If you have suggested additions, or you find that some links are not working, please email resourcelist@fess.ie

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| **Minor Award Name** | Communications  |
| **Minor Award Code** | 4N0689 |
| **Level** | 4 |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Explain some impacts of ICT on learning activities, social and worklife, to include personal computers, digital, mobile and internettechnologies | Website | This website is useful as it provides a broad overview of the *impact of ICT* *on society* outside of school. This link provides demonstrates how ingrained ICT is on people’s lives and the resulting advantages/disadvantages. | BBC | <http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/impact_ict_society/revision/7/> |
| PowerPoint | This is a suitable slideshow covering the benefits and drawbacks of *ICT in school life*. It can be localised to suit the learners’ needs | Sanika Deshmukh | <http://www.slideshare.net/sanika1130/impact-of-ict-in-education> |
| Outline elements of legislation that must be observed in apersonal and/or work context, to include health, safety andwelfare at work and communications-related legislation | Pdf | This Health & Safety Authority guide provides a summary of the responsibilities of keyStakeholders (including employers and workers) under *Safety, Health and Welfare at Work Legislation.* | Health & Safety Authority | <http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Short_Guide_to_SHWWA_2005.pdf> |
| Website | This website outlines the broad details of the Data Protection Acts of 1988 & 2003. It provides a coherent explanation of how the *legislative material concerned with Communications* must operate. It can be adapted to suit the learners’ needs and is quite straightforward. | Data Protection Commissioner<https://www.dataprotection.ie/documents/legal/CompendiumAct.pdf> | <http://www.gordonjudge.ie/data-protection-law-in-ireland/> |
| Communicate a range of messages effectively using visual aidsand non-verbal communication tools and strategies, to includeimages, signs, non-verbal aspects of speech, appearance,colour and the surrounding environment | Website | This website is very good at explaining how best to put together a slideshow as part of an *oral presentation*. It also provides a list of practical tips to help students overcome nerves or fear of addressing the class. | Grace Fleming | <http://homeworktips.about.com/od/speechclass/qt/Tips-For-Your-Slide-Show-Presentation.htm> |
| Website | This link works well with the one above, as it goes into greater detail on effective body language, gestures, eye contact and tone of voice during an oral presentation, allowing *clear communication* to take place. | Kenneth Beare | <http://esl.about.com/od/conversationlessonpla2/a/Esl-Presentation-Rubric.htm> |
| Video sharing website | This link is very helpful in showing students the importance of *nonverbal communication skills* in an interview. The video is Irish-made and not overly polished, and demonstrates effective body language, dress, eye contact, tone of voice etc. | Loadzajobs | <https://www.youtube.com/watch?v=Q8RfoKn-dx8> |
| Website | This link dovetails with the one above as it provides ten practical ‘interview body language tips’ for students. | Colm Cavey | <http://www.irishjobs.ie/careeradvice/ten-job-interview-body-language-tips/> |
| Interpret images, to include work-related photos and diagrams,charts, maps, graphics, advertisements, pop videos, logos,statistical information | Website | This link provides a huge range of photographs that can be used to allow students *interpret images and graphics*. For certain photos authorisation is required but this is straightforward. | Guardian News and Media Limited **then** photographer & details i.e.: Jörg Immendorff ‘smashes the system’ e.g. <http://www.theguardian.com/artanddesign/gallery/2016/mar/24/jorg-immendorff-smashes-the-system-in-pictures> | <http://www.theguardian.com/artanddesign/photography> |
| Website | This Irish link is thought-provoking as it uses jarring images that demonstrate to students the power and influence of *advertisements* | Dailyedge.ieMichael Freeman | <http://www.dailyedge.ie/guinness-posters-nazi-germany-1275814-Jan2014/> |
| Website | This is a valuable link as it contains 100 famous paintings, along with the year they were created. Each painting has a theme or purpose, and the *image can be interpreted* by students to discover the meaning behind a painting. | Lukeprog | <http://www.listology.com/lukeprog/list/100-greatest-paintings-all-time-pics> |
| Video sharing website | YouTube is ideal for students to watch a *pop video*, then interpret the imagery & symbolism in the video. \*\*\* | YouTube | <https://www.youtube.com/> |
