Part 3----Unit Design

Unit five (5) Content Analysis

Effective communication is the foundation for good classroom management. Studies show that most learners, especially beginning learners, only know importance of communication during or after school, whereas ignoring effective communication before school. Successful classroom management involves not only responding effectively when problems occur, but also preventing the frequent occurrence of problems. This is why I would discuss this topic here. The scope and range of Communication before school mainly includes: organized information delivered to students and parents, and communication means or skills.

1. What is meant by communication? (Defined Concept)
2. What is effective communication? (Defined Concept)
3. Advantages of using communication. (Verbal information)
4. Information types for communication. (Verbal Information)
5. What's valid information for communication? (Defined Concept)
6. How to select valid information for communication. (Rule)
7. How to organize information for communication. (Rule)
8. How to generate organized information package for communication. (Problem Solving)
9. Major communication styles for information. (Verbal Information)
10. How to select proper communication style for information. (Rule)
11. What's communication plan? (Defined Concept)
12. How to decide effectiveness of a communication plan. (Rule)
13. How to develop an effective communication plan. (Problem Solving)

Defined Concept-

1. Communication
2. Effective Communication
3. Valid Information
4. Communication Style
5. Communication Plan

Verbal Information-

1. Describe advantages of Communication
2. List types of information for Communication
3. Label major Communication Styles for information

Rule-

1. The procedure for selecting valid information for communication.
2. The principle for organizing information for communication
3. The procedure for selecting proper communication styles for information
4. The principle for deciding effectiveness of a communication plan

Cognitive Strategies-

1. Organize information in terms of different types of information for communication
2. Adopt or originate communication styles consistent with specific class context.

Problem Solving-

Develop an effective communication plan for this situation.

Performance Objectives

Goal 1.0: The learner will explain importance of communication (VI)

Terminal Objective (1.0): Given a question asking for the importance of communication, the learner will explain the importance of communication by writing it. (VI)

Target Objective:

1.1: Given the question what is the role of a facilitator/teacher in a communication process. The learner will state the role of the facilitator/teacher by writing it (VI)

1.2: Given a list of terms related to communication and importance of communication, the learner will define each term in writing (VI)

Goal 2.0: The learner will select proper communication styles for information according to learning context. (Rule)

Terminal Objective (2.0): Given information description regarding a few of learning contexts, including learning environment, learner, learning task, the learner will select proper communication styles for information by writing it. (Rule)

Target Objective:

2.1: Given descriptive examples, the learner will classify the description as communication by labeling each description. (DC)

2.2: Given information description for communication, the learner will classify the description as valid information by naming them (DC)

2.3: Given descriptive learning context, the learner will demonstrate selecting valid information for communication from organized information group by writing it. (Rule)

2.4: Given descriptive examples for communication styles, the learner will classify description as written communication, oral communication, and expression communication, gesture communication by labeling them correctly. (DC)

Goal 3.0: The learner will be able to develop an effective communication plan for students and parents. (Intellectual Skills-Problem Solving)

Terminal Objective (3.0): Given descriptive learning contexts, the learner will be able to develop effective communication plans by writing it. The communication plans of 90% learners should include valid information, proper communication styles and effective communication strategies. (Problem Solving)

Target Objective:

3.1: Given descriptive examples and non-examples for communication, the learner will classify the description as communication by labeling each example. (DC)

3.2: Given information description for communication, the learner will classify the description as valid information by naming them (DC)

3.3: Given relevant information description, the learner will demonstrate organizing valid information for communication by writing a relevant description. (Cognitive Strategies)

3.4: Given descriptive learning context, the learner will demonstrate selecting valid information for communication from organized information group by writing it. (Rule)

3.5: Given descriptive examples for communication styles, the learner will classify them as specific communication style by labeling them correctly. (DC)

3.6: Given information description regarding a particular learning context, the learner will demonstrate selecting proper communication styles for different information by writing it. (Rule)

3.7: Given descriptive examples, the learner will classify the description as communication plan by pointing out them. (DC)

3.8: Given a few descriptive examples of communication plan, the learner will demonstrate applying assessment tools for effectiveness of a communication plan by writing it. (Rule)

