University of St Andrews

ID4002 Communication in Arts & Humanities

15 credits

Semester 1, 2024-2025

# Supplement to Module Handbook

[**Online Reading List**](https://rl.talis.com/3/sta/lists/2A5CA25C-5BE4-D52A-D859-B3B186F11D4A.html?lang=en-GB)

## Guidance and information about working within a school

### Students’ Role and Commitment

It is important to remember that you are there to support the work of the teacher.

* You will be under the supervision of a class teacher - if you need help or advice, don't hesitate to ask.
* Always work in sight of a teacher or other adults.
* If you are not working in a classroom you must ensure you never work in a closed room alone with the pupils.
* If a teacher talks to you confidentially about a pupil, the information must not be passed on to anyone else- refer to the confidentiality agreement in Appendix A and follow the school’s code of conduct.
* Agree in advance with your teacher how much time you will be giving and the date and time of your visits to the school.
* If you are unable to attend school it is essential to advise the teacher as soon as possible and always try to make alternative arrangements.

The teacher should decide what tasks you will undertake each week. Discuss your area of expertise with the teacher in detail in order to help them identify a suitable role for you. Looking through the school’s programmes of work might help you to identify areas where you feel you can make the greatest contribution.

### Behaviour Management

Teachers are responsible for the pupils: morally and legally and for health, insurance and discipline issues.

* You should ensure that your behaviour is appropriate and that it is conducive to creating a positive learning environment.
* If you set boundaries for acceptable behaviour with children they must always be clear, consistent, firm and fair.

### Liaison with the teacher

You will have the opportunity to meet the teacher at the beginning of your placement. At the end of this first meeting you should be clear about what you are going to be doing, how this fits in with what the teacher will be doing, what to wear and how to address the teacher and pupils in the classroom.

* Arrange to have a chat with the teacher to get some feedback after each session and to discuss likely content of the following week’s lesson. Where this is not possible you should at least talk on the telephone, or communicate by email. How easily you are able to do this will depend on your individual relationship with the teacher - but remember that teachers have lots of other commitments too, so please be considerate of their time.
* During your normal working hours, teachers are likely to be with classes, so it will be important to set up arrangements for communicating that are mutually convenient. Teachers’ working arrangements mean that they cannot be as readily contacted by telephone or e-mail as many students will be used to.
* Don't hesitate to ask for advice from your departmental representative.

### Working with pupils

#### Behaviour Case Studies

During the induction session you will work through some situations that you may encounter when working with pupils, Examples of such scenarios are:

* Misunderstanding of the science subject being explored
* Misbehaving or disruptive child
* Inappropriate requests (“can you lend me a fag/50p etc.”)
* Information passed to you “in confidence”

Remember:

* The teacher is always in charge. S/he knows the pupils, has been fully trained in how to cope and is experienced. You should always alert teachers to any problems as soon as possible and hand over to them.
* If there is a problem in the relationship between you and an individual pupil, you should talk to the teacher as soon as possible
* NEVER ALLOW YOURSELF TO BE ALONE WITH ANY PUPILS UNDER ANY CIRCUMSTANCES.
* As a responsible adult, you should be able to respond to any difficult situation with CAUTION and COMMON SENSE, but if you are in any doubt about how to deal with a problem during your placement you should speak to the teacher and/or departmental representative WITHOUT DELAY.

### Some classroom techniques and guidance notes from the UAS

These notes are intended as guidance and are in no way comprehensive or definitive and you may well encounter different views among the teaching staff at ‘your’ school. If so, take the opportunity to listen and to learn from these different approaches.

#### Encouraging People to Talk - Questioning and Listening

Questioning is an important part of establishing a rapport with a person. The way questions are asked can open up a rapport or close a relationship down. It is worth considering the kinds of questions that may be asked.

#### Closed questions and leading questions

Closed questions encourage a yes or no answer, while leading questions seem to anticipate a particular set of responses. Examples of closed questions are: "Did you understand that?"

Closed questions are useful for collecting facts but if too many closed questions are used it tends to close down the relationship and stop the free flow of discussion. Shy people in particular find it hard to respond to questioning. By asking closed questions they are not encouraged to open up and talk freely.

An example of a leading question is: "So, you all understand that now?"

The respondents will find it very difficult to answer in any way other than has been indicated so leading questions should be avoided.

#### Open questions

The questioner wants to find out what the respondent thinks and this kind of question encourages a free response. For example: “Which parts of the module are you finding the most enjoyable?” “Why is that?”

Open questions encourage the student to talk and give their views or experiences.

