexts in schools	<i>6.1, 6.2</i>	<i>Quiz/Exam</i>

italics - will be reviewed once we have reviewed the course shell of COM 1090

Range Of Subject Matter -- Model Course Outline

-consider this [Interpersonal Communication: A Mindful Approach to Relationships - Milne Open Textbooks](#)

The major concepts and topics to be considered in this course include theory on the following:

1. Interpersonal Communication Defined and School Contexts
2. Communication and Identity
 - a. Self-Concept
 - b. Impression Management
 - c. Self-Disclosure
 - d. Educational settings - definitions
3. Perception
 - a. Perception Process
 - b. Influences on Perception
 - c. Perception Checking
 - d. The role of perception in educational settings
4. Emotions
 - a. Influences on Emotions
 - b. Expressing Emotions
 - c. Managing Emotions
 - d. Emotions in educational contexts
5. Language (Impact and Culture)
 - a. Impact in school settings
6. Nonverbal Communication
 - a. Characteristics
 - b. Influences
 - c. Types of Nonverbal Communication
 - d. Nonverbal communication in the classroom
7. Listening
 - a. Elements of Listening
 - b. Types of Listening
 - c. Listening Challenges
 - d. Listening to Parents
8. Relational Dynamics & Communication Climate
 - a. Forming Relationships (personal, family, intimate)
 - b. Characteristics of Interpersonal Relationships
 - c. Maintaining Interpersonal Relationships
 - d. Communication Climate and Confirming Messages

- e. In school contexts
- 9. Conflict management and strategies
 - a. Conflict Defined
 - b. Types of Conflict
 - c. Conflict Styles
 - d. Conflict in schools
- 10. Danielson Rubric for Teaching
 - a. 2a: Creating an Environment of Respect and Rapport
 - b. 3a: Communicating with Students
 - c. 4a: Reflecting on Teaching
 - d. 4c: Communicating with Families
 - e. 4d: Participating in a Professional Community
 - f. 4f: Showing Professionalism

Evaluation of Student Performance

Student grades will be based upon scores attained for the following:

Each instructor will assign a minimum of six grades. These grades should include at a minimum:

1. Assessment #1: Quizzes/tests/mini presentations/short writing assignments
2. Assessment #2: Role Play: (Pre and Post Knowledge application)
3. Assessment #3: Oral presentations
4. Interview Paper | Focus on the Fine Arts
5. Relationship Analysis Paper
6. Midterm Exam
7. Final Exam

The percentage allotted to each method of evaluation will be left to the discretion of the professor, but the projects, collectively, should account for at least 40 percent of the grade. The final exam will count for no more than 20 percent of the final grade.

ACCOUNTING FOR CREDIT HOUR REQUIREMENT

(This section appears only on master syllabi, and is not to be distributed to students. Fill out the appropriate areas for the course.)

<i>Face-to-face classes</i>	
Assignment/Assessment	Clock hours
In-class instruction	37.5 hours

Quizzes, class discussion preparation	15 hours
Assessments: Knowledge application	16 hours
a) Role play activities (Pre/Post) 8-hours)	
b) Other critique activities: real life, movies, live performances: (8-hours)	
Assessment: Interview Paper: (Includes process and paper)	18 hours
Relationship Analysis/Research Project	25 hours
Oral presentation preparation:	6 hours
Interview paper and Relationship analysis	
Assigned readings	20 hours
Total Hours:	137.5 hours

<i>Online classes</i>	
Assignment/Assessment	Clock Hours
Instruction	37.5 hours
Module reviews	8 hours
Quizzes and tests	8 hours
Assessments: Knowledge application	16 hours
a) Role play activities (8-hours)	
b) Other critique activities: real life, movies, live performances: (8-hours)	
Assessment: Interview Paper: (Includes process and paper)	18 hours
Relationship/Research Project	25 hours
Oral presentation preparation:	5 hours
Interview paper and Relationship analysis	
Assigned readings	20 hours
Total Hours:	137.5 hours

--

<i>Hybrid classes</i>	
Assignment/Assessment	Clock hours
Instruction	37.5 hours
Module reviews	8 hours
Quizzes and tests	8 hours
Assessments: Knowledge application	16 hours
c) Role play activities (8-hours)	
d) Other critique activities: real life, movies, live performances: (8-hours)	
Assessment: Interview Paper: (Includes process and paper)	18 hours
Relationship/Research Project	25 hours
Oral presentation preparation:	5 hours

• Interview paper and Relationship analysis	
Assigned readings	20 hours

Instructional Materials

Please check the bookstore site for current - required texts and other materials:

<https://www.bkstr.com/princegeorgescstore/home>. Search under the “Books, Textbooks-and-course-materials.” Click the Shop by Course tab. Then select the Term, Department and Course from the drop down menus.

Course Outline

I. Foundations of Interpersonal Communication in Education

- **Defining Interpersonal Communication in School Contexts** (Ch. 1, 2)
 - *Supplementary Resource:* Communication in the Real World: An Introduction to Communication Studies – Chapter 1 provides foundational concepts of communication.
 - Communication as a process: models and key principles (Shannon-Weaver, Transactional Model)
 - *Supplementary Resource:* [Message Processing: The Science of Creating Understanding](#) – Offers insights into communication models and processes.
 - Communication styles and their impact in the classroom
 - *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Discusses various communication styles and their applications in educational settings.
 - The role of interpersonal communication in fostering effective teacher-student and teacher-parent relationships
 - *Supplementary Resource:* Communication in the Real World – Chapter 8 explores relational dynamics relevant to educational contexts.

Canvas Foundations of Interpersonal Communication in Education

Introduction to the Topic

Effective communication is a cornerstone of successful teaching. As educators, the way we convey messages, interpret interactions, and build relationships with students, parents, and colleagues directly impacts the **learning environment and student success**.

In this module, **we will explore** the fundamental concepts of **interpersonal communication** and their role in education. **We will examine** how communication functions as a **process**, analyze **key models** such as the Shannon-Weaver and Transactional models, and **identify different**

communication styles that shape our interactions in the classroom. **We will also investigate** how interpersonal communication fosters **teacher-student and teacher-parent relationships**, which are essential for creating positive learning environments.

By the end of this module, **you will be able to:**

- ✓ **Define interpersonal communication** and explain its importance in educational settings.
- ✓ **Apply communication models** to structure clear and effective classroom interactions.
- ✓ **Identify and analyze communication styles** that enhance student engagement.
- ✓ **Examine how communication fosters relationships** with students and parents.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 1 (*Fundamentals of interpersonal communication*).

📖 *Communication in the Real World: An Introduction to Communication Studies* – Chapter 1 (*Foundational concepts of communication*).

📖 [*Message Processing: The Science of Creating Understanding*](#) (*Insights into communication models*).

📖 [*Teaching Communication Skills: A Toolkit for Educators*](#) (*Communication styles and their applications in education*).

📖 *Communication in the Real World* – Chapter 8 (*Relational dynamics in education*).

