



Co-funded by the
Erasmus+ Programme
of the European Union

102 – Induction to Pedagogy for NGO staff

Module 2 – Improving your pedagogical skills, communication skills and pedagogical methods – PART 3

Prepared by UPB



NGEnvironment

ERASMUS+ Programme – Strategic Partnership
Agreement No.
2018-1-DE02-KA204-005014

Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGO's



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Agenda for PART 3

1 Communication Models–

- 1.1 The Shannon Weaver Model
- 1.2 The Axioms of Watzlawick
- 1.3 The approach of Schulz von Thun

2. Tipps for working with other in communications contexts

- 2.1 Reactance
- 2.2 Instruments



NGEnvironment

NGEnvironment -
Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGOs
Project Number: 2018-1-DE02-KA204-005014
I02 - Induction to Pedagogy for NGO staff

Co-funded by the
Erasmus+ Programme
of the European Union



Learning Outcomes of Module 2

- ❖ Understand pedagogical skills
- ❖ Understand and use the different types of communication
- ❖ Be able to make educational decisions
- ❖ Be able to communicate effectively



Source: Roman Synkevych,
https://unsplash.com/photos/B4Ngz_pdvz4

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

T



Overview on Module 2: Improving your pedagogical skills, communication skills and pedagogical methods

Module/Unit	Learning Outcomes – The learner will:	Indicative Content
Improving your pedagogical skills, communication skills and pedagogical methods	<ul style="list-style-type: none"> • Understand pedagogical skills • Understand and use the different types of communication • Be able to make educational decisions • Be able to communicate effectively 	<ul style="list-style-type: none"> • Pedagogical methods • Course creation and didactics • Communication models • The development of support for NGO staff in starting and developing a business



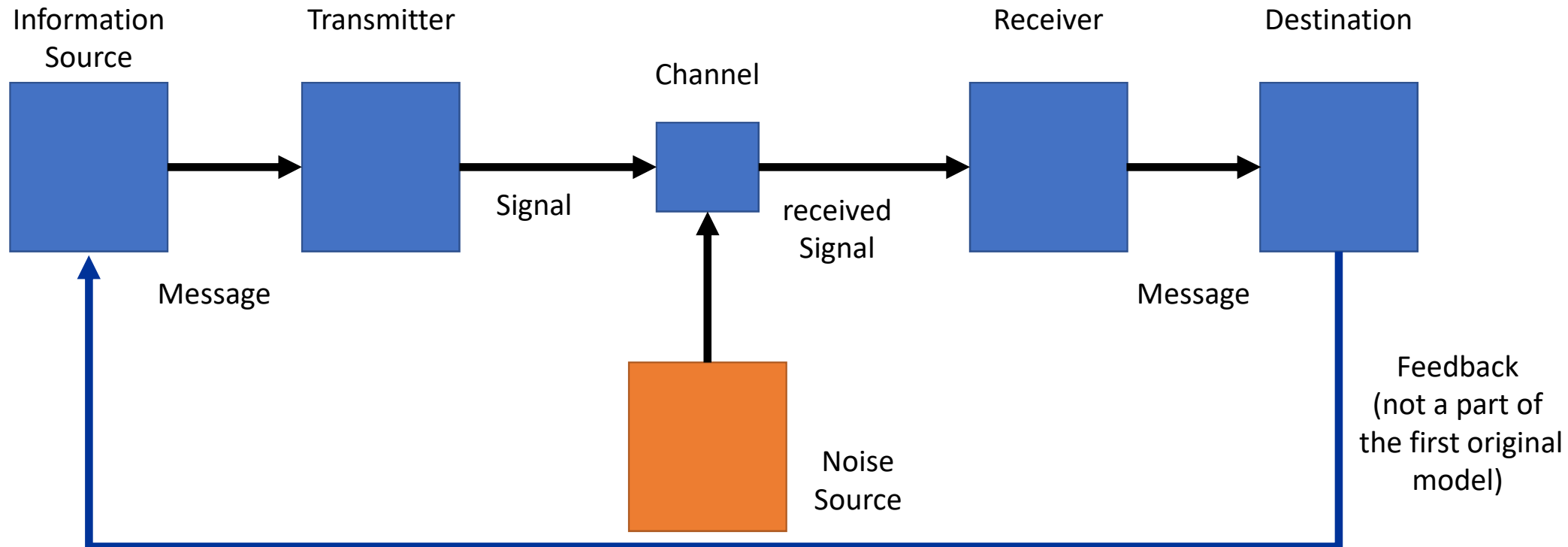
1 Communication models

- ❖ **Shannon Weaver Model – The Mathematical Theory of Communication**
- ❖ **The Axioms of Paul Watzlawick**
- ❖ **The Approach of Schulz-von-Thun**

