

REGIONAL TRAINING FOR EXTERNAL EVALUATORS
ORGANIZED BY EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE
MODULE 4: INTERPERSONAL COMMUNICATION SKILLS AND COMPETENCES

TRAINERS
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DURATION
Face-to-face hours: 3h (180m) Self-study time: 1,5h (before the in-presence session)

PARTICIPANTS
Number of trainees: 25

OBJECTIVES
<p>This training activities will:</p> <ul style="list-style-type: none"> - Outline interpersonal communication skills, ethics, and effectiveness oriented. - Enable interpersonal and communication skills of external evaluators to conduct interviews and to provide feedback. - Provide adequate strategies to address conflict and dilemma in external evaluation contexts.

CONTENTS
<ul style="list-style-type: none"> - Effective and ethical communication in an external evaluation process. - Conducting interviews as part of the evaluation process. - Communicating and interacting with the management and teachers (oral feedback). - Communicating and interacting with the team of external evaluators (leadership).

ACTIVITIES AND LEARNING OUTCOMES		DURATION
Section 1	<p>Learning outcomes - at the end of this section the trainees will be able to: Identify interpersonal communication skills that facilitate/hinder evaluators' work. Conduct interviews with different groups of interviewees.</p>	
	<p>Step 1: Before the training session, trainees read the theoretical support texts (4.1 and 4.2) (self-study time).</p> <p>Step 2: The trainer projects the PowerPoint (4.3) presentation and presents the work schedule for the development of Module 4, its contents, and objectives.</p> <p>Step 3: Brainstorming: the trainer asks the trainees about interpersonal skills and competences that evaluators need for oral effective and ethical communication, using the PowerPoint presentation (Mentimeter).</p> <p>Step 4:</p>	<p>5 min</p> <p>10 min</p>

	<p>Lecture: the trainer provides theoretical knowledge about interpersonal skills and competences that evaluators need for oral effective and ethical communication, using the PowerPoint presentation (4.3).</p> <p>Step 5: Role-play using script with task guidelines (4.4): in groups of 4/5 people, trainees engage a role-play simulating evaluation scenarios (using the questions prepared on the previous day and interviewing one group of interviewees: pupils, parents, headmaster), and are asked to include a predictable dilemma/difficulty.</p> <p>Step 6: Debate: The trainer asks the trainees to give oral feedback about the positive and negative points of the interview conduction and asks them to suggest a strategy to address the dilemmas/difficulties presented.</p> <p>Step 7: Lecture: the trainer provides theoretical knowledge about strategies to address possible dilemmas/difficulties of interpersonal communication, using the PowerPoint presentation (4.3).</p> <p>Step 8: Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.</p>	<p>15 min</p> <p>100 min</p> <p>30 min</p> <p>15 min</p> <p>5 min</p> <p>180 min</p>
ACTIVITIES AND LEARNING OUTCOMES		DURATION
Section 2	<p>Learning outcomes - at the end of this section the trainees will be able to: Acknowledge ethical and effective practices in oral communication. Define the strategy to provide feedback to school management and teachers. Identify strategies to deal appropriately with conflicts in different scenarios.</p>	
	<p>Step 1: Viewing video (4.5): the trainer shows one video about non-verbal communication signs (facial expressions and body language).</p>	10 min
	<p>Step 2: Individual work: individually, the trainees respond to some questions about facial expressions and body language signals that the evaluators should observe when they are in front of their interlocutors - Quiz about non-verbal communication (4.6).</p>	10 min
	<p>Step 3: Group-work / problem solving: in groups of 4/5 people, the trainees carry out the tasks proposed in the PowerPoint presentation (4.3) of: 1) defining the strategy and providing oral feedback to school management and teachers; and 2) anticipating eventual conflicts that may arise and ways to address it.</p>	45 min
	<p>Step 4: Presentation: the spokesperson presents the group's conclusions to the plenary.</p>	15min
	<p>Step 5: Lecture: using the PowerPoint presentation (4.3), the trainer provides theoretical insights into best practices for interpersonal communication (avoiding biases and addressing conflict)</p> <p>Step 6: Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.</p>	5 min
		90 min
Section 3	<p>Learning outcomes - at the end of this section the trainees will be able to: Use communication strategies that facilitate ethical and effective communication as a team leader.</p>	
	<p>Step 1: Individual work: the trainees take a self-assessment test (4.7) on personal leadership skills: each trainee engages in critical self-reflection and, referencing the listed leadership</p>	15 min

	characteristics, identifies the dimensions they consider acquired and those they need to develop, as well as ways to do so.	
	Step 2: Group-work /problem-solving: in groups of 4/5 people, the trainees share strategies useful to enhance leadership abilities in addressing team conflicts/disagreements - script with task guidelines (4.8).	40 min
	Step 3: Presentation: the spokesperson for each group presents the conclusions to the plenary (3 minutes each).	15 min
	Step 4: Lecture: the trainer synthesizes the main ideas using the PowerPoint (4.3) presentation.	10 min
	Step 5: Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.	5 min
	Step 6: Individual work: trainees fulfil formative self-assessment form (4.9).	5 min
	90 min	

MATERIALS

- 4.1. Support text no. 13: *Effective and ethical communication*
- 4.2. Support text no. 14: *Communication in the context of evaluation*
- 4.3. PowerPoint presentation
- 4.4. Script with task guidelines
- 4.5. Video about non-verbal communication
- 4.6. Quiz about non-verbal communication
- 4.7. Self-assessment test about leadership skills
- 4.8. Script with task guidelines
- 4.9. Formative self-assessment form

BIBLIOGRAPHY

Essential:

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 Support texts numbers 13 and 14

Further reading:

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