Assessment Plan-

Performance Objective	Types of Learning Outcomes								Types of Assessment	Description of test items
	VI	CC	DC	R	PS	A	MS	CS		
1.1: Given the question what is the role of a facilitator/teacher in a communication process. The learner will state the role of the facilitator/teacher by writing it (VI)	√								**Objective Tests** · Short answer	**Description:** Given descriptive examples for communication, short answers will be constructed to ask learners for the role of a facilitator/teacher in communication process.
1.2: Given a list of terms related to communication and importance of communication, the learner will define each term in writing (VI)	√								**Objective Tests** · True & false items ·Constructed response	**Description:** Given defined description of a list of terms related to communication and importance of communication, true & false items will be constructed to ask learners for writing true or false

											of each defined description.
2.1: Given descriptive examples, the learner will classify the description as communication by labeling each description. (DC)		√								**Objective Tests** ·Multiple choice · True & false items	**Description:** Given a few of descriptive examples, multiple-choice items will be constructed to ask learners for labeling each example
2.2: Given information description for communication, the learner will classify the description as valid information by naming them (DC)		√								**Objective Tests** · Multiple choice · True & false items	**Description:** Given a list of information for communication, True & false items will be constructed to ask learners for writing true or false for valid information for communication.
2.3: Given descriptive examples for communication styles, the learner will classify description as written communication, oral communication, and expression communication, gesture communication by labeling them correctly. (DC)		√								**Objective Tests** · matching items · completion	Given descriptive examples of various communication styles, matching items will be constructed to ask learners for matching each example with communication style.
2.4: Given descriptive examples for communication styles, the learner will classify description as written communication, oral communication, and expression communication, gesture communication by labeling them correctly. (DC)		√								**Objective Tests** · matching items · completion	**Description:** Given incomplete description of communication styles, completion items will be constructed to ask the learner for supplementing relevant words or description.
3.3: Given relevant									√	**Performan**	**Description:**

Objective									Assessment	Description
information description, the learner will demonstrate organizing valid information for communication by writing a relevant description. (Cognitive Strategies)									**ce assessment** · Essay · Product	Given relevant information description, the learner will be required to write an essay on how to organize valid information for communication.
3.4: Given descriptive learning context, the learner will demonstrate selecting valid information for communication by writing it. (Rule)			√						**Performance assessment** · product	**Description:** Given a descriptive learning context, the learner will be required to write down valid information for communication by presenting his solutions to this problem.
3.6: Given information description regarding a particular learning context, the learner will demonstrate selecting proper communication styles for different information by writing it. (Rule)			√						**Performance assessment** · essay	**Description:** Given information regarding a learning context, essay will be constructed to ask the learner for writing down the thinking process of selecting communication styles related to the context.
3.7: Given descriptive examples, the learner will classify the description as communication plan by pointing out them. (DC)		√							**Objective Tests** · matching items · completion	**Description:** Given descriptive examples of communication plan, matching items will be constructed to ask the learner for matching the pair correctly.
3.8: Given a few descriptive examples of communication plan, the learner will demonstrate applying assessment tools for effectiveness of a communication plan by writing it. (Rule)			√						**Performance assessment** · product	**Description:** Given descriptive examples of communication plan, the learner will be required to write an evaluation plan on how to evaluate effectiveness of

									these examples.

Task Analysis-

Performance objective: Given a few descriptive examples of communication plan, the learner will demonstrate applying assessment tool for effectiveness of a communication plan by writing it. (Rule)

Prerequisites:

- Basic reading, writing, speaking and listening competence skills

- Be able to analyze learning context and learning tasks

- Be able to classify communication

- Be able to classify valid information for communication

- Be able to organize valid information for communication

- Be able to demonstrate selecting valid information for communication

- Be able to explain, predict and control the relationship among information, communication style and learning context

Analysis of the task:

1. Read information description

2. Analyze learning context

3. Determine if communication take place in this context

4. Classify information as valid information for communication

5. Classify description a communication when given descriptive examples.

6. Organize valid information for communication

7. Select valid information for communication in terms of learning context

8. Select proper communication styles according to types of information

9. Use the most effective communication style to delivery information to students and parent s

10. Make decisions about effectiveness of communication plan.

Summarizing the analysis steps:

1. The learner will be able to recall process related to learning context analysis and classroom management. (VI)

2. The learner will be able to classify description as communication when given descriptive examples. (DC)

3. Given a series of information description for communication, the learner will be able to classify information as valid information for communication. (DC)

4. The learner will be able to classify description as communication plan when given descriptive examples. (DC)

5. The learner will be able to organize valid information for communication according to types and function of information. (CS)

6. The learner will be able to demonstrating selecting valid information for communication from organized information group. (R)

7. The learner will be able to demonstrate selecting proper communication styles according to types of information and learning context. (R)-

8. The learner will be able to apply the most effective communication style for a particular situation. (R)

Learning Hierarchy for End of Unit Objective

Goal task: Demonstrate applying assessment tool for effectiveness of a communication plan. (R)

Prerequisites

State scopes and range of assessment for classroom management (VI)

Select communication styles according to types of information and learning context. (R)

Apply the most effective communication styles for a specific situation. (R)

Demonstrate selecting valid information according to a specific situation. (R)

Organize valid information for communication. (CS)

Classify description as communication when given descriptive examples. (DC)

Classify information description as valid information for communication (DC)

Classify description as communication plan when given descriptive examples. (DC)

Recall process information on learning context and classroom management (VI)

Prerequisite

Describe classroom management and analyze learning context