Walker Center for Teaching and Learning: Seven Principles for Good Practice in Undergraduate Education. On the internet:
<https://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php>
(15-05-2019)



1.2 Shannon Weaver Model – The Mathematical Theory of Communication





NGEnvironment

NGEnvironment -
Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGOs
Project Nummer: 2018-1-DE02-KA204-005014
I02 - Induction to Pedagogy for NGO staff

Co-funded by the
Erasmus+ Programme
of the European Union



Task

Have a look at the following video.
After watching draw a mindmap on the aspects which were
most interesting to you and provide an overview on the
Shannon / Weaver model!

Share your ideas with the group.



Communication Models

- Video 1: **Transmission Model of Communication: Shannon and Weaver**

<https://www.youtube.com/watch?v=UCFg9bcW7Bk>

Alex Lyon – YouTube Standard Licence

- Video 2: **Shannon -Weaver Model of Communication**

<https://www.youtube.com/watch?v=xuJKEqiv0XQ>

Nursing Society – SPUQC – YouTube Standard Licence



1.2 The Axioms of Paul Watzlawick

1. One cannot *not* communicate.

3. The nature of a relationship is dependent on the punctuation of the partners' communication procedures.

2. Every communication has a content and relationship aspect such that the latter classifies the former and is therefore a meta-communication.

4. Human communication involves both digital and analogic modalities.

5. Inter-human communication procedures are either symmetric or complementary, depending on whether the relationship of the partners is based on differences or parity.

Watzlawick, P., Beavin-Bavelas, J., Jackson, D. 1967. Some Tentative Axioms of Communication. In Pragmatics of Human Communication - A Study of Interactional Patterns, Pathologies and Paradoxes. W. W. Norton, New York.



Task

Have a look at the following video.
After watching write down one example for each axiom
(each on a card) about.

Try to explain the
“The 5 Axioms of Communication”!

Share your ideas with the group.



Communication Models

- Video: **5 Axioms of Communication
FASST Communication U1.
The 5 axioms of communication**

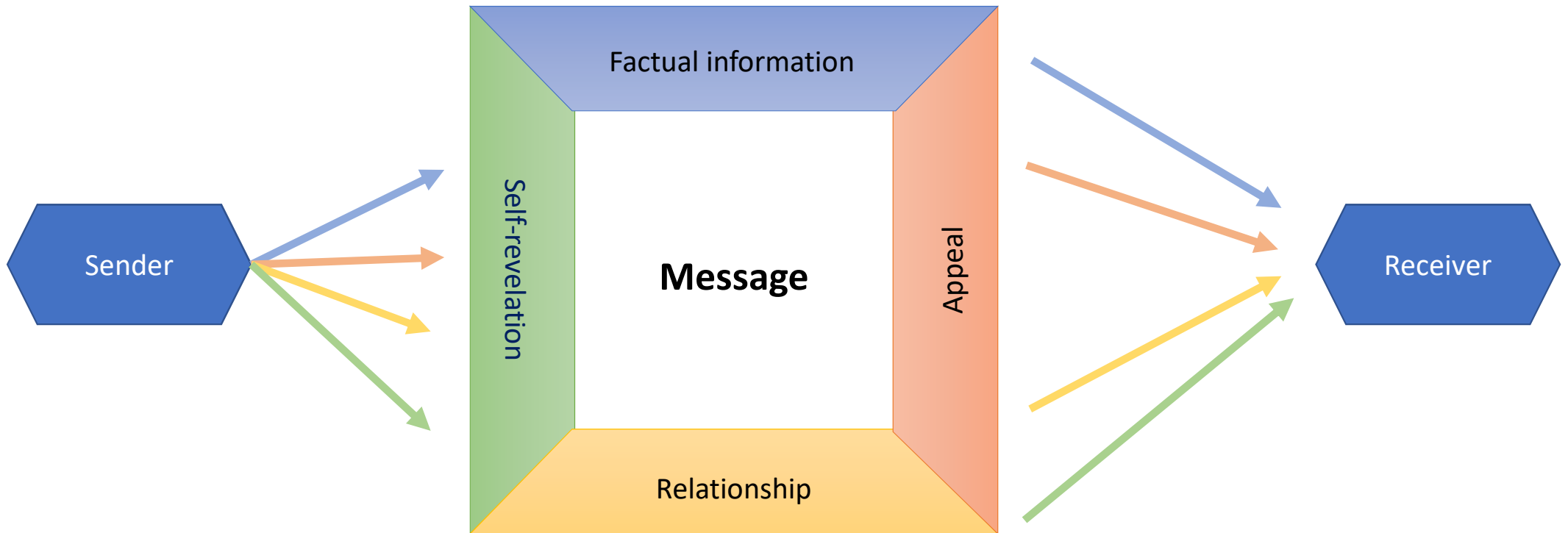
<https://www.youtube.com/watch?v=yh4yGKZjwCA>

