THE IMPACT OF INSTRUCTIONAL COMMUNICATION SKILLS TRAINING ON EDUCATORS

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ABSTRACT

The topic of instructional communication skills of educators is relevant to the learning process, yet the problem exists where many educators are not sufficiently trained in effective instructional communication skills. The outcomes of effective instructional communication skills of educators can enhance communicative cognitive processing, student-teacher relationships, and student motivation and achievement. After the implementation of an instructional eight-hour training session on eight lesson topics of instructional communication skills, two volunteer educator participants indicated a positive result of the training session intervention. The quantitative data gathered from the pre-and post-assessment indicates that educator knowledge of instructional communication skills increased from 50 percent on the pre-assessment to 75 percent on the post-assessment, indicating an average increase of 25 percent. Through this result, the findings conclude that an instructional eight-hour training session has a positive impact, increasing educators' knowledge on the topic of instructional communication skills as a direct result of the instructional eight-hour training session. It can then be inferred that such training interventions on instructional communication skills can be recommended to increase educator's knowledge, potentially positively affecting communicative cognitive processing, student-teacher relationships, and student motivation and achievement.

1. INTRODUCTION

Effective instructional communication skills of educators are essential in education, as learning is centered on the communicative process, to which this study is potentially significant. Many educators lack sufficient training in instructional communication skills due to little or null coursework or formal training throughout their academic and professional careers. Educators who have difficulty with communicating knowledge and information successfully are often unable to provide productive and positive student-teacher relationships causing students to have potentially negative outcomes in their motivation and achievement. Educators must understand the communicative process to realize that they are the message, and thus, their attributes of verbal and non-verbal communication affect how their messages are understood, received, processed, and either accepted or rejected by student recipients.

As a classroom is an isolated environment to its purpose, the background knowledge of students affects their cognitive processing within the classroom to where a melding of pedagogical and cognitive psychosocial and neurosocial approaches to communication must be considered by the instructor transforming the classroom to become "a dynamic, multidimensional space" (Walton, 2016, p.123). In this sense, the dimensions of student and educator backgrounds must find a common area to establish a foundational setting where both parties can facilitate an exchange to foster a communicative dialogue of learning. When a foundation or common ground cannot be formed, the communication and thus, the learning process, becomes mechanical and superfluous affecting message dissemination from the instructor and message reception and processing by the student.

While a linear approach to the learning process roots from the instructor disseminating information to the student, the acquisition of knowledge and ways in which learning becomes defined spreads into streams of cognitive processing. Learner outcomes become demonstrated through measurements of comprehension, retention, and application, thus, making learners active participants in the learning process (Sellnow et al., 2012). The problem expands to reveal that as learners are expected to apply knowledge, this cannot be done in an environment where the instructor has not applied his or herself to be actively engaged in crafting and communicating the message of learning. Without such engagement, active student-teacher relationships cannot be formed to activate student motivation and achievement, nor the ability to accurately measure the abilities and progress of both students and educators. The problem of effective communication may become mutual to where the measurement of effective instructional communication skills of instructors must be considered according to purpose, audience, and desired outcomes, to where

what is considered as a "positive" or "negative" result, is only dependent on the "positive" or "negative" perceptions and outcomes of students.

In every classroom setting from elementary through higher education, students struggle for various reasons and display their struggle in various forms. Often elementary, and secondary schools view students from lower socio-economic situations or those attributed to a lack of educational equity, such as "Title 1"(ed.gov) students, schools, and institutions, to have more "problems" among students' motivation and achievement. Some of the same factors carry onto students in higher education to where their responsibilities bring further distractions to the academic process of learning. While the causes for students' status' becomes behavioral, linguistic, cultural, political, economic, and situational, the immediate factor of fostering a breakthrough moment, rather than a breakdown of the learning process, is centered on the essential elements of effective instructional communication skills. Such a moment that impacts student motivation and achievement in a "positive" way where students not only receive messages with minimal interference but also process information with higher intrinsic motivation are rooted in a developed student-teacher relationship that promotes academic success through a continual cycle of cognitive growth for every student.