Conclusion: Key Takeaways

In this module, **we have explored** the **foundations of interpersonal communication** and its impact on teaching. **We have analyzed** the communication process and examined different models that explain how messages are transmitted and interpreted. **We have also identified** various **communication styles** and how they influence student engagement.

By mastering these concepts, **we are better equipped to:**

- ✓ **Adapt our communication styles** to foster inclusive and engaging classroom environments.
- ✓ **Use communication models** to improve clarity and effectiveness in our interactions.
- ✓ **Strengthen teacher-student and teacher-parent relationships** to support learning.

This foundational knowledge is **essential** as we move forward in the course. In the next module, **we will examine** self-concept, identity, and impression management in educational settings.

Assessment: Discussion Board or Activity

📝 **Discussion Board: Communication Styles in the Classroom**

Prompt:

In this module, **you explored** various **communication styles** and **models of communication** used in education. Now, let's apply that knowledge to **real-life experiences**.

1. Identify a **teacher, mentor, or instructor** whose **communication style** stood out to you (positively or negatively).
2. What **communication model** (Shannon-Weaver, Transactional Model, etc.) best explains how this educator communicated with students?
3. How did their communication **enhance or hinder** student engagement and understanding?
4. How might **your communication style** impact students in your future classroom?

Instructions:

- **Post your response (300-500 words)** explaining your analysis.
 - **Engage with at least two peers** by responding thoughtfully to their posts.
 - **Support your discussion** with insights from the readings.
-

Next Steps

 In the next module, **we will build upon this foundation** by examining **self-concept, identity, and impression management in educational settings**.

II. Communication and Teacher Identity

- **Self-Concept and Its Influence on Teaching (Ch. 3)**
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 delves into self-concept and its impact on communication.
 - How personal identity shapes classroom communication
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 discusses the interplay between identity and communication behaviors.
- **Impression Management for Educators**
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 covers strategies for effective impression management.
 - Professional presence and credibility in school environments
 - *Supplementary Resource:* Communication in the Real World – Chapter 12 addresses professionalism and ethical communication practices.
- **Self-Disclosure in Professional Educational Settings**
 - *Supplementary Resource:* Communication in the Real World – Chapter 7 examines self-disclosure and its appropriate use in professional contexts.
 - Boundaries in teacher-student and teacher-parent relationships

- *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Provides guidance on maintaining professional boundaries in educational communications.

Canvas II. Communication and Teacher Identity

Introduction to the Topic

As educators, our identity and how we present ourselves play a crucial role in shaping classroom communication. Our self-concept—how we perceive ourselves—impacts our teaching style, student interactions, and professional relationships. The way we manage our impressions, disclose personal information, and establish boundaries directly influences our effectiveness in the classroom.

In this module, **we will explore** the role of self-concept and identity in communication and examine how educators create and maintain a **professional presence** in the classroom. **We will discuss** the concept of **impression management** and how it affects credibility, relationships, and authority in educational settings. Additionally, **we will examine** self-disclosure and how educators set **healthy boundaries** with students and parents to maintain professionalism while fostering meaningful relationships.

By the end of this module, **you will be able to:**

- ✓ **Explain self-concept** and its impact on teaching and classroom communication.
- ✓ **Analyze impression management strategies** that influence professional presence and credibility.
- ✓ **Evaluate self-disclosure** and establish professional boundaries in educational settings.
- ✓ **Apply communication strategies** to balance approachability and professionalism in the classroom.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 3 (*Exploring self-concept and identity*).

📖 *Communication in the Real World* – Chapter 2 (*Self-concept and its impact on communication*).

📖 *Communication in the Real World* – Chapter 2 (*Identity and its influence on communication behaviors*).

📖 *Communication in the Real World* – Chapter 2 (*Strategies for effective impression management*).

📖 *Communication in the Real World* – Chapter 12 (*Professional presence and ethical communication in school environments*).

📖 *Communication in the Real World* – Chapter 7 (*Self-disclosure and its appropriate use in professional settings*).

📖 [Teaching Communication Skills: A Toolkit for Educators](#) (*Guidance on professional boundaries in teacher-student and teacher-parent relationships*).

Conclusion: Key Takeaways

In this module, **we have explored** how an educator's **self-concept and identity** influence communication in the classroom. **We have analyzed** how our **perception of self** affects teaching styles, relationships, and classroom authority. **We have examined** the importance of **impression management** and how professional presence shapes credibility and effectiveness. **We have also discussed** the role of **self-disclosure** and how educators establish and maintain **healthy boundaries** in professional settings.

By understanding these concepts, **we are better equipped to:**

- ✓ **Reflect on our self-concept** and how it influences our classroom interactions.
- ✓ **Use impression management strategies** to build credibility and maintain professionalism.
- ✓ **Make informed decisions about self-disclosure** to protect personal and professional boundaries.
- ✓ **Develop communication strategies** that balance approachability with professionalism.

These insights will be essential as we move into our next module, where **we will examine** the perception process and how it impacts communication in educational settings.

Assessment: Discussion Board or Activity

Activity: Personal Reflection on Teacher Identity

Objective:

We will **examine our own self-concept, professional presence, and impression management strategies** as future educators.

Instructions:

1. **Write a personal reflection (2-3 pages, double-spaced)** analyzing the following:
 - How **your self-concept** might influence your teaching style and classroom interactions.
 - What **impression management strategies** you might use to establish credibility.
 - How you plan to **set professional boundaries** while still being approachable to students and parents.
 - Specific steps you can take to develop a **strong and ethical professional identity** as an educator.
2. **Incorporate insights from the course readings** to support your reflections.

 *Submit your written reflection (2-3 pages, double-spaced) with references to course readings.*

Next Steps

 In the next module, **we will examine** how perception influences communication in educational settings and explore strategies for improving clarity and understanding in our interactions.

III. Perception and Interpretation in the Classroom

- **The Perception Process and Its Impact on Communication** (Ch. 2, 4)
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 explores how perception influences communication.
 - Understanding how perception shapes interactions with students, parents, and colleagues
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 discusses perception's role in interpersonal interactions.
- **Perception Checking Strategies for Educators**
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 offers techniques for effective perception checking.
 - Avoiding assumptions and fostering better understanding in diverse classrooms
 - *Supplementary Resource:* Communication in the Real World – Chapter 2 provides strategies to overcome perceptual biases.

Canvas III. Perception and Interpretation in the Classroom

Introduction to the Topic

As educators, our perceptions shape how we interpret student behavior, communicate with parents, and interact with colleagues. **Perception is an active process**—we filter, organize, and interpret information based on our past experiences, cultural background, and personal biases. In the classroom, perception plays a **critical role in student engagement, teacher expectations, and conflict resolution**.

In this module, **we will explore** the **perception process** and how it influences communication in educational settings. **We will analyze** how our perceptions affect student-teacher relationships and professional interactions. Additionally, **we will examine** strategies such as **perception checking** to help us avoid misunderstandings, reduce assumptions, and improve clarity in our communication.

