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| Module title | | Abbreviation |
| Intercultural and interpersonal Skills - in Perception, Communication and English | | 43-LA-IntSkills-PCE-121-mo1 |
| Module coordinator | | Module offered by |
| head of Professional School of Education (PSE) | | Centre for Teacher Training and Educational Research (ZfL) |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>This course introduces the basic concepts of the term communication, the principles of interpersonal communication, and the most important process theory-models of communication. It also provides in-depth knowledge on the practices, principles, role and significance of perception in interpersonal and intercultural communication. Emphasis is placed on sensitizing participants to intercultural and interpersonal communication processes, recognizing potential problem areas and perceptual errors, acquiring skills and techniques to avoid misunderstandings, increasing empathy, and developing active listening skills. Extensive guided practice to experience the processes of communication and perception and to acquire flexible behaviour patterns and effective forms of interpersonal and intercultural interaction are given. Immediate and creative action methods, the principles of spontaneity, and holistic training techniques will help break up personal and cultural barriers and develop open attitudes and flexible behaviours. Thus, the course provides the students at the same time with practical exercises and teaching methods to train affective and behavioural learning targets and skills in an educational environment.</p> | | |
| Intended learning outcomes | | |
| <p>Upon completing this seminar the students should be able to: - understand the complexity of the term 'communication' and the principles of interpersonal communication, - outline the transactional process model of communication, including the aspects of communication they incorporate (e.g. codes, messages, the concept of noise, 'shared environments' etc.), - describe the role and significance of perception in interpersonal and intercultural communication (including one's own perception), - take the perspective of another person and member of another culture (empathy), - show flexible strategies of behaviour and communication in a variety of unknown and unexpected communicative situations, - know and apply a variety of holistic, interactive and student-centred teaching methods in class themselves as teachers to train the above skills.</p> | | |
| Courses (type, number of weekly contact hours, language – if other than German) | | |
| S (no information on SWS (weekly contact hours) and course language available) | | |
| Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus) | | |
| <p>a) written elaboration of the design of a class (approx. 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: English</p> | | |
| Allocation of places | | |
| <p>Number of places: 12. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.</p> | | |
| Additional information | | |
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| Workload | | |
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| Teaching cycle | | |
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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module appears in

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