Even in higher education, traditional instructional paradigms of instructional training do not reflect the fluidity of the learning process to which the breakdown of instructional communication has developed a realization that "the 'one size fits all models of the past" are losing relevance, "so instructional communication research should shift with it" (Valenzano & Wallace, 2017 p.483) demonstrating a need for further training and experience in instructional communication skills to be applied in the field of education and among scholars. The maintenance of instructional leadership through effective instructional communication skills is part of the foundation of the pedagogical process. The effectiveness of such a process becomes assessed through the progression of advancement, otherwise leaving a failure to reach goals and attain progress to be attributed to a failure or breakdown in the communicative and learning process (Walton, 2014).

As the problem of lacking instructional communication skills becomes more realized, ways in which student motivation and achievement can be improved run parallel to the improvement of instructional communication skills among educators. The proposed solution to this problem of a deficit of efficient instructional communication skills is to create and implement an eight-hour instructional unit to a group of educators on instructional communication skills incorporating the use of visual aids and learner application of the knowledge through practice and assessment.

The significance of this study leads to an overall objective of implementing instructional communication skills training in formal settings, such as professional development and higher education, to which such skills lead to improved knowledge of the educator, enhancing their

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learning opportunities and experiences with learners at any level. This study serves to contribute to the methodology of training and measurement for positive training facilitation to which educator participants can complete with an increased ability to understand the cognitive communicative process, student-teacher relationship building, and the associations of increased motivation and overall learner achievement.

The remaining parts of this paper are organized as follows. The second section represents a review of the literature. The third section details the methodology of the training outcomes and pre-and post-assessment administration and data collection. The fourth section discusses the outcomes of the instructional communication skills training intervention method focusing on the effects of each training topic area. The final section of this paper summarizes the main points and implications of such training interventions and their positive effect which educational institutions can learn and implement.

2. REVIEW OF LITERATURE

Research and literature on instructional communication skills suggest that there are countless benefits to effective instructional communication skills. This literature review on the topic will present four themes of communicative cognitive processing, instructional communication skills of instructors, student-teacher relationship, and student motivation and achievement which support the need for further formalized training of educators in instructional communication skills.

2.1 Communicative Cognitive Processing

The crafting and delivery of messages determine outcomes in how messages are processed and internalized. Cognitive development and information processing from infancy through adulthood shape how messages and thus, the world around individuals is formed as schemes. The foundational structures of such schemes are built upon as an individual acquires knowledge and information through experiences. Cognitivism relates to the thought process of an individual. In an educational, or any setting, the learner experiences a process of thinking, and thus, information is processed beginning with a stimulus through filters including sensory register, attention, recognition, short-term memory, rehearsal, long-term memory, and meaningfulness which then leads to the final output of a response to be created and somewhat finalized until the next process begins. This entire process is called information processing. McCown (2015, p. 263) describes this process, known as information processing theory, as "an area of study known as information processing theory, which seeks to understand how people acquire new information, how they create and store mental representations of information, how they recall it from memory, and how what they already know guides and determines what and how they will learn".

In 1918, Jean Piaget addressed the question, "How does knowledge develop" through his research program called "The Master Plan" (McCown, 2014). Constructivism is the main output of this "master plan", where cognitive development becomes based on pre-existing knowledge and how such knowledge can be applied to solve a problem to eliminate a disequilibrium, or an unbalance of known and unknown information. Additionally, equilibriums are the desired learning outcomes in information processing where such cognitive schemes are formed and enhanced based on the observation and mental processing of a given environment. The personal growth of an individual is reflective and influenced by cultural norms, goals, and expectations that may require and thus, become established through an event of a psychosocial crisis, or a need to adjust to the "norm" of a society. Erikson (2014) based this process and the development of one's personality on the "epigenetic principle" or the idea that "the personality of an individual forms as the ego progresses through a series of interrelated stages" (McCown, 2014). As stages are experienced, the ability to communicate an output processing of an experience, or a cognitive display of information, through dialogue with the conscious and aware formation of thoughts and ideas demonstrates true levels of intelligence (Niyetbaeva, et al., 2016). It is through communicative exchanges to which such cognitive associations are processed, and it becomes necessary for heightened dialogue to occur to further information processing and individual development.