By the end of this module, **you will be able to:**

- ✓ **Explain the perception process** and how it influences communication in the classroom.
- ✓ **Analyze how perception shapes interactions** with students, parents, and colleagues.
- ✓ **Apply perception checking strategies** to enhance understanding and reduce miscommunication.
- ✓ **Develop techniques to recognize and challenge perceptual biases** in diverse classroom settings.

Readings & Resources:

 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapters 2 & 4 (*The perception process and its impact on communication*).

 *Communication in the Real World* – Chapter 2 (*How perception influences communication*).

 *Communication in the Real World* – Chapter 2 (*Perception's role in interpersonal interactions*).

 *Communication in the Real World* – Chapter 2 (*Techniques for effective perception checking*).

 *Communication in the Real World* – Chapter 2 (*Strategies to overcome perceptual biases*).

Conclusion: Key Takeaways

In this module, **we have examined** the perception process and its impact on communication in the classroom. **We have explored** how our personal experiences, biases, and cultural influences shape the way we interpret student behavior, engage with parents, and collaborate with colleagues. **We have also identified** the risks of **assumptions and misperceptions** in educational settings and the importance of **perception checking** as a strategy to improve communication clarity.

By understanding these concepts, **we are better prepared to:**

-  **Recognize how our perceptions influence our interactions** in the classroom.
-  **Use perception checking techniques** to clarify misunderstandings before they escalate.
-  **Identify and challenge personal biases** to create an inclusive and fair learning environment.
-  **Improve communication with students, parents, and colleagues** through self-awareness and intentional listening.

In the next module, **we will explore** the role of emotions in communication and how they shape interactions in educational settings.

Assessment: Discussion Board or Activity

Discussion Board: Challenging Perceptions in the Classroom

Prompt:

In this module, **you explored** how perception influences communication and learned strategies for checking and adjusting perceptions in the classroom. Now, let's reflect on real-life teaching experiences where perception played a role.

1. Think of a time when **your perception of a student, parent, or colleague** influenced your interaction with them (or recall a situation you observed).
2. How did **your initial perception affect** your communication?
3. What factors (past experiences, assumptions, biases) **may have influenced your perception?**

4. If you had used **perception checking strategies**, how might the situation have unfolded differently?
5. How can **perception checking** improve your interactions as an educator?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

 Activity: Perception Checking in Action

Objective:

We will **practice perception checking strategies** to improve communication clarity in classroom settings.

Instructions:

1. Identify a **real or hypothetical classroom scenario** where misperceptions may arise (e.g., a student seems disengaged, a parent appears frustrated, or a colleague misinterprets an email).
2. Write a **dialogue or role-play script** demonstrating:
 - The **initial misperception** and its potential impact.
 - A **perception checking statement** that clarifies the situation.
 - A **revised approach** to the conversation based on perception checking.
3. **Submit a written script (1-2 pages, double-spaced) OR record a short video demonstration** (if preferred).

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will examine** the role of emotions in communication and explore strategies for managing emotional responses in educational settings.

IV. Emotional Intelligence in Educational Communication

- **Recognizing the Influence of Emotions on Classroom Communication** (Ch. 9)
 - *Supplementary Resource:* Communication in the Real World – Chapter 8 addresses the role of emotions in communication.
 - Managing emotions in teacher-student and teacher-parent interactions

- *Supplementary Resource:* [Managing Classroom Conflict](#) – Offers strategies for handling emotions and conflicts in educational environments.
- **Expressing and Regulating Emotions in the Classroom**
 - *Supplementary Resource:* Communication in the Real World – Chapter 8 provides insights into emotional expression and regulation.
 - Strategies for maintaining professionalism under stress
 - *Supplementary Resource:* [Managing Classroom Conflict](#) – Discusses techniques for maintaining professionalism during challenging situations.
 - Creating emotionally supportive learning environments
 - *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Focuses on building supportive communication climates in classrooms.

Canvas IV. Emotional Intelligence in Educational Communication

Introduction to the Topic

Communication in the classroom is not just about delivering content—it also involves navigating emotions. **Emotional intelligence (EI)** plays a crucial role in how educators manage classroom interactions, respond to challenges, and foster positive learning environments. **Emotions can influence communication clarity, conflict resolution, and student engagement**, making it essential for educators to develop skills in emotional awareness, expression, and regulation.

In this module, **we will explore** the role of emotions in educational communication and **examine** how emotions influence teacher-student and teacher-parent interactions. **We will investigate** strategies for managing emotions under stress while maintaining professionalism. Additionally, **we will analyze** how to create emotionally supportive learning environments that promote student success.

By the end of this module, **you will be able to:**

- ✓ **Analyze the role of emotions in classroom communication** and their effects on learning.
- ✓ **Apply strategies for emotional regulation** in teacher-student and teacher-parent interactions.
- ✓ **Develop techniques for managing stress and maintaining professionalism** in challenging educational settings.
- ✓ **Design approaches for fostering emotionally supportive classroom environments.**

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 9 (*The role of emotions in communication*).

📖 *Communication in the Real World* – Chapter 8 (*Addresses the role of emotions in communication*).

📖 [Managing Classroom Conflict](#) (*Strategies for handling emotions and conflicts in educational environments*).

📖 *Communication in the Real World* – Chapter 8 (*Insights into emotional expression and*

regulation).

 [*Managing Classroom Conflict*](#) (Techniques for maintaining professionalism during challenging situations).

 [*Teaching Communication Skills: A Toolkit for Educators*](#) (Building supportive communication climates in classrooms).

Conclusion: Key Takeaways

In this module, **we have explored** the role of emotions in educational communication. **We have examined** how emotions influence teacher-student interactions, teacher-parent relationships, and professional conduct in schools. **We have analyzed** strategies for emotional regulation and conflict management to ensure **clear, professional, and effective communication** in the classroom. **We have also discussed** how educators can create emotionally supportive learning environments to enhance student engagement and well-being.

By understanding these concepts, **we are better equipped to:**

-  **Recognize how emotions shape our communication** and impact relationships in the classroom.
-  **Implement emotional regulation strategies** to maintain professionalism under stress.
-  **Develop conflict resolution techniques** that foster positive communication in schools.
-  **Design emotionally supportive learning environments** that help students and colleagues feel valued and understood.

In the next module, **we will explore** cultural and linguistic diversity in educational communication and its impact on classroom interactions.

Assessment: Discussion Board or Activity

 **Discussion Board: Emotional Intelligence in Teaching**

Prompt:

In this module, **you explored** how emotions influence communication in educational settings. Now, let's reflect on how emotional intelligence impacts teaching and learning.

1. Describe a situation where **emotions influenced communication** in a classroom or educational setting.
2. How did emotional expression (from the teacher, student, or parent) **affect the interaction?**
3. What strategies could have been used to **manage emotions and improve communication** in this situation?
4. How do you plan to **apply emotional intelligence techniques** to your future teaching practice?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

Activity: Emotional Intelligence Scenario Analysis

Objective:

We will **analyze real-world educational scenarios** to apply emotional intelligence strategies and enhance communication in the classroom.

