

The Psychology of Communication in Education

Deliver your words not by number but by weight.



We all want to receive information in different ways. Some people learn well by sitting and talking in groups while others find they take in more if they experiment. Some focus on the correctness and detail of facts and information, while others want to receive their information in a structured methodical way. Traditionally subjects have been taught using an approach that relied on learners learning by listening and writing. Those learners whose natural communication preference wasn't suited to this approach got a rough deal and may have been labeled as weak learners. The reality is that the educator will have their own communication preference that might differ from the learners. See graph below.

Learners at all levels show huge differences in their preferences in communication.

.... Utah Education Network

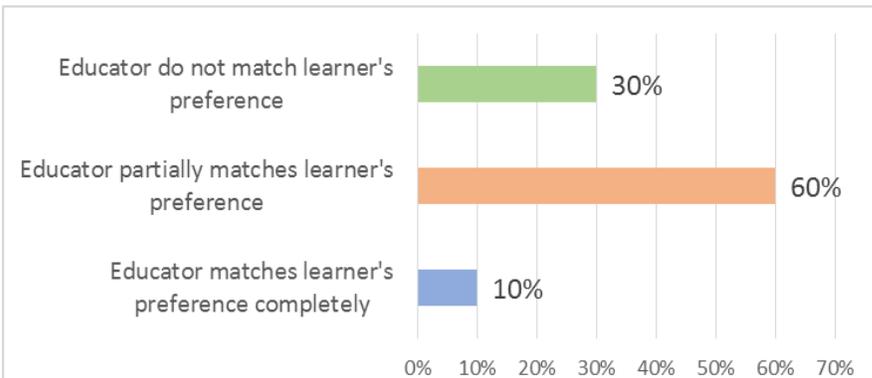
Learners improved by an average of 10.06% if they received information in a way that includes their preference in communication.

.... National Forum of Special Education Journal

Less than 50% of learners suitably match the communication preference of their educator.

.... Brain clinic

And the impact on the morale of learners can never be measured, especially if they tried so hard and worked so hard.



We are not talking about following a specific methodology or communication process, structure of lessons, structure of material, agendas, etc. That fits into some process-driven methodology or the way the industrial era taught us that all should be treated in the same way and that you must just fit in. We are talking about communication that influences and persuades people, that builds relationships, that lets the learners want to listen to the educator. Communication that identifies the fact that learners differ in how they take in information and ultimately how they learn and study. Communication that improves results.

Communication passes information. Great communication understands how we all differ, students and educators, and apply it. Just a 5% improvement in the average of a group of learners have a dramatic benefit. The real benefit is the morale and motivation of the learners.

The most important contributor to success in communication is the ability to understand people and in the process of doing that, change our approach appropriately. **We all differ in our approaches to communication due to the fact that we all have certain preferences in our communication.** By understanding this, we can now change our own approach and make it more appropriate to the learners we are dealing with and in that, greatly enhance our success.

This workshop focuses specifically on these aspects. Areas addressed:

1. Different styles and behaviors in communication	5. Making the styles of communication and the behaviors in communication a way of life, improving general communication, even between staff members
2. Understanding other's styles and behaviors and your own	6. Trust and Ethics creation and maintaining it
3. Applying preferences in communication to your daily communication with the learners	7. Influence and Persuasion with learners and others
4. Making the styles of communication and the behaviors in communication practical for class, subjects and topics on a daily basis	8. Listening skills
	9. Attitude and believing in yourself And the learners

The 2interact communication profile

Each delegate will receive the award-winning 2interact communication profile, workshop material and build messages for their environment. The workshop uses the profile as the basis for understanding how people differ in the way they communicate. This is critical for success in working with other people and especially with learners. **In addition** (if appropriate) a team profile will be generated to show tendencies between the staff members as a team.



The profile shows preferences in 2 areas, namely the style of communication and the behavior in communication. Below are quick descriptors of the profile.

The Communication Styles

ANALYTICAL

They want all the facts and want to analyze them. Great for communicating in a rational way through the attention to detail and facts, but might analyze too much. When talking to them talk with logic and have your facts correct, but at the same time know where you got your information from and don't make up answers.

METHODICAL

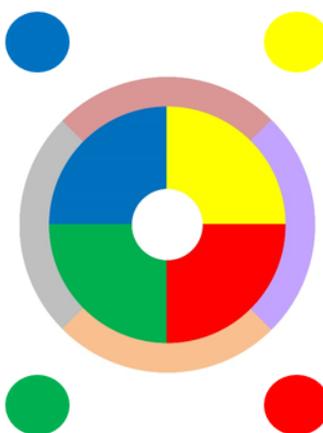
They want order and structure when they communicate. Great for finishing the points of discussion, but they don't like change to the structure of communication too much. When talking to them discuss/talk each point to conclusion and stick to an agenda, but don't be disorganized or be all over the place.

VISIONARY

They are opportunistic, risk takers and like to talk about new ideas. Great for change and outside the box thinking, but they might be too all over the place and not sticking to the issue at hand. When talking to them, talk about the future and the big picture, but don't be too inflexible and make sure there is some time for new ideas.

CONNECTED

They pay a lot attention to relationships and they want to talk about emotions and feelings. Great for focusing on the people, but they might steer away from the objective facts, process or big picture. When talking to them talk about people, be supportive and keep eye contact and don't be insensitive about people.



The Communication Behaviors

COMPETING

They normally want things to go their way or know that direction must be given. It is good when people are being directed or if quick decisions need to be made, but not so good to when we need to understand the other side's view.