Research and literature on the instructional communication skills of educators provide findings that student-teacher relationships based on student perceptions of teachers affect student motivation and academic achievement. The basic elements of the communication process where a message is sent to a receiver are more complicated regarding cognitive processing, psychosocial development, and pedagogy in educational contexts. How content knowledge is understood and how senders' perceived traits affect message reception and outcomes is crucial in educational settings such as a classroom, where student motivation and achievement become dependent on the method in which the content knowledge of a lesson is crafted and delivered. Not only the message but likewise, perceptions of the sender and teacher qualities, may or may not enhance student-teacher relationships. As such relationships become defined as "negative" or "positive", students will become more or less intrinsically motivated which could affect their academic achievement to which the ultimate instructional communication skills of the educator are crucial to be effective.

2.2 Instructional Communication Skills of Instructors

As communication is centered on the construction of content, much like how curricula are centered on content, the delivery, or instruction of the content (or message), becomes linked to the messenger. McCluhan's idea of "the medium is the message" brings to light the idea that the message is entailed in the medium to which it is delivered. The medium in education is the instructor to which the message of specific knowledge is to be delivered through a communicative

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process of instructional communication. As this concept is analyzed deeper, the instructor is also a medium of the industry as a representation of the entire phenomena of the process of education, both systematically and organically as an individual seeks knowledge. Therefore, it becomes imperative for the instructor to not only have content knowledge, but more importantly, as Ruben and Feezel (1986, p. 255) suggest, "skill, or the ability to communicate appropriately and effectively is an essential ingredient in teaching". As the instructor themselves may not essentially be "good" or "bad" (McCluhan, 1964), it becomes the way they use communicative elements, or in the meaning of instruction, the way their instructional communication skills, including message reception as a receiver, can be "good" or "bad".

Researchers have strived to test and define the objective and concrete meaning to otherwise subjective elements linked to the overall "good" or "bad" communication skills of instructors in educational settings. Bower et al. (2013) conducted a study where two different models of assessment were performed. The "Modes of Communication" considered included voice, body language, and words while the other model of "Constructed Impression" included communicative elements of confidence, clarity, engagement, and appropriateness (Bower et al., 2013). While such elements are static based on a one-way communicative presentation of information, they remain limited as being disproportionate to interactive communication or instructional settings (Bower et al. 2013), leaving the question of how to measure "good" or "bad" instructional communication and the necessary skills for effective instructional communication, unanswered as it stands.

To be defined as "good" or "bad", instructional communication skills, must be measured against the elements of a receiver on which the effectiveness of the communication can be based. The meaning and purpose of instructional communication dictate the elements and requirements of those elements to which can be assessed and measured objectively with relation to the desired communicative outcomes that occur or do not occur. It becomes the perception of the receiver of the sender to which measures the effectiveness of the communication and process being successful or unsuccessful. While the impression formed about instructors is highly dependent on their oral communication abilities (Rubin & Feezal, 1986), while difficult to objectively measure, the instructional communication skills over content are essential and determine perceptions of instructors which affect the reception of the messages and content they communicate. Using communication effectively in classroom management (Rubin & Feezal, 1986), becomes linked to instructors' motivation and understanding of instructional communication skills and their association as verbal and non-verbal elements that either work together or may hinder each other.

Just as the cognitive process of schemes is developed in learners, instructors are subjected to the same information processing and development of communicative schemes to which elements and traits of communication that appeal to content and personality are continual. Essentially, as

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instructors further their communication, their communication will be furthered (Bakic-Tomic et al., 2015). Experiences further communication and builds personality, to which non-verbal and verbal communicative elements are influenced and displayed. Likewise, teacher instructional communication skills effectiveness has been shown to correlate with teacher credibility and perceived teacher competence (Rubin & Feezel, 1986).