Paola Passudetti Fast Project – YouTube Standard Licence

Task



1.3 The Approach of Schulz-von-Thun 4 sides of a message



Schulz von Thun, F. : Miteinander Reden. Störungen und Klärungen. Psychologie der zwischenmenschlichen Kommunikation. Rowohlt, Reinbek 1981.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



NGEnvironment

NGEnvironment -
Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGOs
Project Nummer: 2018-1-DE02-KA204-005014
I02 - Induction to Pedagogy for NGO staff

Co-funded by the
Erasmus+ Programme
of the European Union



Task

Have a look at the following video.
After watching write down the most
important aspects about the model of “4 Sides of a Message”
and find an own example for a message and show the four
different sides and how they can be understood!

Share your ideas with the group.



Communication Models

- Video: **Four Sides Model
Schulz von Thun**

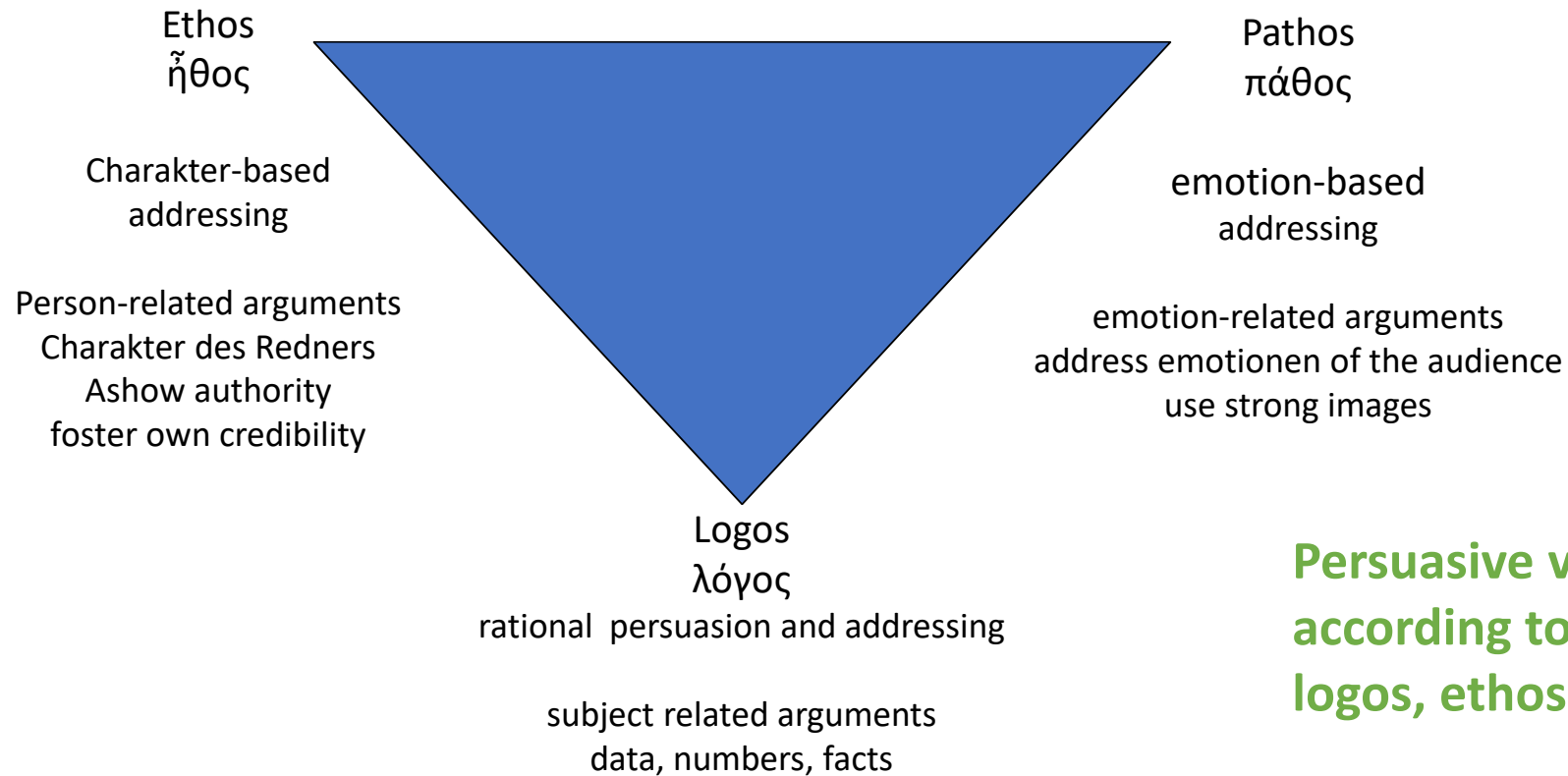
https://www.youtube.com/watch?v=XzJ_7KACLfI

Brigit Weber – YouTube Standard Licence

Task



2. Some hints for working with other persons in communications contexts



**Persuasive views
according to Aristotle's
logos, ethos and pathos**



2.1 Reactance

Psychological reactance is a complex defense reaction.
It can be understood as resistance to external or internal limitations.

**The reactance phenomenon in communication means:
blocking facts !**

It occurs even with serious arguments

Problem 1: We try to confirm our argument rather than go in search of the truth!

Problem 2: All people search specifically for facts that
support their own reasoning reactance



2.1 Reactance – Basic Rules

- The greater the number of decision alternatives (subjective loss of freedom) threatened or eliminated, the greater the reactance.
- The greater the threat to freedom (possibly threatened, severely threatened, lost forever, etc. – strength of freedom narrowing), the greater the reactance.



2.1 Reactance – Core Rules

The reactance is all the greater:

- ❖ the greater the instrumental value of the threatened behavior to achieve a particular goal;
- ❖ the greater the strength of the corresponding need.



2.2 Instruments

1. Non-verbal signals - "the nodding trick"

A short nod to own important statements
breaks down internal defenses.



2.2 Instruments

2. Body Posture - The head leans to the left

Persons who hold their heads slightly to the left are perceived as more sympathetic.
This breaks down internal defenses.



2.2 Instruments

3. Speech pattern - visual language

Use images as an anchor for the brain.

- 1: *Real images* - use real images and representations in argumentation
- 2: *Include speech images and Metaphors:*

Example:

“The thing I want to show you is so easy that last week Mr. Muller from another company whom I showed it,too was so surprised that he stumbled against the table. ”



2.2 Instruments

4. Repetition and attention control

To say the same thing several times

Branding the message

This seems to be annoying but it is usually not perceived



2.2 Instruments

5. Use the Moment of control

Don't answer and act immediately in a communication

Take about 1 or 2 seconds time

Take a short breath during the time

And react then

This offers better solutions and helps to make your answer more adequate.



2.2 Instruments

5. Use the Moment of control

Don't answer and act immediately in a communication

Take about 1 or 2 seconds time

Take a short breath during the time

And react then

This offers better solutions and helps to make your answer more adequate.



2.2 Instruments

6. Use the I

Going out by yourself – say “I ...”
Show your own perceptions

But beware: not every sentence starts with "I" –
The dose is the poison!



2.2 Instruments

7. Put everything in a positive way:

Problem:

Words like “Not!” or „No“ are badly perceived by the brain.

It is better to say:

„Please, slow down and be a bit quieter.“

than

„Don´t run around like this!“



2.2 Instruments

7. Use open questions:

A longer and more detailed answer is necessary and not only yes or no.

It is better to say:

„What are you doing?“

than

„Is everthing OK?“



Test the hints within your communication
and practice it in a role play.

Take another person and discuss on:

It is important to have a car! – PRO - CON

Task



Co-funded by the
Erasmus+ Programme
of the European Union

Thank you very much for your attention!

Prepared by UPB



NGEnvironment

ERASMUS+ Programme – Strategic Partnership
Agreement No.
2018-1-DE02-KA204-005014

Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGO's

Websites:

<http://www.ngenvironment-project.eu/>
<http://ngenvironment.eduproject.eu/>



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.