Instructions:

1. **Choose one of the following scenarios:**
 - A teacher struggling to manage emotions when handling a **challenging student behavior**.
 - A teacher navigating a **stressful parent-teacher meeting** with emotional tensions.
 - A classroom conflict where **students' emotions escalate** and affect the learning environment.
2. **Analyze the scenario** and develop an Emotional Intelligence Response Plan that includes:
 - **A description of the emotional dynamics** in the scenario.
 - **Three emotional intelligence strategies** that could be used to navigate the situation.
 - **An explanation of how these strategies promote professionalism, conflict resolution, and student engagement.**
 - **A reflection on how educators can proactively develop emotional intelligence** to improve their teaching and communication.
3. **Submit a written reflection (2-3 pages, double-spaced) OR design a short presentation (PowerPoint, Google Slides, or Canva) outlining your strategies.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** cultural and linguistic diversity in educational communication and its impact on classroom interactions.

V. Cultural and Linguistic Diversity in Educational Communication

- **Culture, Language, and Their Influence on Communication** (Ch. 6)
 - *Supplementary Resource:* Communication in the Real World – Chapter 8 explores cultural influences on communication.
 - Understanding communication differences in multicultural classrooms
 - *Supplementary Resource:* Communication in the Real World – Chapter 8 discusses navigating cultural communication variations.
- **Culturally Responsive Communication Strategies**
 - *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Provides strategies for effective communication in diverse educational settings.
 - Working effectively with English Language Learners (ELLs) and students from diverse backgrounds
 - *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Offers guidance on supporting ELLs through tailored communication approaches.
- **Language Use in Schools: Formality, Clarity, and Inclusivity** (Ch. 4)
 - *Supplementary Resource:* Communication in the Real World – Chapter 3 examines language structures and their impact on inclusivity.

Canvas V. Cultural and Linguistic Diversity in Educational Communication

Introduction to the Topic

In today's classrooms, **cultural and linguistic diversity is the norm** rather than the exception. Educators must be able to **navigate cultural differences, adapt their communication styles, and ensure inclusivity** for all students, including **Multilingual Learners (MLLs)** and those from diverse backgrounds. **Language is a powerful tool** that shapes our relationships, interactions, and perceptions within the educational environment.

In this module, **we will explore** how culture and language influence communication and examine the challenges and opportunities that arise in **multicultural classrooms**. **We will investigate** culturally responsive communication strategies and discuss **best practices for engaging with MLLs and diverse student populations**. Finally, **we will analyze** the importance of **formality, clarity, and inclusivity** in language use within schools.

By the end of this module, **you will be able to:**

- ✓ **Analyze how culture and language shape communication** in the classroom.
- ✓ **Recognize and address communication barriers** in multicultural educational settings.
- ✓ **Apply culturally responsive communication strategies** to create inclusive learning environments.
- ✓ **Develop communication techniques** to support MLLs and diverse student populations.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 6 (*Culture, language, and their influence on communication*).

📖 *Communication in the Real World – Chapter 8* (*Explores cultural influences on*

communication).

 *Communication in the Real World – Chapter 8 (Discusses navigating cultural communication variations).*

 [*Teaching Communication Skills: A Toolkit for Educators*](#) (Strategies for effective communication in diverse educational settings).

 [*Teaching Communication Skills: A Toolkit for Educators*](#) (Guidance on supporting MLLs through tailored communication approaches).

 *Communication in the Real World – Chapter 3 (Examines language structures and their impact on inclusivity).*

Conclusion: Key Takeaways

In this module, **we have examined** the role of **culture and language** in shaping communication in the classroom. **We have explored** the **challenges and benefits** of communicating in diverse educational environments and **analyzed** how different cultural backgrounds influence **classroom interactions, teacher expectations, and student engagement**. **We have also discussed** culturally responsive teaching practices that help educators support MLLs and students from diverse backgrounds effectively.

By understanding these concepts, **we are better prepared to:**

-  **Recognize and adapt to communication differences** in multicultural classrooms.
-  **Use culturally responsive strategies** to foster an inclusive and equitable learning environment.
-  **Engage effectively with MLLs** by using clear, inclusive, and accessible language.
-  **Enhance our professional communication skills** by promoting respect for cultural and linguistic diversity.

In the next module, **we will explore** nonverbal communication in educational settings and how it impacts teacher-student interactions.

Assessment: Discussion Board or Activity

Discussion Board: Cultural Communication in the Classroom

Prompt:

In this module, **you explored** how culture and language influence communication in educational settings. Now, let's reflect on real-life classroom experiences where **cultural diversity played a role in communication**.

1. Describe a time when **cultural or linguistic diversity** influenced communication in a classroom or educational setting.
2. What **challenges** did the situation present?

3. How did the teacher or communicator **adapt their communication strategies** to address cultural or linguistic differences?
4. What culturally responsive communication techniques **could have improved the situation**?
5. How do you plan to **apply culturally responsive communication** in your own teaching practice?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

Activity: Culturally Responsive Communication Plan Presentation

Objective:

We will **develop a professional communication plan** to help educators effectively navigate cultural and linguistic differences in the classroom.

Instructions:

1. **Create a professional presentation** (PowerPoint, Google Slides, or Canva) that effectively communicates your plan to educators. **Choose one of the following scenarios** where cultural or linguistic differences could present communication challenges:
 - **Engaging MLLs in classroom discussions**
 - **Communicating with parents who speak a different language**
 - **Handling cultural misunderstandings in student interactions**
2. **Develop a Culturally Responsive Communication Plan** that includes:
 - **A description of the scenario** and potential communication challenges.
 - **Three specific culturally responsive communication strategies** that could be used.
 - **An explanation of how these strategies foster inclusivity and engagement.**
 - **A reflection on how educators can be proactive** in adapting their communication for diverse classrooms.
3. **Submit your completed presentation** along with a short written summary (1-2 paragraphs) explaining why you chose your scenario and how the strategies apply to real-world teaching.

 *Submit your presentation with references to course readings.*

Next Steps

 In the next module, **we will explore** nonverbal communication in educational settings and how it impacts teacher-student interactions.

VI. Nonverbal Communication and Classroom Management

- **Understanding Nonverbal Communication in Educational Settings (Ch. 5)**
 - *Supplementary Resource:* Communication in the Real World – Chapter 4 discusses nonverbal communication cues and their applications.
 - How body language, facial expressions, and tone affect classroom interactions
 - *Supplementary Resource:* Communication in the Real World – Chapter 4 explores the impact of nonverbal signals on interactions.
- **Types of Nonverbal Communication and Their Educational Impact**
 - **Understanding Nonverbal Communication in Educational Settings (Ch. 5)**
 - *Supplementary Resource:* Communication in the Real World – Chapter 4 discusses nonverbal communication cues and their applications.
 - How body language, facial expressions, and tone affect classroom interactions
 - *Supplementary Resource:* [Teaching Communication Skills: A Toolkit for Educators](#) – Provides techniques on nonverbal immediacy in education.
 - **Types of Nonverbal Communication and Their Educational Impact**
 - *Supplementary Resource:* The Importance of Nonverbal Communication in Teaching – Examines how nonverbal behaviors impact student engagement.
 - The role of personal space, eye contact, and gestures in teacher-student engagement
 - *Supplementary Resource:* Communication in the Real World – Chapter 4 explores nonverbal behavior in various contexts.