As perceptions of instructors are rooted in instructional communication skills, the comparison of instructors to advertising professionals becomes relevant. The emotional appeal and neuroscience of aiming "to modify the receptor's knowledge, attitudes, values, and behavior patterns" are common between educators and advertisers, where through effective instructional communication skills the personality and "feeling" of the instructor can overcome the actual message content (Ferres & Masanet, 2017, p.52). This leaves students to become intrinsically motivated to want or not want to further the student-teacher relationship affecting motivation and academic achievement. Thus, the measure of effective instructional communication and such skills of educators can become objectively developed through the results of the receiver, students.

1.4 Student-Teacher Relationships

Just as effective instructional communication skills are essential to enhance perceptions of a sender and message content, the establishment of evolving communication traits into constructive dialogues between instructors and students determines the "negative" or "positive" student-teacher relationship or perceptions of either party that can be formed. It is through true dialogue where emotions can become explicit, experiences can be shared, and mutual communication appealing to the advancement of cognitive development becomes the formula to which "positive" student-teacher relationships can occur (Niyetbaeva et al., 2016). The basic elements of speaking and listening of classroom interaction (Flanders, 1972) formulate perceptions and build cognitive construction of knowledge content of both academic and personal experience for a student, while at the same time, furthering the goals of motivating and educating learners for an instructor. Thus, the effectiveness of instructional communication skills is mutual where the necessity and dependency of the instructor and the student define the learning process.

A decline in instructional communication skills relating to a contradiction between communicative elements delivering a miscommunication of instructional perception can lead to a breakdown in the student-teacher relationship to where the relationship could become "negative" or confrontational. It is through mutual communication and dialogue to which the remedy of conflict would influence the outcome to adjust the student-teacher relationship status (Cupach, 1980).

Within the definitions of the student-teacher relationship, the relationship *is* strictly professional, to where a balance between emotional displays in instructional communication skills must be

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measured while displaying cooperation and mutual satisfaction to continue the communicative process long-term throughout the educational process. The perceptions students have of instructors must be reflective of genuine traits and qualities that can lead to a process of trust. Students must trust an instructor to trust the content which determines the value of the communication skills the instructor displays to further the message, as the instructor *is* the message (McCluhan, 1964; Bakic-Tomic et al., 2015). Part of such trust is based on emotional appeal to where the basis of a perception of instructors' communication skills can be judged in the outcomes of storytelling information (Ferres & Masanet, 2017). The subconscious and conscious emotional and rational human experiences in correlation with how storytelling, motivation, and emotional appeal are an integral part of the reception of communicated messages, which are overlooked, as a widespread application within instructional training of educators in the field of education.

Additional research studies and implementation of strategies to further the student-teacher relationship through training are exemplified in a study of middle school teachers implementing the Establish-Maintain-Restore (EMR) intervention approach to where dialogue and methods are purposed for the main goal of "cultivating relationships with students" (Duong et al., 2019). The outcomes of the intervention detailed an increase in academically engaged time and a decrease in disruptive behavior, providing solid promise for concepts to be implemented for teacher training to enhance and promote student-teacher relationships, as the outcomes are beneficial in attaining student engagement.

2.5 Student Motivation and Achievement

Through effective instructional communication skills and the furthering of "positive" student-teacher relationships, student motivation and achievement can be fostered, maintained, and enhanced. The communicative process and instructional communication bring not only knowledge and content but also student engagement by which instructors must lead. Rooting back to the communication skills of an instructor to further measure the effectiveness of their communication, instructors' ability to lead and capture students' interests becomes a defining outcome (Farmer, 2018). It is then inferred that effective instructional communication skills can also be tied to effective instructional leadership. When a communicative disequilibrium occurs, false perceptions that students have of instructors, and likewise instructors have on students, can quickly deteriorate student motivation and achievement and without proper instructor classroom leadership and instructional communication skills, cannot be acquired.