| Demonstrate listening skills for a range of purposes, to includeuse of eye contact, seeking clarification, note-taking,summarising and paraphrasing | On-demand video service | The RTÉ Player allows students to watch a news bulletin from a media source and *demonstrate their aural comprehension*.  | RTÉ | <http://www.rte.ie/player/ie/> |
| Demonstrate a range of reading techniques, to includeskimming, scanning, in-depth study, identifying key points,extracting information, evaluating bias and purpose | Websites | These websites contains old advertisements displaying subtle prejudices like racism and sexism. These images are an excellent way to *evaluate the bias* that may still be found in contemporary advertising and newspapers | Nico Lang | <http://thoughtcatalog.com/nico-lang/2013/09/41-mind-blowingly-racist-vintage-ads-you-need-to-see/> |
| Websites | Various | <http://www.ditchthelabel.org/sexist-ads-through-the-ages/> |
| Website | This website gives a good explanation of the difference between tabloid & broadsheet newspapers, and demonstrate the purpose of media material. Then -  | Tony Rogers | <http://journalism.about.com/od/trends/fl/Whats-the-Difference-Between-Broadsheet-and-Tabloid-Newspapers.htm> |
| National Newspapers | Students should *scan, skim and extract information* from tabloids and broadsheets published on the same date to discover how they report stories differently. | I use the *Daily Star* (tabloid) and the Irish Times *(Broadsheet)* |  |
| Extract the main facts, ideas, issues and opinions from a varietyof aural and written sources, to include spoken and writtenmedia texts and material relevant to a vocational area | Website | TED provides hundreds of free educational lectures on their website. People share their ideas/experiences in a 15 minute talk on *vocational* subjects suited to the Communications module. Students may then demonstrate their *aural comprehension skills*. | TED TalksVarious – the website is curated by Chris Anderson | <https://www.ted.com/talks> |
| Website | Bio.com is a very useful website which provides thorough but uncomplicated biographies of famous artists, scientists, musicians, actors etc. These may be used as the basis for *Non-fictional Texts* and also as a source of information for the *Minor Research Project*. | biography.com Editors | <http://www.biography.com/> |
| Website | Jobs.ie is a website which lists vacant positions across the country. By accessing the Dublin portal, an assortment of jobs can be printed out and given to students to display their comprehension of *vocational texts* | jobs.ieVarious employers i.e. ‘Floor staff required -Aussie BBQ’  | <http://www.jobs.ie/dublin_jobs.aspx> |
| Website | This website’s search engine allows you to find the lyrics from countless songs. By selecting a song & printing the lyrics, students can display their *comprehension of fictional texts*. \*\*\*Watching the corresponding video on YouTube helps with comprehension of the subject of the song. | azlyrics.comVarious artists e.g.‘Guns & Horses’ by Ellie Goulding | <http://www.azlyrics.com>  |
| Use drafting, editing and proof-reading skills to write routinedocuments with accurate punctuation, spelling and sentencestructure, to include creative material and work-related reports,electronic correspondence, forms, letters, memos and minutes | Website (blog) | This link is very useful for students who feel they don’t know how to write a short story. The blog shows that by using a personal experience and picturing themselves as the protagonist, they can *then draft a short story*, focusing on just one conflict or issue.The same skillset is also beneficial for the students when *writing their learning journal*, where being able to reflect and express their feelings/emotions is essential. | Dennis Jerz and Kathy Kennedy | <http://jerz.setonhill.edu/writing/creative1/shortstory/> |
| Website | This is a good website which provides excellent tips for improving basic writing skills i.e. spelling & sentence structure. | Melissa Donovan | <http://www.writingforward.com/better-writing/writing-skills> |
| Textbook | This textbook is *essential* for any Communications tutor. Part 4 (Section 13, page 187) provides comprehensive advice on composing and editing workplace documents, including drafting and proofreading. | Nicholas Harvey | <http://www.amazon.com/Effective-Communication-Nicholas-Harvey/dp/0717159760> |
