The Ten Commandments of Good Communication

1. Examine the true purpose of each communication
2. Clarify your ideas before communicating
3. When appropriate, consult with others before communicating
4. Whether a verbal or written communication edit mercilessly - make every word count
5. Always consider the total physical / human setting
6. Consider the ‘overtones’ as well as the content
7. Seek feedback - summarise and confirm
8. Ensure that your actions / attitudes support each communication
9. Seek not only to be understood, but to understand - be a good listener
10. Communicate for the future as well as today
Giving Feedback

Think of an occasion when you told someone that their work was really good.

How did you feel about doing this: Pleased? Embarrassed?

How did the other person respond: Brush it off? Become embarrassed? Give someone else the credit?

Now think of an occasion when you had to criticise someone’s work.

How did you feel: Awkward? Guilty? Angry?

How did the person respond, were they: Aggressive? Accepting?

Do you think that you could have handled either situation better? If so, how?
Giving Effective Feedback

Does your feedback:

• Make clear what constitutes competent or successful learning performance?
• Inform learners of why you have assessed their performance in this way?
• Take into account any unusual circumstances you are aware of (eg family problems) that could have affected performance?
• Help learners develop their own assessment skills?
• Motivate and encourage rather than blame?
• Strike a balance between positive and negative?
• Give clear and specific information? Feedback that is vague or generalised will be harder for the learner to understand and may increase any anxiety they feel.
• Avoid claiming more authority than your own experience? Particularly when learning involves changes in attitudes, avoid making claims that go beyond your own perception. Say ‘I find that you...’ rather than ‘You are...’
• Look forward to future learning needs rather than backward to past learning deficiencies?
• Refer learners to appropriate learning opportunities, resources or support?
• Remain confidential between you and the learning, when necessary?
The Ten Commandments of Feedback

Feedback is information given to an individual about his/her performance or behaviour. It can be positive or negative. Positive feedback is praise or compliments while negative feedback can be perceived as criticism. The way negative feedback is given is very important - here are some guidelines to help prevent an aggressive response or destroying the individual.

1. Offer feedback on observed behaviour not on perceived attitudes.
3. Focus on behaviour which can be changed.
4. Choose which aspects are most important and limit yourself to those.
5. Ask questions rather than make statements.
6. Set the ground rules in advance.
7. Comment on the things that an individual did well, as well as areas for improvement.
8. Relate all your feedback to specific items of behaviour: don’t waffle about general feelings of impressions.
9. Observe everyone’s personal limits.
10. Before offering any feedback consider its value for the receiver - if there is none, keep quiet.

BUT - Break any of the commandments of feedback, providing that you understand the rule and its purpose and that what you propose to do is going to achieve your ends more efficiently, with due regard to the individual.
Audio Visual Aids (AVS)

A resource used by the teacher to support the learning process

I hear, I forget     -     I see, I remember     -     I do, I understand

They should be simple
They should be to the point
They should be interesting

Prepare them well in advance.
Allow yourself sufficient time to become familiar with them.
Check them beforehand for suitability for the group and the topic.
Check any equipment before the session to make sure it is working okay. There is nothing worse than to have a session ruined by faulty equipment.
Make sure that any health and safety issues regarding equipment and material are checked.
Plan the use of your learning aids.
Thinking About Using and Aid - Ask Yourself

1. Will they achieve the required purpose?

2. Are they necessary?

3. Are they appropriate to the learner’s current level of competence?

4. Are they likely to attract attention?

5. Are they likely to create interest?

6. Are they large enough for the learners to see and understand?

7. Are they likely to involve the learner?

8. Are they factually correct?