

The PROGRAM to the course on:

"Communication with professionals and educators"

- Title of the learning unit: "Communication with professionals and educators".
- Contents (list of its sections):

SECTION 1: Lesson introduction.

SECTION 2: New Technologies of Communication Applied to Education. Short Historical Review.

SECTION 3: Communication skills in the context of education.

SECTION 4: Communication strategies and good practices.

SECTION 5: Communication within triad: parents – student – educator.

Summary of Program:

Communication skills are important for many professions but are crucial for teachers/educators. Teachers communicate with students, children, parents, colleagues and administrators every day. Whether communicated face-to-face, on the phone, in print, electronically or through the public address system, the message must be constructed carefully and delivered clearly to be properly received. Good handwriting, spelling and grammar are very important in all forms of written communication. These days technologies provide a variety of possibilities to communicate in the chosen and convenient way for all beneficent and stakeholders.

The aim of the classes:

- Understanding the importance of the interpersonal communicating and relationship between the members of the families involved in the care taking of the child and educators or professionals.
- Introducing a variety and different experiences in the communicating of stakeholders.
- Providing tools and advice to help the teachers, families and professionals.

- How to improve and ease the communication: i.e. how to provide a message clearly and with tact within the triad (*parents-educator-student*).
- How teachers/professionals should be comfortable communicating with parents and in regular way using phone calls and the latest devices of electronic (ICT, Apps, TCT...) and social media communication.

Expected achievements:

- to facilitate the kind of social interactions and relationship between the members of the families involved in the care taking of the child and educators or professionals.
- To provide and exercise some communication skills for educators/care givers/teachers;

Allocated hours:

- Total - 10 hours
- Independent work - 4 hours
- Face-to-face training - 6 hours

II. Reference:

Bradlow, H. (2015). 'The impact of emerging technologies in the workforce of the future'. *In* Australia's future workforce? CEDA, pp. 39-47.

Epstein, J. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

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Newhouse C. P., (2002) "Literature Review. The Impact of ICT on Learning and Teaching".
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Survey of 1000 homeowners living with children under the age of 16. 'Teenagers in hi-tech world of their own', *Guardian*, 8 Jul 2003, cited at www.literacytrust.org.uk/Database/media.html.

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