| Interact effectively with others in different contexts, includingdiscussion with peers, one-to-one, in a group/team, workingunder supervision, oral presentation, formal interview and for thepurposes of informing and persuading | Website | This is a series of photographs on British slums in the 1970’s. You may need authorisation for classroom use but it’s free and straightforward to do so. By selecting a photograph and following instructions, students can then *work under supervision* and *as part of a team* to *discuss* what message is being communicated in the photographs. | Nick Hedges | <http://www.theguardian.com/uk-news/gallery/2016/feb/06/gimme-shelter-hard-lives-in-british-cities-1969-72?CMP=Share_iOSApp_Other> |
| Plan for clear communication including contextual factors suchas social, physical, relational, genre | Online database of how-to guides | This is a link to an old children’s game! It is a simple but effective & fun way to demonstrate to students the importance of *contextual factors (social, physical, relational, genre)* in effective communication. | wikihow.comVarious - wikihow is an open content, collaborative online community edited and amended by many contributors | <http://www.wikihow.com/Play-Chinese-Whispers> |
| Use at least one medium of communications and or InformationTechnology to exchange information with another user. | Email provider | Gmail is a free email service provided by Google. Students can create a Gmail account and *email* their tutor, sending their business documents as attachments *to exchange information*. | google | <https://accounts.google.com/ServiceLogin> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| TES | <https://www.tes.com/teaching-resources>  |
| NALA | <https://www.nala.ie/>  |

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| **MOOCs (Massive Online Open Courses)** |
| Free access to online coursesSearch regularly for new courses and new start dates | <https://www.mooc-list.com/>  |

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Impact of ICT | YouTube Video | *Bight Boys*This book tells the story of the ‘bright boys’ and the making of information technology. It traces the invention of the first computer and the first digital network. I’m including the link to a video about the book. Extracts can be useful for discussion or research  | Tom Green | <https://www.youtube.com/watch?v=m2TkrC40VUc>  |
| Book  | <https://www.crcpress.com/Bright-Boys-The-Making-of-Information-Technology/Green/9781568814766> |
| YouTube Video  | A graphic timeline of the main changes in communication from 3000BC to modern times.  | Gail Buck  | <https://www.youtube.com/watch?v=rcWrWAu1eyM> |
| YouTube Video | *The Good, the Bad and the Ugly of ICT*. An interesting and concise look at the advantages and disadvantages of technology. | Witin Channel  | <https://www.youtube.com/watch?v=6RmxoUCc8oE> |
| Website | Contains a comprehensive lesson on the impact of ICT in the workplace and on working at home. There are also activities and tests that can be useful. | BBC | <http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/impact_ict_society/revision/2/> |
| Report  | This interesting report explores the impact of technology on teens and their writing ability. There is a handy summary box at the end and there are some very useful statistics throughout that can start discussions or be used for research. | Amanda Lenhart *et al*. | <http://www.pewinternet.org/2008/04/24/writing-technology-and-teens/> |
| Using technology to communicate | Website  | This website guides you through the use of the full gambit of social media options. While it is primarily focused on marketing it nonetheless offers a great insight into all the different social media choices: Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Google+, Blogging and Podcasts. Can be a good starting point for someone unfamiliar with all the options. | Social Media Examiner | <http://www.socialmediaexaminer.com/getting-started/>  |
| YouTube Video  | The video easily guides you through sending an email. It is directed at beginners.  | Duncan Campbell  | <https://www.youtube.com/watch?v=OvoxcdvlvyI> |
| Wall Chart  | This chart, which can become a wall chart, details the pros and cons of using different communication channels.  | Melcrum  | <https://www.melcrum.com/research/strategy-planning-tactics-intranets-digital-social-media/choosing-right-communication> |
| Online courses and presentations | This excellent selection of courses and presentations cover all aspects of learning to use a computer from learning about the hardware to emailing and using many different software programs. Accessible and easy to follow. | GCF Learnfree.org | <http://www.gcflearnfree.org/topics> |
| Legislation relating to communications  | Website | A plain English guide to data protection law.  | Data Protection Commissioner  | <https://www.dataprotection.ie/docs/A-guide-to-your-rights-Plain-English-Version/r/858.htm> |
| Guide  | A short Guide to the Safety, Health and Welfare at Work Act 2005 with details on the HSA and the key elements of the act.  | HSA | <http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Short_Guide_to_SHWWA_2005.pdf>  |
| Guide  | This guide from the National Consumer Agency gives detailed information on the Sale of Goods and Supply of Services Act 1980.  | National Consumer Agency | <http://pdst.ie/sites/default/files/NCA-Sale-of-goods%20booklet.pdf> |
| Web page | Citizens Information’s easy reference guide to the Freedom of Information Acts with useful links to more information. | Citizens Information | <http://www.citizensinformation.ie/en/government_in_ireland/national_government/standards_and_accountability/freedom_of_information.html> |
| Visual and non-verbal communication  | Wall charts  | Some useful wall charts for non –verbal communication options. | Pinterest  | <https://www.pinterest.com/pin/553802085399845900/> |
| Online article  | This article introduces non-verbal communication with different types, cultural context and the importance of non-verbal communication. Ends with an interesting video on communications skills | Skills you need | <http://www.skillsyouneed.com/ips/nonverbal-communication.html> |
| Web page  | A handy list of tips for using visual aids effectively. | Workshop Exercises | <http://www.workshopexercises.com/Visual_Aids.htm> |
| YouTube video | 5 simple but effective tips for using visual aids in presentations and how to choose an appropriate one. | Ms Hoover Wiley | <https://www.youtube.com/watch?v=fxLTk9gMr6w> |
| Guide  | A useful list of phrases leaners can use to help them describe and interpret images. | Edu  | <http://wwwedu.ge.ch/po/stael/anglais/G3/Speaking/How-to-describe-and-interpret-pictures.htm> |
| Wall chart | This wall chart equates colours with feelings and reactions. | Schrivers | <http://schrivers.blogspot.ie/2015/07/which-color-shall-you-use-for-your.html> |
| Listening skills and interaction with others  | Web page | This page gives a clear written article on listening skills and steps to active listening. It also gives a video for auditory learners. | MindTools | <https://www.mindtools.com/CommSkll/ActiveListening.htm>  |
| eBook  | *Active Listening: Communication Skills*The chapter on the Characteristics of Active Listening is detailed and interesting. See also the chapter on Barriers to Listening. The key points at the end of each section provide good sum ups of the main skills to learn.  | Team FME | <http://www.free-management-ebooks.com/dldebk-pdf/fme-active-listening.pdf> |
| YouTube video | This video clearly gives good ideas on improving listening in presentations or group situations, from active listening to use of body language. | Fig ESSA | <https://www.youtube.com/watch?v=C8zNx_IarUw> |
| Web page  | For the tutor not used to doing role plays, this will guide you through planning and facilitating a role play, with an example. | MindTools  | <https://www.mindtools.com/CommSkll/RolePlaying.htm> |
| Article and charts  | A useful article with handy charts to show the different uses of formal and informal language. | Author: Tomasz P. Szynalski | <http://www.antimoon.com/how/formal-informal-english.htm> |
| YouTube video  | This video is compiled by the Collins McNicholas Recruitment and HR Services Group and goes through the main issues in interviews like personal appearance and answering common and difficult questions | Collins McNicholas Recruitment and HR Services Group | <https://www.youtube.com/watch?v=NG6xktLmALg> |
| Website  | This site has it all. A simple step-by-step guide to running a meeting, a video that details these tips, links to sample documents and a checklist for what you’ll need.  | WikiHow | <http://www.wikihow.com/Run-an-Effective-Meeting> |
| Reading techniques  | Web page  | Simple paragraph descriptions of 7 reading techniques from skimming to speed reading A good starting point.  | Edu Note | <http://www.edunote.info/2013/04/reading-definition-techniques.html>  |
| Reading Comprehensions  | A long list of reading comprehensions for practicing reading skills.  | ETS | <http://englishteststore.net/index.php?option=com_content&view=article&id=236&Itemid=318> |
| Reading exercises | A list of exercises to practice skimming and scanning techniques. | UEFAP | <http://www.uefap.com/reading/exercise/menu_eff.htm> |
| Sideshow | A simple guide to the different types of reading with examples. | Slideshare | <http://www.slideshare.net/GeraldinGarcia2/kinds-of-reading>  |
| Writing skills  | Book  | *Get it Right: A Pocket Guide to Written English* This slim but informative book is a wealth of information on spelling, punctuation, summarising, note taking and more. | Author: Michael Temple Publisher: John Murray (Publishers) Ltd | <http://www.amazon.co.uk/Get-It-Right-Written-English/dp/0719535077> |