A study completed in a university surveyed the perceptions of students and instructors at undergraduate and graduate levels resulting in lacking communication between students and instructors to where students' "fear of giving the wrong answer" was the main cause (Florescu & Pacurar, 2016). The results of the study indicated discouragement among students based on self-

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perception which motivated students towards a "negative" student-teacher relationship and increased "fear" due to "bad" instructional communication skills, lacking dialogue from instructors to students. Rather, if instructors expressed and facilitated an environment that did not perpetuate a "fear of wrong answers" within students but instead communicated the true feelings of instructors that "mistakes ought to be considered a chance to learn something new" (Florescu & Pacurar, 2016, p.62), student-teacher relationships and motivation and achievement would be "positive". This study also reveals a lack of leadership by which instructors could not effectively communicate or possess effective instructional communication skills to which students' perceptions of instructors could be understood accurately which otherwise would have stimulated an engaging and motivating classroom environment.

Additionally, similar attempts to measure "good" teaching have been documented by researchers. While not directly related to specific instructors in the university setting, students were asked to indicate their "perceptions of good teaching in higher education" (Nabaho et al., 2016), to which a discrepancy was found between this mentioned study, where students indicated student-centered teaching as the main trait of good teaching allowing the students to lead rather than the instructor, and the university's student evaluation of teaching. These findings are also contrary to other research studies where specifically in higher educational settings students seek to learn from experts in their field through a more hierarchical formal method of instruction (Nabaho et al. 2016), furthering inconsistencies with one-way measurement of perceptions of "good" and "bad" teaching and thus, the instructional communication skills of instructors without measuring perceptions, and the motivational and achievement levels of student receivers.

Likewise, the intrinsic motivation of instructors is a pivotal psychological and metacognitive element to which instructors further their communication skills, displaying innate communicative capabilities, and are perceived as being more genuine, thus having a more "positive" student-teacher relationship to which students acquire higher interest levels in content and motivation resulting in higher levels of achievement. Akhtar et al (2017, p.20) state, "the quality of teaching students receive in the context of classroom directs the process of their cognitive development, thus motivation of teachers and student achievement in school are strongly interlinked factors". Such motivation can be rooted in intrinsic and extrinsic capacities for both instructors and students, making effective instructional communication skills essential to maintain shifts. As motivational factors can be fluid, based on perceptions of stimulated satisfaction, "emotions add relevance and human beings are compelled to pay attention to what matters" (Ginsberg & Wlodkowski, 2019, p.57). Instructors can dictate to students what matters in both subject content and perception of importance supported by motivational stimuli communicated through dialogue and storytelling that furthers a positive student-teacher relationship (Al-Madani, 2015).

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3. RESEARCH METHODOLOGY

The research study is designed as an action quantitative study and thus, quantitative data collection based on two sets of assessment scores. The researcher used a quantitative pre-and post-assessment testing instrument before and after the eight-hour instruction session. The assessment consists of 20 multiple choice questions about instructional communication skills. The assessment was scored using a percentile score where 100% is the highest possible score and 0 percent is the lowest possible score. Both the pre-and post-assessment were administered online through a digital platform to where participants indicated their responses using a device such as a phone, tablet, or computer to where they accessed the assessments at the appropriate prompted time in the study. Random number assignments of the participants were recorded upon completion of each assessment.

After obtaining consent from participants, the pre-assessment was administered, then the researcher instructed the adult educator volunteer participants in an effort to positively affect the results. Each lesson and hour of instruction taught one topic of instructional communication skills which included communicative cognitive processing, non-verbal communication, verbal communication, dialogue, student-teacher relationships, motivation, storytelling and emotional appeal, and message crafting. Through direct instruction, independent learning, guided practice, and group discussion and activities knowledge was presented to teach educator learners the "skills" and correlation between the elements of instructional communication skills and their effects on the learning process as they are used in classroom settings.

At the completion of the training, the researcher administered a post-training assessment to which the results were compared to the pre-training assessment to determine if changes have occurred in the participants' knowledge on the topic of instructional communication skills. The data were analyzed using descriptive statistics where the researcher calculated the mean/average of the pre-assessment and the post-assessment scores, thus comparing the mean of the pre-assessment scores to the mean of the post-assessment scores.

3.1 Participants

Eight volunteer participants were selected by the researcher to be contacted based on the criteria that they are over the age of 18 years old and their educational background of teaching/instructional experience of having provided direct instruction in some capacity (face-to-face, or online) to a student group of one or more learners over a consistent time frame greater than six months.

