

## 63312 - Communication Skills for Teachers

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 63312 - Communication Skills for Teachers

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education

585 - Master's Degree in Teaching Compulsory Secondary Education

586 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the

Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-

food

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

The main objective of the subject is that the Master's students learn to develop various skills of communication related to the discursive forms of teaching activity (expository, argumentative and dialogic), as well as strategies for interacting with students in the classroom. This subject is based on the conception of the teaching-learning process as a communication process, in which the teachers' communication skills are decisive both to facilitate learning and to create interest in the subject. The approach is open to any Master's specialty, since communication skills are necessary for any teacher. In short, it aims to help students to feel like teachers and to develop in a critical and controlled way some strategies of communication and interaction that constitute the core of the teaching activity, understood as a communication process in the classroom. Students will make a critical review of their conceptions about the teaching function, as well as the processes of learning experienced. The various theoretical models that underpin the development of the practical part will also be analysed and discussed in order to avoid simplifications or stereotypes in the conception of the "good teacher".

### 2. Learning results

- Explain and clearly relate the fundamental concepts, models and theories about the processes of interaction and communication in the classroom
- Identify, analyse and develop linguistic, communicative and social skills related to the discursive forms of the teaching activity. Critically analyse one's own practice as a teacher.
- Identify and develop appropriate methodological and interaction strategies to promote learning in the classroom.

### 3. Syllabus

1. Teaching activity as communication. Research models of teacher discourse and classroom interaction. Analysis and observation procedures.
2. Secondary school students' difficulties in understanding academic texts. The programs of teaching intervention in comprehension difficulties. The teaching discourse as an essential element in the facilitation of the learning process.
3. Main discursive forms in the academic field: didactic dialogue, exposition, argumentation. Analysis of the textual structures and development of the linguistic and communicative skills associated with these discursive forms.
4. Technological means and information representation procedures to support verbal communication.
5. Classroom interaction. Strategies to facilitate understanding and generate interest.

### 4. Academic activities

**Master classes:** Theoretical-practical sessions in which the contents of the subject will be explained.

**Practical classes:** Individual and group activities for reflection and application of the contents covered.

**Directed work:** Presentation and class discussion of directed work.

**Individual study:** Preparation of contents.

**Evaluation test:** Global test.

### 5. Assessment system

#### 1. Group and individual teacher communication activities. (20%)

Students develop teaching performance tasks, in which they apply the repertoire of rhetorical and communicative strategies studied

Assessment criteria:

Mastery of rhetorical and communicative strategies.

#### 2. Portfolio of the activities developed in the subject. (20%)

The portfolio will be individual or in pairs, and will include a selection of the reflection, application and development activities carried out throughout the term.

Assessment criteria:

Ability to identify, recognize and reflect on the processes of interaction and communication in the classroom. Expressive, argumentative capacity as well as correctness and rigor in the presentation.

**As an alternative to activities 1 and 2, the student may opt for a written test of theoretical-practical character, to be taken in the global test, as well as in the following official calls (40%)**

The test will consist of broad questions related to the theoretical and practical contents specified in the syllabus of the subject.

Assessment criteria:

Relevance of acquired knowledge, ability to exemplify ideas and to reflect on the processes of interaction and communication in the classroom

Ability to observe, analyse and evaluate by means of rigorous methods the processes of interaction and teaching discourse.

#### 3. Design, development and subsequent analysis of a class or fragment thereof. (60%)

The student will prepare, record and analyse a lecture or excerpt of a lecture. Assessment criteria:

Preparation: rigor in the preparation of the class, from the point of view of the actuality of the documentation, search for support resources, use of discursive strategies of planning and organization of ideas, etc. (20%).

Development: use of rhetorical and discursive strategies to facilitate comprehension, interest, clarity, interaction, mastery of paralinguistic aspects, appropriate use of support resources, interaction strategies with students, etc. (20%).

Analysis: ability to self-evaluate and to make a final balance of strategies developed/to be developed (20%).

In any case, as part of the evaluation, the teacher may request, at random, the oral defence of the test or assignment submitted in writing, for the verification of the grade.

**Fifth and sixth call:** In the same terms as the global test described above.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

## **6. Sustainable Development Goals**

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality