

H7PRS: Communication and Presentation Skills

Module Code:	H7PRS
Long Title	Communication and Presentation Skills APPROVED
Title	Communication and Presentation Skills
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	Michael Goldrick
Module Author:	Leo Casey
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Self-evaluate their communication skills.
LO2	Demonstrate an awareness and sensitivity to other peoples' needs and points-of view.
LO3	Demonstrate an understanding of how media and technology can be used to facilitate rather than dictate the learning-teaching process.
LO4	Work individually and within a group to present a consistent and coherent message
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
General issues on managing and harnessing public speaking anxiety Affirmation of the normality of public speaking anxiety even among experts; Key reasons why people often find public speaking threatening (but also very rewarding); On the importance of finding inspiration in what one teaches; Proven skills for accommodating and harnessing anxiety in public speaking.			
Theoretical frameworks for presenting and communicating empathetically Constructivist (cognitive and social) theories of communication; Major cognitive-behavioural theories on counselling and perspective-taking skills; How to adapt different theoretical frameworks for different purposes;			
Issues and skills related to individual versus team-based presenting Constructive alignment and the use of an outcomes-based approach to learning and teaching; The importance of reflective practice; Balancing tensions between curriculum requirements and individual differences when communicating; Clarifying and coordinating roles in team-based presenting.			
Communicating with students in person and with technology The importance of using technology to facilitate rather than dictate learning outcomes; A recapping of the major technological innovations for communication and presentation in education that earlier modules covered (e.g. as in the 'Technology and Learning' module in semester two of year two); Listening and providing feedback in one-to-one settings in person versus online; Listening and providing feedback to groups in person versus online.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Practical	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1
Non-Marked:	No		
Assessment Description: Learners will deliver a five minute story-based presentation on a self-selected topic that interests them. Importantly, learners must do so without the aid of any teaching materials or technology. The purpose of this assignment is to develop the ability to present in an adaptive manner (i.e. even when content-based props become unavailable).			
Assessment Type:	Formative Assessment	% of total:	Non-Marked
Assessment Date:	n/a	Outcome addressed:	1,2
Non-Marked:	Yes		
Assessment Description: Learners will peer review their classmates performances and self-reflect on their own performance as part of a collaborative framework.			
Assessment Type:	Practical	% of total:	40
Assessment Date:	n/a	Outcome addressed:	3,4
Non-Marked:	No		
Assessment Description: Learners will deliver a 20-minute presentation as part of a group on a pre-selected topic relating to their studies. This assignment will be used to evaluate group planning, coherence and use of AV and web-based materials in a learning environment.			
Assessment Type:	Essay	% of total:	30
Assessment Date:	n/a	Outcome addressed:	2,3
Non-Marked:	No		
Assessment Description: Learners will engage in an online class and then write an essay about the contrasting benefits and challenges posed by teaching online versus using traditional face-to-face teaching formats.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Coursework Only <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Every Week	2.00
Independent Learning	No Description	8.5	Every Week	8.50
Total Weekly Contact Hours				2.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Russ Harris, Steven Hayes PhD (Foreword). (2011), The Confidence Gap, Trumpeter, p.240, [ISBN: 1590309235].</p> <p>Bradbury, A.. (2010), Successful Presentation Skills, 4th. Kogan Page, London.</p> <p>Theo Theobald. (2013), Develop Your Presentation Skills, 2nd. Kogan Page., [ISBN: 0749467037].</p> <p>DeVito, Joseph A.. (2013), The Interpersonal Communication Book., 13th edition. Pearson Educational Inc., New York.</p> <p>Howard Pitler, Elizabeth Ross Hubbell, Matt Kuhn. (2013), Using Technology with Classroom Instruction that Works, ASCD, p.245, [ISBN: 1416614303].</p> <p>James Borg. (2008), Body Language, Pearson Prentice Hall, p.256, [ISBN: 0273717340].</p> <p>Nicholas Harvey. (2010), Effective Communication, Gill & Macmillan Ltd, [ISBN: 9780717147564].</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	