3.2 Ethical Consideration

In this study, the survey was developed then approved by the university's ethics committee. All the data collected were anonymous, confidential, and voluntary. Only participants who consented were electronically directed to the pre-assessment, training course, and post-assessment.

3.3 Analysis

The quantitative data gathered from the pre-and post-assessment indicates that educator knowledge of instructional communication skills increased from the pre-assessment to the post-assessment. The overall average of participants' scores increased from 50 percent to 75 percent, indicating an average increase of 25 percent (see Figure 1).
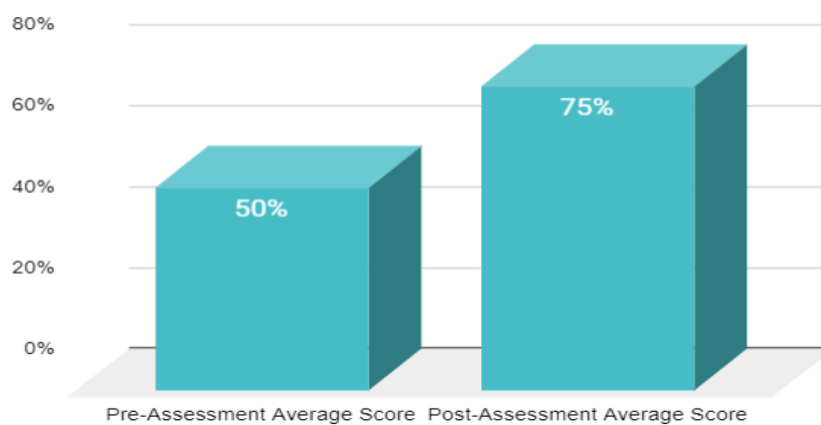

Figure 1: Pre-and post-assessment overall average percentile score comparison.

All lesson topic averages also were maintained or increased ranging in an increase of 0 to 50 percent. The lesson topics of verbal communication and lesson topic of storytelling and emotional appeal showed an average of zero percent increase and decrease while the lesson topics of communicative cognitive processing, non-verbal communication, dialogue, student-teacher relationships, motivation, and message crafting all showed an increase in average scores of 16.67 to 50 percent (see Figure 2).

Of the lesson topics which indicated an increase in scores, three topics increased by an average score of 50 percent. The lesson topic of communicative cognitive processing increased from 57.14 to 78.57 percent, an increase of 21.43 percent. The topic of non-verbal communication increased from 50 to 100 percent, an increase of 50 percent. The topic of dialogue increased from zero to 50 percent, with a second increase of 50 percent. The topic of student-teacher relationships increased from 50 to 100 percent, the third increase of 50 percent. The topic of motivation increased from 50 to 83.33 percent, an increase of 33.33 percent. The last lesson topic of message crafting increased from 33.33 to 50 percent, an increase of 16.67 percent.
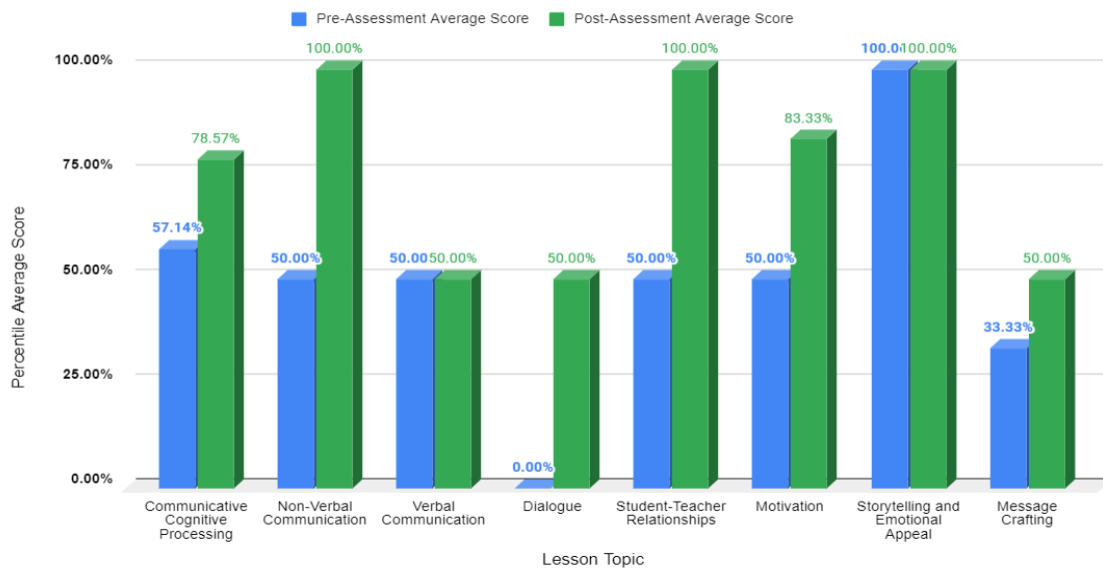