Canvas VI. Nonverbal Communication and Classroom Management

Introduction to the Topic

In the classroom, communication extends beyond words—**nonverbal communication plays a crucial role** in shaping teacher-student interactions, classroom management, and student engagement. **Facial expressions, body language, tone of voice, gestures, and eye contact** all contribute to the messages we send, whether we intend them to or not.

In this module, **we will explore** how nonverbal communication influences classroom interactions and instructional effectiveness. **We will examine** different types of nonverbal communication, including **body language, facial expressions, tone, and gestures**, and their impact on students' perceptions of teacher credibility and engagement. **We will also discuss** how educators can **intentionally use nonverbal cues** to create a positive and structured classroom environment.

By the end of this module, **you will be able to:**

- ✓ **Analyze the role of nonverbal communication** in educational settings.
- ✓ **Recognize how nonverbal cues influence** teacher-student interactions and classroom

management.

✓ **Apply nonverbal immediacy strategies** to enhance engagement and communication effectiveness.

✓ **Develop techniques for using personal space, eye contact, and gestures** to support learning and classroom climate.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 5 (*Understanding nonverbal communication*).

📖 *Communication in the Real World* – Chapter 4 (*Discusses nonverbal communication cues and their applications*).

📖 *Communication in the Real World* – Chapter 4 (*Explores the impact of nonverbal signals on interactions*).

📖 [*Teaching Communication Skills: A Toolkit for Educators*](#) (*Techniques on nonverbal immediacy in education*).

📖 *The Importance of Nonverbal Communication in Teaching* (*Examines how nonverbal behaviors impact student engagement*).

Conclusion: Key Takeaways

In this module, **we have examined** the role of **nonverbal communication** in the classroom and how it affects student engagement, classroom management, and learning. **We have analyzed** the different types of nonverbal communication—including **facial expressions, body language, gestures, tone, and eye contact**—and their impact on how students interpret messages. **We have also discussed** how educators can **intentionally use nonverbal immediacy strategies** to improve teacher credibility, build rapport with students, and create a more engaging learning environment.

By understanding these concepts, **we are better equipped to:**

✓ **Use nonverbal cues effectively** to manage the classroom and enhance student learning.

✓ **Recognize and interpret nonverbal behaviors** to better understand student needs.

✓ **Apply strategies for improving nonverbal immediacy** and classroom engagement.

✓ **Incorporate eye contact, gestures, and tone adjustments** to foster positive interactions.

In the next module, **we will explore** listening skills and their impact on communication in educational settings.

Assessment: Discussion Board or Activity

📝 **Discussion Board: The Power of Nonverbal Communication in Teaching**

Prompt:

In this module, **you explored** how nonverbal communication shapes classroom interactions. Now, let's analyze **real-world examples** of nonverbal communication in educational settings.

1. Think of a **teacher, professor, or mentor** whose **nonverbal communication style** stood out to you.
2. How did their **body language, tone, or facial expressions** impact student engagement and classroom management?
3. Were there **instances where their nonverbal cues sent unintended messages**?
4. How might **your own nonverbal communication** influence students in your future classroom?
5. What nonverbal communication strategies **will you incorporate** to improve your teaching presence?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

 Activity: Classroom Nonverbal Communication Observation**Objective:**

We will **analyze nonverbal communication strategies** used by educators to enhance student engagement and classroom management.

Instructions:

1. **Watch or observe** a classroom lesson (a recorded lecture, TED Talk, or an in-person classroom session).
2. Take **detailed notes** on how the educator uses **nonverbal communication** in their teaching.
3. Write a **2-3 page analysis** that includes:
 - **Examples of nonverbal communication** the educator used (gestures, tone, facial expressions, posture, personal space).
 - **The impact of their nonverbal communication** on student engagement and classroom climate.
 - **How the educator adjusted their nonverbal communication** in response to student behaviors.
 - **Recommendations for improving nonverbal communication** in teaching settings.
4. **Submit your analysis (2-3 pages, double-spaced) OR create a short video reflection (3-5 minutes) summarizing your observations and insights.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** listening skills and their impact on communication in educational settings.

VII. Effective Listening for Educators

- **The Role of Active Listening in Teaching and School Communication (Ch. 7)**
 - *Supplementary Resource: Active Listening: Hearing or Listening?* – Discusses how active listening enhances student-teacher interactions.
 - Listening strategies for better student-teacher interactions
 - *Supplementary Resource: Communication in the Real World – Chapter 5* covers different types of listening techniques.
- **Overcoming Listening Challenges in Schools**
 - *Supplementary Resource: Listening Challenges and Solutions in Education* – Explores barriers to effective listening and strategies to overcome them.
 - Communicating effectively with students, parents, and administrators
 - *Supplementary Resource: Parent-Teacher Communication Strategies* – Discusses effective listening and engagement strategies for educators.

Canvas VII. Effective Listening for Educators

Introduction to the Topic

Listening is an essential skill for educators, yet it is often overlooked in discussions about effective teaching. **Active listening** plays a critical role in student engagement, classroom management, and professional interactions with parents and colleagues. Educators who practice **effective listening** create stronger relationships, reduce misunderstandings, and foster inclusive, supportive learning environments.

In this module, **we will explore** the role of **active listening** in education and **examine** how it enhances student-teacher interactions. **We will investigate** various listening strategies that help educators improve communication with students, parents, and administrators. **We will also analyze** common listening challenges in schools and identify **solutions to overcome barriers** to effective communication.

By the end of this module, **you will be able to:**

- ✓ **Define active listening** and explain its importance in educational communication.
- ✓ **Apply listening strategies** to improve student engagement and classroom interactions.
- ✓ **Recognize and address listening challenges** that impact communication in schools.

✓ **Develop techniques for effective listening** when engaging with students, parents, and administrators.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 7 (*The role of active listening in communication*).

📖 *Active Listening: Hearing or Listening?* (*How active listening enhances student-teacher interactions*).

📖 *Communication in the Real World* – Chapter 5 (*Different types of listening techniques*).

📖 *Listening Challenges and Solutions in Education* (*Barriers to effective listening and strategies to overcome them*).

📖 *Parent-Teacher Communication Strategies* (*Effective listening and engagement strategies for educators*).

Conclusion: Key Takeaways

In this module, **we have explored** the role of **active listening** in educational communication and its impact on classroom interactions, student success, and professional relationships. **We have analyzed** different listening strategies that enhance **teacher-student engagement** and **examined** challenges that can hinder effective communication in schools. **We have also discussed** strategies for **overcoming listening barriers** to improve interactions with students, parents, and administrators.

