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AUTHOR Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
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ABSTRACT

This module is designed to give the learner the opportunity to experience the difference between one-way and two-way communication. Activities in both types of communication are presented and reviewed in group discussions as they relate to feelings, timing, and accuracy of response. (MJM)

Competency-Based Teacher Education

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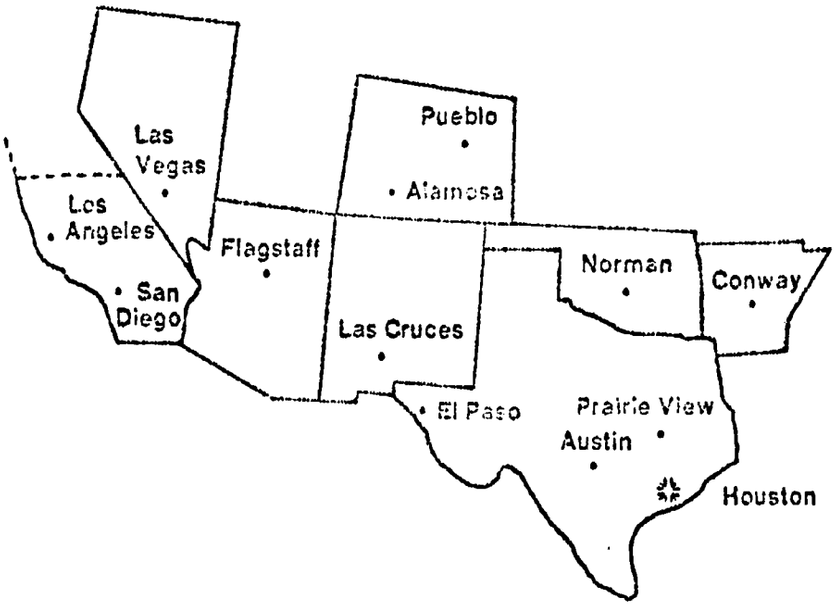

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AFFECTIVE

6.0

Communication:

One-Way and Two-Way

Compiled by:
G. Robert Ward
Sherry B. Borgers
University of Houston

AFFECTIVE 6

I. IDENTIFIERS:

A. Module Name:

Communication: One-Way and Two-Way

B. Compiled by:

1. G. Robert Ward

2. Sherry B. Borgers

C. Area:

Affective

D. Number:

6

II. PROSPECTUS

A. Rationale:

Teachers communicate with their students in various ways. Therefore, it is important for you as a teacher to understand the different effects communication can have on you and your students. One form of communication is known as one-way; this form is where you tell your students something without additional interaction. Examples of this kind of communication are a lecture, written instructions for a test, and memos. A second form of communication is two-way which allows you to send the message and also allows the students to ask questions which may help to clarify the message. Examples of this form of communication are group discussions and question and answer sessions.

B. Purpose:

This module is designed so that you will have the opportunity to experience the difference between one-way and two-way communication.

C. Overview of Module:

1. Form a group of 12-16 persons; contact the instructor and set a time for a 90 minute seminar.
2. Attend the seminar and participate in:
   a. One-way communication,
   b. Two-way communication, and
   c. Summarization of the results in relation to emotions that the sender and receiver experienced and in relation to the time and accuracy of the actual task.

D. Terminal Objective:

This is an exploratory module. Upon its completion you will have experienced the difference in feelings, in timing, and in accuracy between two types of communication.

E. How to Complete Module:

Throughout this module you will work in a group.

III. PREREQUISITES:

None

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities provide an opportunity for you to experience the difference between one-way and two-way communication.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

1. Form a group of 12-16 persons; contact the instructor and set a time for a 90 minute seminar.
2. Attend the seminar and participate in the following activities:
   a. One-way Communication:
      1) The group is to select one person from the group to be the sender while the remainder of the group are receivers.
      2) The receivers will need to be seated in such a way that they cannot see each other's paper as the instructions are given to them by the sender.
      3) The sender should be in front of the group and in a position so that the receivers cannot see the design that the sender will attempt to have them reproduce from his instructions.

4) The instructor will give Design A to the sender and instruct him to explain the instructions so well that each group member will be able to reproduce the design. Gestures may not be used.

5) Each group member is to follow the sender's instructions without asking questions or communicating in any way with the sender or with other group members.

6) The instructor is to time the exercise so that he will know how long it took the sender to complete his instructions. The group members should keep their designs.

b. Two-way Communication:

1) The instructor will give to the same sender Design B and ask him to give instructions to the group members again. This time the members can ask questions, and the sender may reply, but he should not use gestures. The instructor should again record the time.

2) The instructor will now ask the members of the group to compare their designs with the originals which he will show them. They are to compare their designs with the original and determine whether one-way or two-way communication results in greater accuracy.

3) The instructor will report to the group the difference in the time required for the one-way and the two-way communication of instructions.

4) The group members and the sender should discuss the feelings they experienced while they were completing the two tasks.

C. Summary:

Discuss the difference in feelings, in timing, and in accuracy between one-way and two-way communication. Relate this to teaching.

VII. POST-ASSESSMENT:

None