#### Testing Questions

Testing questions are asked to test if something has been understood or learned satisfactorily. You may wish to check up if the students have understood something or if they recollect some fact given to them in the past. "Do you remember what that means? Tell me" or "Please explain that to me."

#### Exploring questions

These questions are used to prompt and help develop a train of thought, to encourage reasoning and problem solving, for example: “What do you think that this experiment might show?”, “How might this project help a business?”

#### Listening

Listening is as important as questioning, if not more so. Attentive listening makes the person feel that their ideas and views are important. It helps them feel supported in decision-making and learning. You should try to start your reply or comments on the basis of what the student has said. Remembering between sessions what individual students have said is important.

#### Giving Feedback

Giving feedback is an important part of working with learners. Feedback should be non- judgmental, honest and consistent. Try to give a feedback sandwich: positive, negative, positive. For example, if a student has given the wrong answer ask why they said that, correct them, giving an explanation as to why they were wrong as well as why the right answer is right. Then provide positive encouragement to the next stage. Leaving students with a negative feeling may cause them to lose interest in the subject or the project.

Questioning Techniques (Reproduced from Training for Assertiveness, Lucy Seifert,

Gower, Aldershot, 1994)

#### Questions to you

* Accept questions to encourage participation.
* Treat all questions as having equal importance.
* If you don’t know the answer: don’t bluff, say you’ll find out (ask the teacher and tell them later).

#### Questions to others

* Take care not to embarrass anyone who gives a wrong answer.
* Resolving contradictions can be good learning experiences.
* Build on individual answers using open and exploring questions.
* Questioning a Group
* Use a routine for asking questions e.g. Question – Pause – Name a respondent.
* Don’t allow calling out.
* Ensure a random distribution of respondents.
* Avoid indicating who must answer until everyone has had time to think.

#### Questions to Avoid

* Leading: Compare the likely responses to "isn't that the best way to do it?" with "is that the best way to do it or can you suggest another?"
* Built in answers: "5 per cent of 23 is 1.15 isn't it?"
* Multiple: "So what's the next stage? What would you do next? What would help you to find the answer?"
* Read my mind: Do you want to explore other people’s ideas?…… or for them to guess yours?
* Complex: Match language, etc, to pupil's level. Plan how, why and when to expand vocabulary
* Vague: The pupil should know exactly what you are asking
* Trick: Think about what purpose a question serves. These types of question are often used to make someone appear foolish

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| --- | --- | --- | --- |
| **Type of Statement** | **Aim** | **Method** | **Examples** |
| **Encouraging** | To convey interest  To keep the person talking | Don’t agree/disagree  Use noncommittal words with a positive tone of voice | *“I see”*  *“Uh-huh”*  *“That’s interesting”* |
| **Restating** | To show that you are  listening and understand  To let the person know your grasp of the facts | Restate the other’s basic ideas, emphasising the facts | *“If I understand, your idea is …”*  *“In other words, this is your decision…”* |
| **Reflecting** | To show that you are listening and  understand  To let others know you understand their feelings | Restate the other’s basic feelings | *“You feel that …”*  *“You were pretty upset by this …”* |
| **Summarising** | To pull important ideas,  facts, etc. together  To establish a basis for further discussion  To review progress | Restate, reflect and summarise major ideas and feelings | *“These seem to be the key ideas you have expressed…”*  *“If I understand you, you feel this way about the situation…”* |

## Self- evaluation of your listening skills

This is a short questionnaire that will help you to assess your strengths and weaknesses so that you can improve your listening skills. Use it to find out more about yourself. There is no need to discuss your answers with your teacher mentor or departmental representative unless you are concerned about anything in particular.

**Rate yourself Weak (1) through Strong (5)**

* I give the speaker my complete attention and don’t allow myself to be distracted easily.
* When I’m distracted by my environment, I take assertive action to remove the distraction before asking the speaker to continue.
* I keep good eye contact, neither staring nor averting my eyes.
* I’m responsive through my body language while the speaker is talking (e.g. smiling, nodding).
* When I’m on the telephone, I give my full attention; I don’t secretly do something else at the same time.
* I don’t constantly interrupt.
* I don’t finish other people’s sentences.
* I don’t use every opportunity to turn the conversation on to myself (‘the egocentric listener’)
* I take notes of complex instructions, of meetings and lectures, rather than relying on my memory, and to assist my concentration.
* I try not to let my emotions on a topic affect my ability to listen objectively.
* I try not to make assumptions or jump to conclusions.
* I often summarise or repeat back what the speaker has said to check that I’ve understood.
* I ask questions for clarification (e.g. ‘Can you give me an example…?’).
* If I don’t understand, I say so, and ask the speaker to repeat, to slow down, to speak up, or to spell unfamiliar names as appropriate.
* I ask open-ended questions (beginning with who, what, how, when, where and why?) to find out more and to encourage the speaker.
* I am a patient listener.
* I am an active and assertive listener.