By understanding these concepts, **we are better equipped to:**

- ✓ **Practice active listening** to foster stronger relationships in the classroom.
- ✓ **Use listening techniques** to create more meaningful student-teacher interactions.
- ✓ **Recognize and overcome listening barriers** to improve professional communication.
- ✓ **Engage effectively with students, parents, and administrators** through intentional listening.

In the next module, **we will explore** relational dynamics and communication climates in schools, focusing on how to build strong interpersonal relationships in educational settings.

Assessment: Discussion Board or Activity

📝 **Discussion Board: The Power of Active Listening in the Classroom**

Prompt:

In this module, **you explored** the importance of active listening in educational communication. Now, let's reflect on how listening impacts teaching and learning.

1. Describe a time when **effective or ineffective listening** influenced communication in a classroom or professional setting.
2. How did **listening behaviors (or the lack of them)** impact the outcome of the interaction?
3. What strategies could have improved **the listening process** in that situation?
4. How do you plan to **apply active listening techniques** in your teaching or professional interactions?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

 Activity: Active Listening Role-Play and Reflection

Objective:

We will **practice and analyze active listening techniques** in educational settings to enhance communication with students, parents, and colleagues.

Instructions:

1. **Pair up with a classmate or friend** (or conduct a self-recorded role-play) to practice active listening in one of the following scenarios:
 - A **student** sharing concerns about struggling in class.
 - A **parent** expressing frustration about their child's progress.
 - A **colleague** discussing challenges with classroom management.
2. During the role-play, the listener should **use active listening strategies**, including:
 - Maintaining **eye contact and open body language**.
 - Using **verbal affirmations** (e.g., "I understand," "Tell me more").
 - **Paraphrasing and summarizing** to ensure understanding.
 - **Asking clarifying questions** to gather more details.
3. After the role-play, **write a reflection (2-3 pages, double-spaced) OR record a short video reflection (3-5 minutes)** discussing:
 - **What active listening techniques** were used and their effectiveness.
 - **What was challenging** about maintaining active listening.
 - **How active listening impacted the conversation** and how it could be improved.
 - **How you will apply active listening** in real classroom or professional settings.
4. **Submit your reflection with references to course readings.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** relational dynamics and communication climates in schools, focusing on how to build strong interpersonal relationships in educational settings.

VIII. Relationship Dynamics and Classroom Communication Climate

- **Building and Maintaining Positive Interpersonal Relationships in Schools (Ch. 8)**
 - *Supplementary Resource: Building Relationships for Student Success* – Discusses how teacher-student relationships influence classroom dynamics.
 - Teacher-student relationships, collaboration with colleagues, and engaging with families
 - *Supplementary Resource: Communication in the Real World – Chapter 7* explores relationship dynamics in various contexts.
- **Creating a Positive Classroom Communication Climate**
 - *Supplementary Resource: The Classroom Communication Climate* – Research on fostering a positive communication environment in schools.
 - Encouraging student participation and fostering inclusivity
 - *Supplementary Resource: Creating an Inclusive Classroom* – Discusses techniques to support diverse learners through inclusive communication.

Canvas VIII. Relationship Dynamics and Classroom Communication Climate

Introduction to the Topic

Strong interpersonal relationships are essential for effective teaching and learning. **The way educators communicate with students, colleagues, and families** directly impacts student engagement, classroom climate, and school culture. A **positive communication environment** fosters trust, inclusivity, and collaboration, which enhances student success and professional relationships.

In this module, **we will explore** how **teacher-student relationships, collaboration with colleagues, and communication with families** shape classroom dynamics. **We will analyze** strategies for creating a **positive classroom communication climate**, where students feel valued and encouraged to participate. **We will also discuss** how to use inclusive communication techniques to **support diverse learners and foster student engagement**.

By the end of this module, **you will be able to:**

- ✓ **Identify strategies for building strong interpersonal relationships** in school settings.
- ✓ **Analyze how teacher-student relationships** influence classroom communication and learning.
- ✓ **Apply communication strategies to create a positive and inclusive classroom climate.**
- ✓ **Develop techniques to foster student participation and collaboration with families and colleagues.**

Readings & Resources:

 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 8 (*Relationship dynamics and communication climate*).

 *Building Relationships for Student Success* (How teacher-student relationships influence classroom dynamics).

 *Communication in the Real World* – Chapter 7 (*Explores relationship dynamics in various contexts*).

 *The Classroom Communication Climate* (Research on fostering a positive communication environment in schools).

 *Creating an Inclusive Classroom* (Techniques to support diverse learners through inclusive communication).

Conclusion: Key Takeaways

In this module, **we have explored** how relationship dynamics and classroom communication climate influence **student success, teacher collaboration, and family engagement**. **We have examined** the impact of **teacher-student relationships** and how they shape classroom communication. **We have also analyzed** strategies for **fostering a positive and inclusive learning environment**, encouraging student participation, and supporting diverse learners.

By understanding these concepts, **we are better equipped to:**

-  **Develop strong interpersonal relationships** with students, colleagues, and families.
-  **Create a classroom climate** that fosters student engagement and inclusivity.
-  **Use communication techniques** to encourage collaboration and student participation.
-  **Support diverse learners** through intentional and inclusive communication strategies.

In the next module, **we will explore** conflict management and strategies for resolving communication challenges in schools.

Assessment: Discussion Board or Activity

 **Discussion Board: The Impact of Relationship Dynamics in Education**

Prompt:

In this module, **you explored** how interpersonal relationships shape communication in schools. Now, let's reflect on how relationship dynamics influence student engagement and professional collaboration.

1. Describe a time when a **positive or negative teacher-student relationship** impacted the learning experience.
2. How do **teacher-student relationships** shape **classroom participation and communication**?

3. What strategies can educators use to **build strong professional relationships** with colleagues and families?
4. How do you plan to **create a positive communication climate** in your classroom?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

 Activity: Designing a Classroom Communication Plan

Objective:

We will **develop a plan for creating a positive classroom communication climate** that encourages student participation and inclusivity.

Instructions:

1. **Design a Classroom Communication Plan** that focuses on one of the following:
 - **Building strong teacher-student relationships** to enhance student engagement.
 - **Encouraging collaboration with colleagues and families** to improve school communication.
 - **Creating an inclusive communication environment** to support diverse learners.
2. Your plan should include:
 - **A description of the communication challenge** and why it is important.
 - **Three specific communication strategies** that can be used.
 - **An explanation of how these strategies will foster a positive and inclusive learning environment.**
 - **A reflection on how educators can implement these techniques effectively.**
3. **Create a presentation (PowerPoint, Google Slides, or Canva) to share your plan with educators.**
4. **Submit your presentation along with a brief written reflection (1-2 paragraphs) explaining why you chose your topic.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** conflict management and strategies for resolving communication challenges in schools.

