**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED** |
| Course Title | **Communication in Educational Management** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Department of Education - Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Department of Education - Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description/Introduction**

This course “Communication in Educational Management” is designed to equip students with essential skills and knowledge necessary for effective communication in educational settings, particularly focusing on management roles.
This course explores the fundamental principles and practices of communication within educational management contexts. Students will acquire and understand communication theories, strategies, and skills essential for effective leadership and administration in educational settings. Topics include interpersonal communication, leadership communication, crisis communication, cross-cultural communication, and the use of technology in educational management.

**Course Learning Outcomes (CLOs):**

After successful completion of this course, graduates will be able to:

1. identify and explain key communication theories applicable to educational management.
2. develop effective communication strategies for different stakeholders in educational institutions.
3. demonstrate interpersonal communication skills essential for educational leaders.
4. utilize technology for enhancing communication in educational management.
5. apply crisis communication techniques in educational settings.
6. analyze cross-cultural communication challenges in educational environments.

**Teaching Methodology**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, role-play and research projects.

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

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| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations |  10% |
| Project |  10% |
| Final Term Exam |  30% |
| Total |  100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1 | **Introduction to Communication in Educational Management** | Outline | Activity: KWL chart |  |
| 2  | **Communication Models and Theories*** Understanding communication models (e.g., Shannon-Weaver Model, Transactional Model)
* Application of communication theories (e.g., Systems Theory, Social Learning Theory) to educational management
 | **Theories and Models of Communication** Ch.2  | Assignment  | 1 |
| 3 | **Communication Styles and Strategies*** Identification and analysis of communication styles
* Developing effective communication strategies for educational leaders
 | **Communication Skills for Educational Managers -*An Exercise in Self******Study*** Ch.2 | Quiz 1 | 2 |
| 4. | **Interpersonal Communication Skills*** Verbal and non-verbal communication in educational settings
* Enhancing listening skills and empathy

  | **Communication Skills for Educational Managers -*An Exercise in Self******Study*** Ch.3 | Assignment | 3 |
|  5. | **Communication and Leadership*** The relationship between communication and effective leadership in education
* Case studies of successful educational leaders and their communication styles
 | **Communicating Effectively: Tools for Educational Leaders**Ch.1 | Class Activity/Role Play | 2,3 |
| 6 | **Communication Channels in Educational Institutions*** Analyzing communication networks within educational organizations
* Technology and its impact on educational communication
 | **Educational Leadership and Management: Developing Insights and Skills**Ch.2 | Quiz 2 | 4 |
| 7 | **Communicating Change and Vision*** Communicating organizational change and vision to stakeholders
* Strategies for managing resistance through effective communication
 | **What Are Interpersonal Skills? What inter-personal skills are, why they matter and how you can develop them**Ch.1 | Presentation  | 1,2 |
| 8 | **Mid-Term Exams** |  | Topics  |  |
| 9 | **Communication Ethics in Education*** Ethical considerations in educational communication
* Maintaining transparency and integrity in communication practices
 | **The Role of Leaders in Educational Decision-Making: Examining Implementation Factors and Providing a Newfound Model** Ch.3 | Presentation | 5 |
| 10 | **Communicating with Diverse Audiences*** Cultural competence and communication in multicultural educational environments
* Adapting communication for different stakeholders (students, parents, faculty)
 | **What Are Interpersonal Skills? What inter-personal skills are, why they matter and how you can develop them**Ch.2 | Assignment | 6 |
| 11 | **Crisis Communication in Education*** Developing crisis communication plans for educational institutions
* Handling emergencies and critical incidents through effective communication
 | **Effective crisis communication: Moving from crisis to opportunity** Ch.1 | Quiz 3  | 5 |
| 12 | **Collaboration and Team Communication*** Strategies for fostering collaboration and teamwork in educational management
* Building effective communication channels among teams
 | **Communication Skills for Educational Managers - *An Exercise in Self******Study*** Ch.5 | Presentation | 3 |
| 13 | **Communication Assessment and Feedback*** Techniques for providing constructive feedback in educational settings
* Using assessment tools to evaluate communication effectiveness
 | **Communicating Effectively: Tools for Educational Leaders**Ch.2 | Assignment | 2,3 |
| 14 | **Communication Skills Workshop*** Practical exercises and role-plays to develop communication skills
* Feedback and reflection on individual communication styles
 |  | **Project** | 2 |
| 15 | **Revision** |  |  |  |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs ▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Project | Mid-term Exam | Final Exam  |
| 1 |  |  |  | ✔ |  |  |  | ✔ |  |
| 2 | ✔ |  |  |  |  | ✔ | ✔ | ✔ |  |
| 3 |  |  |  |  | ✔ | ✔ |  | ✔ |  |
| 4 |  | ✔ |  |  |  |  |  |  | ✔ |
| 5 |  |  | ✔ |  | ✔ |  |  |  | ✔ |
| 6 |  |  |  | ✔ |  |  |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