Some descriptors : My way, Directive, Commanding, Listen to me

AVOIDING

They normally prefer not to give or hear opinions as their attention might be with other issues. It is good when the issue is not important or trivial, but it is not so good when the issue is important.

Some descriptors : Let's not discuss, Not important, Next topic

COLLABORATING

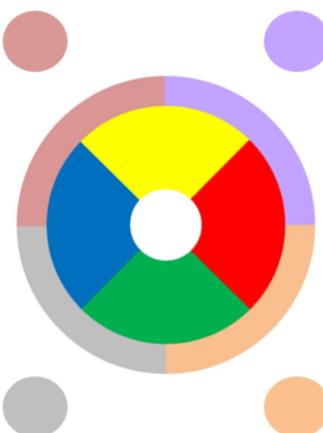
They normally take their own views and that of the other into consideration, whether they are important or not. It is good when you need to get to a mutually acceptable agreement, not so good when the issue is not important or it is a directive.

Some descriptors : Give-and-Take, My and your needs, Let's discuss

ACCOMMODATING

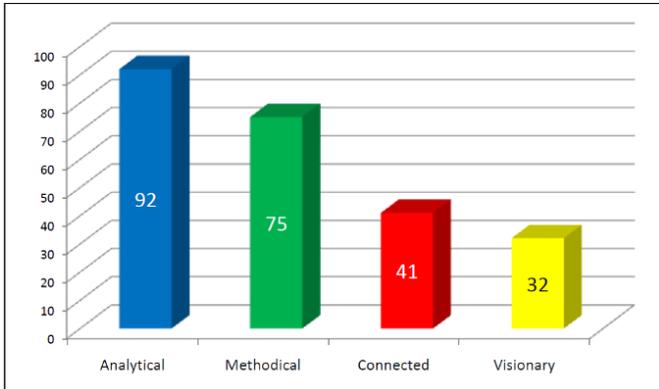
They normally pay more attention to the view or issues of the other and less on their own. It is good when the issue is important to the other or if you made a mistake, but not so good if the issue is important to you.

Some descriptors : Your way, I am listening, Supportive, Agreeing

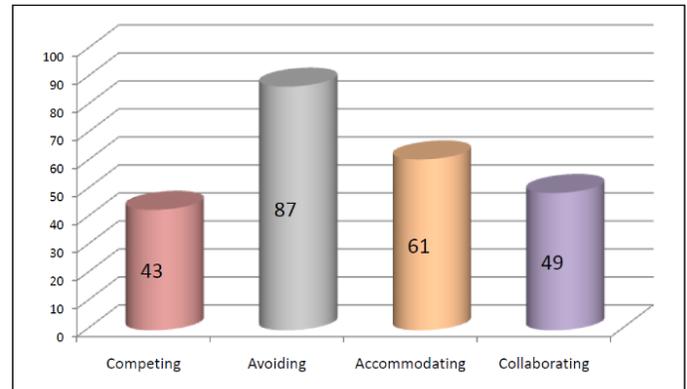


Below are examples of a person's preference in communication. These are excerpts from the 18 page profile each delegate will receive showing their own tendencies.

Typical Styles of Communication

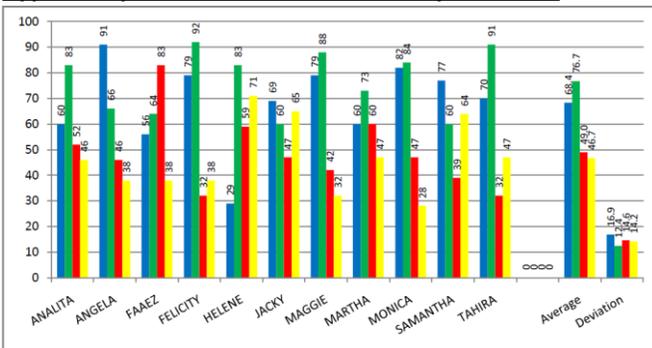


Typical Behaviors in Communication

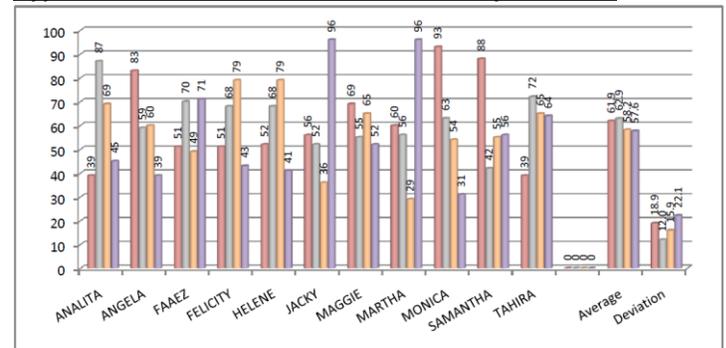


Making it practical for your environment, team (if appropriate) and class makes it immediately applicable. Below are excerpts from a typical team profile.

Typical Styles of Communication of your team



Typical Behaviors in Communication of your team



“Education is the future of our world. It has been around for centuries, it has been part of every human being. I have worked with many companies and have seen many different models of trying to change the way we educate. 2interact really got it right to make their model real and applicable to improve how and what we educate. A simple yet extremely effective model that becomes real when applying it. Great model, great workshop, great practicality. Well done 2interact.”
 Mark Hayter – Principal Grayston Preparatory

“Awesome and so relevant model and workshop. Applicable at all levels of education.”
 Professor in Psychology - NMMU

“The 2interact communication workshop is absolutely world class. That together with making it practical and real, for education and our teams, create great improvement. We have experienced this with every person and team that went through the workshop and doing the profiles.
 Education publisher