

**(Table 5.2) Course unit description**

<b>Study program:</b> Pedagogy
<b>Type and level of studies:</b> Bachelor Studies
<b>Course unit:</b> Psychology of Communication
<b>Teacher in charge:</b> Lidija Zlatić, Ph.D., Full Professor Biljana Trifunović Marinković, M.A., Teaching Assistant
<b>Language of instruction:</b> English
<b>ECTS:</b> 2
<b>Prerequisites:</b> /
<b>Semester:</b> Winter Semester
<b>Course unit objective</b> Receiving knowledge and skills in the field of interpersonal pedagogical communication; understanding the importance of communication skills for effective teaching and establishing quality relationships with students; training future teachers to successfully communicate with individuals and in the group in the school environment; gaining experience in the role of assessors of communication processes in the immediate school environment with pupils; training for teaching communication planning; training for the study of pedagogical communication.
<b>Learning outcomes of Course unit</b> Upon successful completion of the course, the student will be able to: <ul style="list-style-type: none"><li>• Explain basic communication concepts, models of communication, and the relationship between knowledge and communication skills;</li><li>• Express themselves knowingly, precisely, and clearly, using various forms of vocal and non-vocal verbal communication within educational and teaching contexts;</li><li>• Identify obstacles and challenges in communication and propose effective solutions;</li><li>• Actively engage listeners (students and others) and demonstrate effective listening and appropriate responses to interlocutors;</li><li>• Understand and interpret their own behavior and the behavior of others from multiple perspectives;</li><li>• Resolve conflicts effectively while being aware of people's personal conflict-resolution style;</li><li>• Recognize and direct responsibility among participants in the communication process;</li><li>• Plan and manage communication within a team setting;</li><li>• Identify different types of interlocutors and adapt communication strategies accordingly;</li><li>• Clearly recognize key aspects of effective teaching communication;</li><li>• Identify contexts for applying peace psychology principles, including conflict resolution strategies and approaches to preventing various forms of violence</li></ul>

**Course unit contents**

## Theoretical classes

The notion of communication and communication competence; theoretical approaches in the study of interpersonal competence; types of communication signs and forms of communication, communication in the school context and congestion in communication; active listening, the skills of verbal non-violent communication in teaching interaction; communication skills and techniques in developing the self-esteem of students and teachers (decentralization, assertiveness, empathy, etc.); conflicts in the department and constructive conflict resolution, team development; communication in teaching and extracurricular situations.

## Practical classes

Learning communication skills of two-way interpersonal communication; active listening (paraphrasing, summary and other); I-You messages in teaching interaction, analysis of communication situations; planning communication in the team.

**References**

- Reardon, K.K.(1998). *Interpersonal Communication: Where Minds Meet*. Wadsworth Publishing Co Inc.
- Gardiner, W. L. (2008). *The Psychology of Communication*. Trofford Publishing.
- Röhner, J., & Schütz, A. (2023). *Psychology of communication*. Springer Cham.
- Vangelisti, A. L., Daly, J. A., & Friedrich, G. W. (2013). *Teaching communication*. Routledge.

**Number of active teaching hours**

Lectures:1	Practice:1	Other forms of classes:	Independent work	Other classes
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**Teaching methods**

Realization of lectures and exercises by model of interactive teaching (teaching methods: popular lecture, discussion, methods of practical work, workshops, playing); activated forms of learning: verbally meaningful receptive, learning by discovery, cooperative learning, practical learning.

**Examination methods** (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
student's activity during lectures	15	oral examination	30
seminars/homework	20		
project	35		

**Grading system**

Grade	No. of points	Description
10	91–100	Excellent
9	81–90	Exceptionally good
8	71–80	Very good
7	61–70	Good
6	51–60	Passing
5	Less than 51	Failing