## Body language

Body language involves giving signals about feelings and content; it’s how the body expresses itself separately from the words themselves. It can indicate anger, fear, nervousness, hurt, joy or love. It can say ‘I respect you and want to get to know you’ or ‘Stay away from me!’ Assertive body language reinforces the message of the words; non- assertive body language confuses the message. Assertive body language is appropriate to the message. For example, a news presenter would look serious when describing a natural disaster. A smiling face could confuse the audience as well as cause offence.

This list is primarily for you to be aware of your own body language and it will help you present yourself to students but it will also help you to “read” the students better.

* Body language includes:
* Accessories (everything from handbags to jewellery!)
* Presence
* Breathing
* Cosmetics
* Clothes
* Smell
* Eye contact
* Facial expression
* Gestures
* Hairstyle
* Handshake
* Nervous habits
* Non-words
* Pacing up and down
* Personal space
* Physical contact
* Posture
* Spectacles / contact lenses
* Tattoos
* The car you drive
* The newspaper you carry and/or read
* Voice / speech pattern (volume, pitch, fluency)

‘Presence’ is the atmosphere around a person and the emotional impression they make. ‘Presence’ can even remain in a room when the person is not. For example, their aggression or nervousness can enter a room before them and remain there after they have gone.

Non-words are superfluous words that add nothing to the meaning and can form a nervous, distracting habit. Examples are ‘you know’ and ‘I mean’.

The body gives out powerful messages. The impact of messages can be approximately 20 per cent word content, 25 per cent vocal (quality, volume, pace and tone of voice) and 55 per cent visual impression. When you walk into a room you can announce your age, sexual orientation, ethnic origin, status, gender, class, mood, sense of humour and level or confidence – all this without speaking one word. However, be aware that body language can be affected by factors such as culture, nationality, tradition, family background, disability and individual mood.

(Reproduced from Training for Assertiveness by Lucy Seifert, Gower, Aldershot, 1994)

### Assertive Body Language

Again, this information is primarily to help you to present yourself to the pupils but it will also help you to “read” them better.

#### Breathing - Steady.

If you’re feeling nervous about handling a situation relax with deep breathing exercises, breathing in through the nose and counting to five, breathing out through the mouth and counting to five. This helps slow down your breathing and can lower your anxiety level.

#### Clothes and accessories

Clothes should be comfortable, suitable for the climate, environment and occasion. They should be a reflection of you, whilst also acknowledging the people you’re with. You should also check with your school if they have a particular dress code.

#### Eye contact

Direct without staring or glaring. Look outwardly at others, rather than being constantly involved with looking inwards at yourself. Eye contact helps you listen and concentrate, and the other person feels valued.

#### Facial expression

Appropriate to the words and the feelings. If angry, look angry and don’t smile; if happy, smile. Relaxed mouth and jaw.

#### Gestures

Expressive but not distracting. Open-handed. Don’t fidget or engage in distracting habits like nail biting, tapping on the table or putting your hand over your mouth.

#### Personal space

This includes distance and height. Appropriate to the situation and degree of familiarity. Comfortable distance. Respect the other person’s space.

#### Posture

Upright but not stiff when sitting or standing. Uncrossed legs when sitting.

#### Voice and speech pattern

Steady, fluent. At a good level so that you can be heard without being intrusive. Leave appropriate silences; don’t fill gaps or give yourself extra thinking time by using non-words like ‘really’, ‘well’, ‘right’ and ‘you know’. Steady pace of speech, without abrupt acceleration, deceleration or hesitation.

#### Summary

Assertive body language is appropriate body language; it confirms and enhances what you say instead of confusing your message through inappropriate facial expression or tone of voice. It’s reinforcement, not a distraction. It can also empower you by building an inner sense of self-esteem, which, in turn helps you behave assertively.

(Reproduced from Training for Assertiveness by Lucy Seifert, Gower, Aldershot, 1994)

## Four Ways of Learning

It takes years of learning and practice to develop and acquire the use of memory as a learning tool. A 5-year-old’s ability to concentrate and therefore to memorise, is non- expert and their approach appears to be cursory and haphazard. By the age of 11, children have learnt how to structure what needs to be memorised (e.g. categorisation). Try to get the pupils you work with to remember what you did with them on the previous visit. This will help to reinforce the progress made, and will help the pupils to build on memorising skills.