| Book  | *Eats, Shoots and Leave. The Zero Tolerance Approach to Punctuation* This highly entertaining book is also informative and easy to read. Should be on everyone’s bookshelf. | Author: Lynn TrussPublisher: Profile Books Ltd  | <http://www.amazon.co.uk/Eats-Shoots-Leaves-Lynne-Truss/dp/0007329067> |
| eBook | *The Essential Handbook for Business Writing.* This comprehensive guide is detailed and informative on a range of issues of business writing to include: language basics; how to write letters; emails; report writing; and visual elements. | Author: Desmond A. GillingPublisher: Essential Business English.  | <http://essentialbusinessenglish.com/EBE/the_EBE_method_files/TheHandbook-Sampler.pdf> |
| Website | A useful list of prompts to help leaners get started on creative writing. A full list of imaginative ideas ranges from famous film plots to lottery generator and from story title generator to random first lines. | Writing Exercises.co.uk Publisher: JG Publishing | <http://writingexercises.co.uk/index.php> |
| Website | This step-by-step guide brings you through the process of writing a report: choosing a topic, researching, writing and proofing. | WikiHow | <http://www.wikihow.com/Write-a-Report> |
| Multiple Topics  | Book | *Effective Communication* Covers a full range of communications skills. In an accessible format this books will guide your learners through the main communications skills and issues. It covers areas like: current issues like the impact of social media; relevant legislation; reading techniques; listening skills; non-verbal communication; group interaction; and skills for research.  | Author: Nicholas Harvey Publisher: Gill and Macmillan Ltd | <http://www.gilleducation.ie/communications>  |
| Slideshow  | This is actually specifically aimed at the old FETAC level 5 module but aspects of it are still relevant and useful. It covers a range of skills with simple slides and easy-to-follow exercises on things like symbols, non-verbal communication, personal writing, group meetings and interviews. Can be a good launching pad. | Classroom Guidance | <http://www.classroomguidance.ie/communications_PN.html>  |
| eBook  | *A Primer of Communications Studies* This detailed book is available to read online or to download in PDF. It may be above Level 4 but can offer a good base upon which to base notes. There are useful chapters on: non-verbal communication; listening skills; interpersonal communication; small group interaction; and media, technology and communication | Andy Schmitz | <http://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html> |
| Website  | This Website contains a wealth of information for the adult learner with short lesson and videos on grammar, speaking and listening skills, reading and writing.  | BBC Skillswise  | <http://www.bbc.co.uk/skillswise/english> |
| Book | *Shortcuts to Success: Study and Exam Skills*A useful guide to all sorts of study skills that gives very good advice on, reading, writing skills, grammar, note-taking and general learning that adult learners will find invaluable. | Author: Irene Togher Publisher Gill and Macmillan Ltd  | <http://www.gilleducation.ie/secondary-shortcuts-to-success/secondary-shortcuts-to-success/shortcuts-to-success-study-and-exam-skills-for-leaving-certificate> |

 **Useful Organisations:**

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| **Name** | **Contact Information** |
| Data Protection Commissioner  | <https://www.dataprotection.ie/>  |
| Health and Safety Authority  | <http://www.hsa.ie/eng/>  |
| Office of the Information Commissioner  | <http://www.oic.gov.ie/en/>  |
| Citizens Information  | <http://www.citizensinformation.ie/en/>  |
| ETS | <http://englishteststore.net/>  |
| Commissions for Communications Regulation  | <http://www.comreg.ie/>  |
| Quality and Qualifications Ireland (QQI) | <http://www.qqi.ie/>  |
| Further Education Support Service (FESS) | <http://www.fess.ie/>  |
| Department of Education and Skills | <http://www.education.ie/en/>  |
| National Adult Literacy Agency (NALA) | <https://www.nala.ie/>  |
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| **MOOCs (Massive Online Open Courses)** |
| Free access to online coursesSearch regularly for new courses and new start dates | <https://www.mooc-list.com/> |
| Alison: A New World of Free Certified Learning A free course for learning and study skills.  | <https://alison.com/courses/Personal-Study-Skills>  |
| Study.com offers a range of course including those on different aspects of communication.  | <http://study.com/>  |