Figure 2: Comparative pre-and post-assessment average scores according to the lesson topic.

Of the two participants, their actual scores increased. The pre-assessment indicated the two participants scored the same score of 50 percent (10 out of 20 questions correct), indicating an overall pre-assessment average score of 50 percent. Following the instructional training session, the post-assessment results indicated one participant had a score of 65 percent (13 out of 20 questions correct), and one participant scored 85 percent (17 out of 20 questions correct), indicating an overall post-assessment average score of 75 percent.

4. RESULTS AND DISCUSSION

The quantitative data collected from the pre-and post-assessment includes an average percentile score according to a 0%-100% scale. The assessment tool is comprised of reflecting participants' knowledge on the study topic of instructional communication skills. The completion of the 20 multiple-choice question assessment tool reflects eight lesson topics of the instructional training session which include communicative cognitive processing, non-verbal communication, verbal communication, dialogue, student-teacher relationships, motivation, storytelling and emotional appeal, and message crafting. Before data collection, six of the eight participants were not able to participate and therefore, are not included in the data results of the study. The quantitative data results indicate all participants increased in instructional communication skills knowledge upon completing the eight instructional hour training session. The pre-assessment overall average score of all participants was 50 percent. The post-assessment overall average score of all participants was 75 percent. Overall, the quantitative data indicates the impact of an eight instructional hour training session has the ability to improve the instructional communication skills knowledge of educators, which is consistent with the similar study of Akgül (2020).

The instructional communication skills training session positively impacted educator knowledge in communicative cognitive processing, non-verbal communication, dialogue, student-teacher relationships, motivation, and message crafting. Elements of cognitive communication support how effective instructional communication skills of instructors create a perception of the instructor attached to the cognitive construction of knowledge content presented. The subjective communicative traits of verbal and non-verbal expression affect perceptions of interest, motivating student experience based on direct dialogue and interaction to be measured as "good" or "bad". Additionally, the importance of the intrinsic motivation of the instructor leads to a subconscious effect where their emotions transcend to conscious rationalism to which expressions and eventually instructional communication skills are formed. Likewise, the intrinsic motivation of students can be appealed to through emotional storytelling to which a stimulus nurtured through effective instructional communication skills is received to where the output of academic achievement is acquired. Through this process, the emergence of the cause and reaction of individual communicative exchanges can reflect or deflect interest where student outcomes become the lifeline of true measurement of the effectiveness of instructional communication skills of an instructor.

The data comparison of the pre-and post-assessment scores indicates 100 percent of participants were able to improve both their actual and average scores by a minimum of three points and 15 percent, respectively, and a maximum increase of seven points and 35 percent, respectively. The data results are a clear indication of the positive impact of the eight instructional hour training session on educators' knowledge of the topic of instructional communication skills, as their knowledge of the topic increased as a result of the training session, as evidential in the data analysis results.