IX. Conflict Management and Mediation in Schools

- **Understanding Conflict in Educational Settings (Ch. 9)**
 - *Supplementary Resource:* [Managing Classroom Conflict](#) – Provides strategies for handling common conflicts in educational environments.
 - Common sources of conflict among students, teachers, and parents
 - *Supplementary Resource:* [Preventing and Addressing Conflict in Schools](#) – Discusses the origins of school conflict and how to address it.
- **Conflict Resolution Strategies for Educators**
 - *Supplementary Resource:* Conflict Resolution Education – Practical techniques for managing and de-escalating conflicts in educational settings.
 - De-escalation techniques and constructive communication
 - *Supplementary Resource:* De-Escalation Strategies for Schools – Explores de-escalation techniques for teachers handling student outbursts.

Canvas IX. Conflict Management and Mediation in Schools

Introduction to the Topic

Conflict is inevitable in educational settings, arising between students, teachers, parents, and administrators. **How educators handle conflict directly affects classroom climate, student success, and school culture.** Conflict can be **constructive** when managed effectively, fostering growth and problem-solving skills, but it can also become **destructive** if left unresolved.

In this module, **we will explore** the common sources of conflict in schools and **examine** strategies for preventing and managing disputes. **We will investigate** conflict resolution techniques that educators can use to mediate disagreements **between students, teachers, and parents.** **We will also analyze** de-escalation strategies and constructive communication approaches that help prevent conflicts from escalating.

By the end of this module, **you will be able to:**

- ✓ **Identify common sources of conflict** in educational environments.
- ✓ **Apply conflict resolution techniques** to mediate disagreements effectively.
- ✓ **Use de-escalation strategies** to maintain a positive classroom and school environment.
- ✓ **Develop communication techniques** to foster constructive problem-solving in conflict situations.

Readings & Resources:

📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 9 (*Understanding conflict and communication*).

📖 [Managing Classroom Conflict](#) (*Strategies for handling common conflicts in educational environments*).

📖 [Preventing and Addressing Conflict in Schools](#) (*Origins of school conflict and approaches to resolution*).

📖 *Conflict Resolution Education* (*Practical techniques for managing and de-escalating*

conflicts).

 *De-Escalation Strategies for Schools (Techniques for preventing escalation and handling student outbursts).*

Conclusion: Key Takeaways

In this module, **we have examined** the sources and impact of conflict in educational settings. **We have explored** how conflicts arise among **students, teachers, and parents**, and how proactive communication can help **prevent and resolve disputes**. **We have also analyzed** conflict resolution and de-escalation techniques that enable educators to handle **challenging interactions with professionalism and effectiveness**.

By understanding these concepts, **we are better equipped to:**

-  **Recognize and address conflicts** before they escalate.
-  **Apply mediation and conflict resolution techniques** to foster positive communication.
-  **Use de-escalation strategies** to manage student behavior and difficult conversations.
-  **Create a classroom and school culture** that prioritizes **constructive problem-solving** over confrontation.

In the next module, **we will explore** professional communication in schools, focusing on maintaining ethical and effective communication with colleagues, students, and families.

Assessment: Discussion Board or Activity

Discussion Board: Managing Conflict in Schools

Prompt:

In this module, **you explored** the common causes of conflict in schools and learned techniques for handling disputes. Now, let's analyze real-world experiences related to conflict resolution.

1. Describe a **conflict you have experienced** (or observed) in a school setting.
2. What **factors contributed to the conflict** (miscommunication, cultural differences, misunderstandings, etc.)?
3. How was the conflict **handled**, and what was the outcome?
4. What **conflict resolution or de-escalation strategies** could have improved the situation?
5. How do you plan to **apply conflict management techniques** in your own teaching practice?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR

Activity: Conflict Resolution Case Study Analysis

Objective:

We will **analyze real-world school conflict scenarios** and apply mediation strategies to develop conflict resolution plans.

Instructions:

1. **Choose one of the following conflict scenarios** to analyze:
 - **A student dispute:** Two students engage in an escalating argument that disrupts learning.
 - **A teacher-parent disagreement:** A parent challenges a teacher's disciplinary decision.
 - **A teacher-colleague conflict:** Two teachers have differing opinions on classroom management approaches.
2. **Develop a Conflict Resolution Plan** that includes:
 - **A description of the conflict and key stakeholders.**
 - **Three conflict resolution strategies** that could be applied.
 - **A step-by-step de-escalation plan** to prevent escalation.
 - **A reflection on how educators can proactively reduce conflicts in schools.**
3. **Create a presentation (PowerPoint, Google Slides, or Canva) to share your resolution plan with educators.**
4. **Submit your presentation along with a brief written summary (1-2 paragraphs) explaining your approach.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** professional communication in schools, focusing on maintaining ethical and effective communication with colleagues, students, and families.

X. Professional and Ethical Communication in Schools

- **Professional Communication Expectations for Teachers (Ch. 13)**
 - *Supplementary Resource:* Professionalism and Ethics in Teaching – Discusses ethical expectations in teacher communication.
 - Ethical guidelines, confidentiality, and maintaining professional boundaries
 - *Supplementary Resource:* Communication Ethics in Education – Covers ethical standards for teacher-student and teacher-parent interactions.

- **Communicating with Families and Colleagues**
 - *Supplementary Resource: Building Effective School-Family Partnerships* – Discusses best practices for working with families and colleagues.
 - Effective parent-teacher communication and interdisciplinary collaboration
 - *Supplementary Resource: Effective Teacher Collaboration* – Explores collaboration strategies to enhance educational outcomes.

Canvas X. Professional and Ethical Communication in Schools

Introduction to the Topic

Educators are held to high standards of **professionalism and ethical communication** in their interactions with students, colleagues, and families. **Clear, respectful, and ethical communication** is essential for maintaining trust, protecting confidentiality, and fostering productive relationships in the school environment. **Professional boundaries** help teachers balance approachability with authority, ensuring that all interactions remain ethical and appropriate.

In this module, **we will explore** the communication expectations for educators and **examine** ethical guidelines that shape interactions with students, parents, and colleagues. **We will analyze** best practices for **parent-teacher communication and interdisciplinary collaboration** to create supportive school environments. **We will also discuss** how teachers can uphold professionalism while navigating challenges in school-family relationships.

By the end of this module, **you will be able to:**

- ✓ **Explain professional communication expectations** for educators.
- ✓ **Apply ethical guidelines** in teacher-student, teacher-parent, and teacher-colleague interactions.
- ✓ **Develop effective communication strategies** for working with families and colleagues.
- ✓ **Recognize and establish professional boundaries** while maintaining positive relationships.

Readings & Resources:

- 📖 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 13 (*Professional communication and ethical considerations*).
- 📖 *Professionalism and Ethics in Teaching* (*Ethical expectations in teacher communication*).
- 📖 *Communication Ethics in Education* (*Ethical standards for teacher-student and teacher-parent interactions*).
- 📖 *Building Effective School-Family Partnerships* (*Best practices for working with families and colleagues*).
- 📖 *Effective Teacher Collaboration* (*Collaboration strategies to enhance educational outcomes*).