Younger children can have impulsive and brief attention spans. When dealing with them on a one-to-one basis, start with general chat to find out what their concentration is like. Tune in to their responses - it is much easier to employ different ways of approaching the task if you know how your pupils are likely to react. Use a limited time for each activity (don't labour a point if the pupil does not show interest). Use your own positive learning experiences that have worked well for you. If the child struggles, judge how soon you need to intervene. Too hasty and it looks as if you do not have confidence in them, but too slow and they will start to get over- anxious. Try to always use a 'Can do' attitude. Try to relate the subject to the child's own experience - this way they can understand it better rather than be left with an abstract concept. *Always try to end each session on a positive note*

### Trial and error

This is probably the simplest form of learning. Learners try to do something and learning takes place when they succeed or fail in their attempt. People who do not have time to train thoroughly often use it. Common phrases used are "Oh you'll soon pick it up" or "You'll learn as you go along".

Advantages: Little preparation required. Minimal resources needed

Disadvantages: Lots of mistakes made at the outset. Can de-motivate. Feeling of isolation

How to use trial and error as a learning tool: Opportunities for practising trial and error learning should be created around practical, realistic activities. The opportunities should be learning events that are structured rather than unstructured, i.e., events that the trainer has carefully planned. An important feature of trial and error is reinforcement either by praising and confirming that the attempt was correct (positive reinforcement) or constructively criticising for making an incorrect attempt (negative reinforcement).

### Being told

The basis of this way of learning is that the learner receives some information (words, symbols or figures) from the trainer, e.g. the Highway Code when learning to drive. The entire content of what is to be learnt is presented to the learner in a final form: "Sit down and I'll tell you what you need to know" or "Listen carefully, I'll just go over what you have to do".

Advantages: Quick for trainers. Can deliver lots of information to a large number of people. Limits questions and discussion.

Disadvantages: Limits independent thought - no improvement in process. Does not encourage interaction between learners. Creates more questions after training

How to use being told as a learning tool: Useful for situations where there is a clear-cut body of knowledge with a minimum amount of ambiguity and where the task does not require the learner to make any independent discovery. How much a learner learns depends upon:

* The amount to be remembered
* If it is only a small amount, the learner can simply be told. A larger amount of information should be presented in written form for referral.
* The complexity of the information. With more complex topics, it is usually better to represent the information visually as well as orally.

### Imitation

In learning imitation, a learner observes somebody performing a task which the learner then attempts to imitate, e.g., "Sit next to Nellie, you'll learn a lot from the way she does things" or "Just watch me, I've been doing it for years".

Advantages: Help and advice is always available. Learn from an experienced person. Informal.

Disadvantages: Learn bad habits. Limited to individuals and small groups. Time consuming - may lead to resentment from trainer.

Personality conflicts: How to use imitation as a learning tool

The 'model' that a learner imitates should be a positive influence on a learner's behaviour by demonstrating the correct way to do something. The method of learning requires careful consideration by the trainer - if it is poorly prepared and unstructured, the learner will be exposed to (and learn) probably as many bad working practices as good ones.

### Thinking

Learning can occur when a learner is encouraged to think about an experience and reflect on it in learning terms. Using such questions as "Why do you think that happened?" and "What would you do if you were to repeat it?" the trainer is able to create a learning event within which complex situations can be thought about and discussed.

Advantages: Lends itself to group discussion and feedback. Retained in memory for longer. Carry out difficult procedures in a controlled environment

Disadvantages: Requires skilled trainer. Can be challenging to some people. Time consuming

How to use thinking as a learning tool: It might be that there is not a simple, clear-cut answer. The learner might be presented with a number of options, each one having some advantages to offer. Learning can take place when the learner has to evaluate the options, draw conclusions, consider consequences and generally 'think through' the situation. The maturity and experience of the learners relative to the thinking required needs to be taken into account. What is a complex and demanding thinking experience for one learner becomes a simple situation all too easily solved for another.

## General guidelines for good working practice

### Awareness of policies

Make yourself aware of school policies in relation to Discipline, Health and Safety, Child Protection, Drugs, Equal Opportunities, Accident/Illness.

It is VERY important that you follow these policies AT ALL TIMES.