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| --- | --- | --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** |
| **PLO 1: Subject matter Knowledge** | **✔** |  |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  | **✔** |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  |  |  |  |  |
| **PLO 5: Students’ Assessment** |  |  |  |  |  |  |
| **PLO 6**: **Learning Environment** |  |  |  | **✔** |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** | **✔** |  |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |  | **✔** |
| **PLO 9: Continuous Professional Development and Code of Conduct** |  |  |  | **✔** |  |  |
| **PLO 10: Teaching of English as FL/SL** |  |  |  |  |  |  |

**Recommended Textbooks**

1. **Communicating Effectively: Tools for Educational Leaders** by Michael B. Gilbert Published on March 2020 by The Rowman & Littlefield Publishing Group, Inc

# **Communication Skills For Educational Managers *An Exercise in Self******Study*** by Carlos Alfredo Zambrano Rodriguez, Published on Nov 06, 2021

# **The Role of Leaders in Educational Decision-Making: Examining Implementation Factors and Providing a Newfound Model** by Nancy H. Matthews, Published July 21, 2023 by Routledge

1. **Educational Leadership and Management: Developing Insights and Skills** by Marianne Coleman, McGraw-Hill Education (UK), Apr 16, 2010
2. **Theories and Models of Communication** by Paul Cobley, Peter J. Schulz

 Walter de Gruyter, 30-Jan-2013 Published by Hubert & Co. GmbH & Co. Gottingen

1. **Effective crisis communication: Moving from crisis to opportunity** by Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. (2010). Sage Publications.
2. **What Are Interpersonal Skills? What inter-personal skills are, why they matter and how you can develop them** by Brooke Becher (2023)

**Recommended Articles**

* Fadlelmoula Elfadni, M. (2019). The Importance of Communication Skills of Educational Leaders on Management. International Journal of Advanced Research In Education And Society, 1(1), 30-34. Retrieved from <https://myjms.mohe.gov.my/index.php/ijares/article/view/5764>
* Nuphanudin, N., Komariah, A., Kurniady,s D. A., Nurahma, M., Persaja, G. I. L., Zaira, N. S., ... & Azwanda, N. F. (2023, April). Information and communication technology in educational management for sustainable development in Indonesia. In *AIP Conference Proceedings* (Vol. 2646, No. 1). AIP Publishing.
* Catana, S. E. (2014). Teaching cross-cultural communication issues–a way of successfully integrating into the multicultural knowledge society. *Procedia-Social and Behavioral Sciences*, *128*, 343-348.
* Begum, B., & Bisaria, G. (2024). A Study On Impact Of Interpersonal Relationships On Quality Of Work Life: Special Reference To Educational Sector In Kanpur. *Educational Administration: Theory and Practice*, *30*(4), 5900-5909.
* Yook, B. (2024). A Sequential Approach in Crisis Communication: Integrating Case Study, Press Conference Simulation, and Media Training Guidelines. *Journal of Public Relations Education*, *9*(3), 121-140.

**Recommended Reference Books**

1. **Effective Communication for School Administrators: A Necessity in an Information Age,** by Steven R. Baumgartner
2. **Managing Education in the Digital Age: Choosing, Setting Up and Running Successful Online Courses,** by Paul Bacsich