5. CONCLUSION

Based on the data collected from the research study, the conclusion which can be formed is the impact of an eight instructional hour training session can increase educators' overall knowledge on the topic of instructional communication skills, as indicated by the quantitative data derived from the pre-and post-assessment. Instructional training sessions for educators can therefore be impactful and effective in increasing their knowledge on the topic of instructional communication skills. The study demonstrates and recommends formal implementation based on the need and positive impact of formal instructional communication skills training for educators to further productive communication and cognitive information processing by students to receive a simultaneously emotional and contextually logical learning experience to take place cultivating high motivation and student achievement.

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Appendix A

Pre-and Post-Assessment

What are the three main elements of communication? *   1 point

    a. Message, Channel, Receiver
    b. Message, Channel, Decoder
    c. Sender, Message, Receiver
    d. Sender, Message, Decoder

What affects cognitive processing? *   1 point

    a. Experiences and Knowledge
    b. Communication and Experiences
    c. Age and Experiences
    d. Knowledge and Learning

Why is communicative cognitive processing important? *   1 point

    a. To minimize noise
    b. To stimulate effective decoding
    c. To understand the target receiver
    d. All of the above

How many elements are included in the full communication process? *   1 point

    a. 7
    b. 8
    c. 5
    d. 3

What does instructional communication affect in educational settings? *   1 point

    a. Student-teacher relationships
    b. Student achievement
    c. Student motivation
    d. All of the above

What is "dialogue"? *   1 point

    a. A communicative process that further develops a relationship.
    b. An exchange of information between two senders.
    c. A form of communication, based on mutual interests.
    d. A furthering of mutual communication appealing to cognitive development.

Student-Teacher relationships are dependent on: *   1 point

    a. Effective instructional communication skills.
    b. Teachers listening and adhering to students' needs.
    c. Students feeling that they can trust their teachers.
    d. Positive student achievement.

"Appropriateness" is an element of: *   1 point

    a. Instructional design
    b. Non-verbal and verbal communication
    c. Curriculum design
    d. Motivation

An example of intrinsic motivation is: *   1 point

    a. Achieving a personal goal.
    b. Money
    c. Someone else telling an individual what to do.
    d. A requirement that must be fulfilled.

Message crafting relates to: *   1 point

    a. Purposeful creation of messages.
    b. Creating a message with tangible objects.
    c. Writing as a hobby.
    d. Sending an emotional message.

"Silence" is part of what instructional communication element? *   1 point

    a. Verbal communication
    b. Non-verbal communication
    c. Noise
    d. Message crafting

Advertising elements are important in instructional communication as they: *   1 point

    a. Further student motivation.
    b. Provide an emotional appeal to instructional communication.
    c. Further storytelling.
    d. All of the above

An example of extrinsic motivation is: *   1 point

    a. Achieving a personal goal.
    b. A requirement that must be fulfilled.
    c. Money
    d. Someone else telling an individual what to do.

What element of instructional communication is most important *   1 point

    a. Verbal communication
    b. Motivation
    c. Non-verbal communication
    d. All of the above

What is cognitive processing? *   1 point

    a. The process of seeking knowledge and learning through an awareness of what is happening in an experience.
    b. The mental awakening of knowing an experience to which one will become an expert.
    c. The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.
    d. The process of gaining knowledge and understanding everything.

How can instructors motivate their students? *   1 point

    a. Have open conversations and get involved in their personal lives.
    b. Lead students through lessons using repetitive positive reinforcement.
    c. Listen and comply with all requests and give rewards.
    d. Use effective communication skills to alter student perceptions.

Why is non-verbal communication important? *   1 point

    a. It supports verbal communication.
    b. It displays authenticity.
    c. It generates interest in content.
    d. It allows students to know if an instructor is tired.

What is an element of verbal communication? *   1 point

    a. Clarity
    b. Motivation
    c. Facial Expressions
    d. Eye contact

What is the role of feedback? *   1 point

    a. Ensuring the message from the sender was received accurately.
    b. To notify the sender the message was not received.
    c. A method for the receiver to ask questions to the sender.
    d. All of the above

What are the main elements of effective message crafting? *   1 point

    a. Storytelling, emotional appeal, and delivery
    b. Purpose, delivery, and decoding
    c. Word choice, purpose, and delivery
    d. Word choice, delivery, and cognitive processing