* Check with your teacher mentor whether there are any health issues that you need to know about concerning any pupils’ medical needs and medication (E.g. Epipen, Inhalers, Tablets etc).
* At NO time should you administer ANY medication.
* ALWAYS follow school procedure with respect to accidents and emergencies.
* DO NOT try to resolve ANY major problems alone. Talk to your teacher mentor if unsure.
* If in doubt about a situation SEEK ADVICE.
* Find out who is responsible for child protection issues within the school.
* NEVER arrange to meet pupils outside the formal sessions.

Follow the guidelines set out in the Confidentiality Agreement, Child Protection

Agreement and Code of Conduct forms enclosed in Appendix A of this Handbook.

### Planning your work

At the start of the module, you will need to meet with your teaching mentor to discuss in detail what your role will be in the classroom, what subjects will be covered during the term and what your mutual aims and objectives will be for the term. You should make careful notes and draw up a list of targets for the term. You will also need to make sure that you have all the relevant information about the school and placement. Some of the factors you need to consider are listed below.

Before each lesson you should also aim to create a plan of what you will be doing and what you expect to achieve in that session. Always try and discuss this with the teacher in advance of the lesson.

### Information checklist

Find out during your first visit to the school:

#### Contact details

* Head Teacher’s name
* Link teacher’s name
* Class teacher’s name
* School address
* Telephone number
* Main school email
* Other useful email address (e.g. teachers)

#### School day

* Start time
* Lunch
* End
* Break times
* Dates of holidays
* Placement Day and Time

### Basic Action Planning

#### Travel

Map of School? Parking? Method/Route of travel to school?

#### Identification of role

Have you talked to the teacher about how they see you working with the class?

If so, what are the major targets and success criteria?

What steps will have to be made to ensure they are achieved?

Who or what is needed to help you get over any barriers to these targets?

#### Other information

Knowledge of what exists already in school in terms of schemes, awards, resources.

Ask about textbooks, curriculum information, sources of information.

If you are considering taking a group out of school, for example on a visit to the University

then find out about regulations and permissions needed.

#### Planning Your Tutoring

Think about the following:

* How do I want to be introduced to the learners?
* What do I/the teacher want them to call me?
* What does the teacher expect of me?
* How am I going to learn their names?
* How am I going to encourage them to talk to me and ask questions?
* How am I going to encourage them to listen to me?
* How can I help them/other staff to understand my role in their classroom?
* Where am I going to sit/stand?
* What strategies will I use to help people understand me?
* How will I know when they have understood?
* When am I doing the next visit, and what will I be doing?

### Lesson plan

This example is included for your information. You are likely to find it helpful to use

something like this as a means of planning your activity within the class.

Date:5 November 2023

Class/Group:5b (whole class)

Activity:*(description and lesson learning context/prior learning)*

‘Being a Student’ - talk and poster as a self initiated project.

Exercise will build on informal chats in the classroom throughout my placement with the poster as an end focus point to remind the pupils of student life after I have gone.

What do the pupils/learners know already?

Some pupils have asked me questions about university life, but not all have had a chance, so there is little or no awareness of university apart from knowing it’s a place that I come from.

What do you want the pupils/learners to do?

To listen to my brief talk, ask a few questions/say their ideas and then make posters in groups, showing what they think being a student is like.

What do you want them to have learnt? *(Key concepts and ideas)*

What a university is. An idea of what it is like to be a student. That anyone can go to university.

Communication with teaching/other staff.

Arrange with teacher to run the activity on my last visit and go through the content with her, to make sure it is appropriate for the class and seek advice

How are you going to do the activity?

Introduction. Give prepared short talk on being a student and what university is, stressing that all sorts of people go, keeping it simple as the children are 8 years old and for many, this is the 1st impression they will have. I will use pictures to make it more captivating.

Main Activity. After some Q&A’s and prompting of ideas the class have of me, they will work in their usual groups and make a poster of what it’s like to be a student. I will get them to imagine themselves at my age and what they think they would like to do/be as a student. I will give each table some photos that I took as a ‘day in the life’ snapshot of me as a student to help them create a picture/written poster.

I will move between groups and chat further about their ideas.

Summary. When the class have finished their posters, we will all look at them and get each group to say their favourite thing about the poster/what they have learnt about being a student. I’ll give them all a ‘prize’ and thank them for welcoming me in.

Resources. Pictures of university/halls bedroom/union. Photographs of various aspects of my life as a student. Arrange with teacher access to poster materials

Outcome/End Product. Posters to display in school. That the pupils have learnt at least one thing about being a student/university

Review of Activity. Pupils enjoyed the posters and have decided to display them in the school entrance.

I should have been better prepared for the variety of questions asked. Got feedback from teacher, who praised the level I had chosen to pitch at.