Conclusion: Key Takeaways

In this module, **we have explored** the role of professionalism and ethics in school communication. **We have examined** ethical guidelines that help educators maintain **confidentiality, integrity, and professional boundaries** in interactions with students, parents, and colleagues. **We have also analyzed** best practices for **effective collaboration** and **school-family communication**, ensuring that teachers build positive and productive relationships in their professional roles.

By understanding these concepts, **we are better equipped to:**

- ✓ **Communicate professionally and ethically** in school settings.
- ✓ **Recognize and apply ethical guidelines** to protect confidentiality and maintain trust.
- ✓ **Collaborate effectively with families and colleagues** to support student success.
- ✓ **Establish professional boundaries** while maintaining positive relationships in education.

In the next module, **we will explore** digital and mediated communication in education, focusing on online professionalism and best practices for virtual engagement.

Assessment: Discussion Board or Activity



Discussion Board: Professional Communication in Schools

Prompt:

In this module, **you explored** the expectations of professional and ethical communication in education. Now, let's reflect on how professionalism shapes school relationships.

1. Describe a time when **professional communication** impacted a school-related situation (positively or negatively).
2. What **ethical considerations** should educators be aware of when communicating with students, parents, or colleagues?
3. How can teachers **balance approachability and professionalism** in communication?
4. What strategies will you use to **collaborate effectively** with families and colleagues?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR



Activity: Creating a Professional Communication Guide for Educators

Objective:

We will **develop a communication guide** that outlines professional and ethical communication strategies for educators.

Instructions:

1. **Create a Professional Communication Guide** that includes:
 - **A section on ethical communication standards** (e.g., maintaining confidentiality, appropriate teacher-student boundaries).
 - **Guidelines for professional communication** in different school contexts (e.g., emails, meetings, parent conferences).
 - **Best practices for teacher collaboration** (e.g., interdisciplinary teamwork, peer communication).
 - **A section on building school-family partnerships** (e.g., engaging with parents, addressing concerns professionally).
2. **Format your guide as a one-page document, infographic, or presentation (PowerPoint, Google Slides, or Canva).**
3. **Submit your guide with a short written reflection (1-2 paragraphs) explaining why these strategies are important for educators.**

 *Submit your work with references to course readings.*

Next Steps

 In the next module, **we will explore** digital and mediated communication in education, focusing on online professionalism and best practices for virtual engagement.

XI. Digital and Mediated Communication in Education

- **Technology's Role in Educational Communication (Ch. 12)**
 - *Supplementary Resource: Digital Communication in Education* – Discusses the impact of digital tools on educational communication.
 - Managing emails, digital learning tools, and virtual parent communication
 - *Supplementary Resource: Communicating in the Digital Age* – Provides practical strategies for managing digital interactions in education.
- **Netiquette and Online Professionalism for Educators**
 - *Supplementary Resource: Online Communication Etiquette for Teachers* – Guidelines on professional online interactions.
 - Best practices for digital engagement with students and families
 - *Supplementary Resource: Using Technology to Enhance Parent Communication* – Research on effective virtual engagement strategies.

XI. Digital and Mediated Communication in Education

Introduction to the Topic

The rise of digital communication has transformed how educators interact with students, parents, and colleagues. **Emails, learning management systems, virtual meetings, and digital collaboration tools** have become integral to education. While technology enhances

communication, it also requires **educators to navigate issues of professionalism, netiquette, and digital literacy.**

In this module, **we will explore** the role of **digital and mediated communication** in education and **examine** how educators can effectively manage **emails, digital learning tools, and virtual parent communication.** **We will also analyze** online professionalism, netiquette, and **best practices for digital engagement** to ensure that interactions remain ethical, effective, and aligned with professional standards.

By the end of this module, **you will be able to:**

- ✓ **Analyze the role of technology in educational communication.**
- ✓ **Apply best practices for professional online interactions and digital etiquette.**
- ✓ **Manage digital communication tools effectively** for engaging students and parents.
- ✓ **Develop strategies for ethical and responsible digital engagement** in schools.

Readings & Resources:

 **Primary Course Textbook:** *Interpersonal Communication: A Mindful Approach to Relationships* – Chapter 12 (*Technology's role in educational communication*).

 *Digital Communication in Education (Impact of digital tools on educational communication).*

 *Communicating in the Digital Age (Practical strategies for managing digital interactions in education).*

 *Online Communication Etiquette for Teachers (Guidelines on professional online interactions).*

 *Using Technology to Enhance Parent Communication (Research on effective virtual engagement strategies).*

Conclusion: Key Takeaways

In this module, **we have explored** the increasing role of **digital and mediated communication** in education. **We have examined** how digital tools shape **interactions between teachers, students, and families** and **analyzed** best practices for professional online communication. **We have also discussed** digital etiquette (netiquette), ethical considerations, and strategies for **effective engagement through technology.**

By understanding these concepts, **we are better equipped to:**

- ✓ **Use digital communication tools effectively** to enhance student and parent engagement.
- ✓ **Apply netiquette and online professionalism** to maintain ethical and appropriate interactions.
- ✓ **Manage digital communication responsibly** in educational settings.
- ✓ **Implement strategies for virtual collaboration and engagement** to foster strong relationships.

In the final module, **we will reflect** on the key takeaways from this course and discuss how to apply these communication skills to real-world educational settings.

Assessment: Discussion Board or Activity



Discussion Board: The Role of Digital Communication in Education

Prompt:

In this module, **you explored** the benefits and challenges of digital communication in education. Now, let's reflect on how technology impacts professional interactions in schools.

1. Describe a time when **digital communication** (email, online learning tools, virtual meetings, etc.) enhanced or complicated an educational interaction.
2. How did the use of technology **affect the clarity and effectiveness** of communication?
3. What **netiquette or online professionalism strategies** could have improved the situation?
4. How do you plan to **use digital communication tools effectively** in your teaching practice?

Instructions:

- **Post your response (300-500 words)** reflecting on the prompt.
- **Engage with at least two peers** by responding thoughtfully to their posts.
- **Support your discussion** with insights from the readings.

OR



Activity: Designing a Digital Communication Plan for Educators

Objective:

We will **develop a professional digital communication plan** to ensure that educators maintain clear, ethical, and effective interactions in virtual settings.

Instructions:

1. **Create a Digital Communication Plan** that includes:
 - **Best practices for managing digital communication** (emails, online platforms, virtual meetings).
 - **Netiquette guidelines** for professional interactions with students, parents, and colleagues.
 - **Strategies for effective virtual engagement** (e.g., engaging parents through digital tools, facilitating online discussions).
 - **Ethical considerations and data privacy** when using digital communication in schools.
2. **Format your plan as a one-page guide, infographic, or presentation (PowerPoint, Google Slides, or Canva).**

3. **Submit your plan with a short written reflection (1-2 paragraphs) explaining why these digital communication strategies are important for educators.**

 *Submit your work with references to course readings.*

Next Steps

 In the final module, **we will reflect** on the key takeaways from this course and discuss how to apply these communication skills to real-world educational settings.