**Department of Electrical Engineering**

**Assignment**

**Date: 14/04/2020**

**Course Details**

**Course Title:**  Communications skills **Module:** 2

**Instructor: MISS RIZWANA IQBAL Total Marks:**

30

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Note: **Plagiarized work is not acceptable**.

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| Q1 | Traditionally, public relations have been portrayed as a simple communication' function and various communication theories in public relations or communication have been proposed but how do you investigate the barriers of Communication and its consequences on efficiency of Public institutions. | Marks 10 |
| CLO 1 |
| Q2 | The digital age has brought many new ways to communicate such as email, Twitter, and Facebook. Does the process of communication change? Justify the answer. | Marks 10 |
| CLO 1 |
| Q3 | [How does some valid Principles assess the communication skills in different age group of people and what does the impact of that assessment in different communication (education community, business community and sports community)](https://www.researchgate.net/post/Do_you_know_some_valid_tools_for_assessing_the_communication_skills_in_adults_with_severe_and_or_profound_intellctual_disabilities) | Marks 10 |
| CLO 1 |

QUESTION#01:

Traditionally, public relations have been portrayed as a simple communication’ function and various communication theories in public relations or communication have been proposed but how do you investigate the barriers of communication and its consequences on efficiency of Public institutions.

ANSWER:

Traditional publicity model, PR professionals seek to create media coverage for a client, product, or event. These efforts can range from wild publicity stunts to simple news conferences to celebrity interviews in fashion magazines. P. T. Barnum was an early American practitioner of this kind of PR. His outrageous attempts at publicity worked because he was not worried about receiving negative press; instead, he believed that any coverage was a valuable asset. More recent examples of this style of extreme publicity include controversy-courting musicians such as Lady Gaga and Marilyn Manson. More restrained examples of this type of PR include the modern phenomenon of faded celebrities appearing on television shows, such as Paula Abdul’s long-running appearances on *American Idol*.

A school administrator has no greater responsibility than to develop effective communication. On the surface, the answer is relatively simple. I have identified the elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur. The author, George Bernard Shaw wrote. The greatest problem with communication is the illusion that it has been accomplished. Four types of barriers (called noise, process barriers, physical barriers, semantic barriers, and psychosocial barriers. Public relations (PR) is the attempt to establish and maintain good relations between an organization and its constituents. PR efforts that get products and brands into the press are far more valuable than a simple advertisement.

**The Four Models of PR (**Public relations):

| **Type of Model** | **Description** | **Example** |
| --- | --- | --- |
| Traditional publicity model (the press agentry model) | Professional agents seek media coverage for a client, product, or event. | Thong-clad actor Sacha Baron Cohen promotes *Bruno* by landing in Eminem’s lap at the 2009 MTV Video Music Awards. |
| Public information model | Businesses communicate information to gain desired results. | Colleges send informational brochures to potential students; a company includes an “about” section on its website. |
| Persuasive communication model (the two-way asymmetric model) | Organizations attempt to persuade an audience to take a certain point of view. | Public service announcements like the one that shows “your brain” and “your brain on drugs.” |
| Two-way symmetric model | Both parties make use of a back-and-forth discussion. | A company sends out customer satisfaction surveys; company Facebook groups and message boards. |

Systems theory is useful in public relations because it gives us a way to think about relationships. Generally, systems theory looks at organizations as made up of interrelated parts, adapting and adjusting to changes in the political, economic, and social environments in which they operate. Organizations have recognizable boundaries, within which there must be a communication structure that guides the parts of the organization to achieve organizational goals.The study aims to investigate the communication barriers that should be removed for effective communication in the private commercial banks of Bangladesh. A structured questionnaire survey based on 5-point Likert-scale was conducted on 165 full-time employees of private commercial banks. The sample includes 15 private commercial banks. The Principal Component Analysis reveals three types of communication barriers; personal barriers, job barriers, and organizational barriers. Among these barriers, personal barriers are the most significant barriers according to the respondents of the study. Personal barriers include lack of English knowledge, local tone, opposite sex and hot temper. The second most important barriers are job barriers that include technical words, personal life and job monotony. The third most important barriers are organizational barriers which include defective technology and internal politics.

QUESTION#02:

The digital age has brought many new ways to communicate such as email, Twitter, and Faebook. Does the process of communication change? Justify the answer.

ANSWER:

Social media has also changed the way that we interact, mainly the way we have lost some of our social skills. Some people are completely incapable of carrying on a normal conversation or interacting with people in person because of the dependency of social media.

Social networks are becoming one of the dominant ways we communicate. Snapchat or Instagram, anyone?? People are more obsessed with checking their smartphone every 2 minutes than engaging in meaningful conversation with their child or spouse. Social media and technology are double-edged swords. It’s awesome to have and can really help us, but it also distracts us to the point of being blind and deaf to everything else going on.

It is obvious that the current digital world has changed the entire dynamics of communication across all age levels; the way we work, the way we live, and the way we make and maintain friendships have so far taken a different twist. People who use these via SMS or social networks are not necessarily spelling things incorrectly. They are effectively speaking a new language entirely.Emoticons, representation of a facial expression such as a smile or frown, formed by various combinations of keyboard characters and used to convey what the user is feeling or to express the intended tone without actually having to write it has become acceptable.You could argue that this is a lazy form of writing, but social media isn’t a process of creative writing, at least not in the traditional sense, it is a fast and convenient way of interacting with an audience. A whole host of words originating from social media and the wider Internet have become so commonplace that they have now slipped into popular usage, and we do not even realise it.

New technology and social media sites are constantly changing, evolving and developing, which means the face of personal communication is also changing. These changes often mean people are having less and less face-to-face interaction.Email, texting, Facebook and Twitter are just a few examples of mediums that have diminished verbal communication. Verbal communication has decreased dramatically from just 20 years ago, when most of the technology used today did not even exist.Email was one of the first forms of communication technology to come about that is still used today, starting during the ’70s but not becoming popular until the ’90s. Email is currently the most popular form of online communication, even after discounting the large volume of spam messages sent. According to [readwrite.com](http://readwrite.com/2011/09/12/the-value-of-email-infographic), about 188 billion emails are sent out per day. In addition, there are three times as many email accounts as Twitter and Facebook accounts combined. Communicate consistently, frequently, and through multiple channels, including speaking, writing, video, training, focus groups, bulletin boards, intranets, and more about the change. Communicate all that is known about the changes, as quickly as the information is available. Make clear that your bias is toward instant communication, so some of the details may change at a later date. Tell people that your other choice is to hold all communication until you are positive about the decisions, goals, and progress, which is disastrous in effective change management. Provide significant amounts of time for people to ask questions, request clarification, and provide input. If you've ever been part of a scenario in which a leader presented changes to a large group via overhead transparencies and then fled, you know what bad news this is for change integration. People must feel involved in the change. Involvement creates commitment nothing else is as significant during a change process.

QUESTION#03:

How does some valid Principles assess the communication skills in different age group of people and what does the impact of that assessment in different communities (education community, business community and sports community)?

ANSWER:

Assessment and analysis identify the claims of human rights in education and the corresponding obligations of governments, as well as the immediate, underlying and structural causes of the non-realization of rights. Programmes assess the capacity of individuals to claim their rights and of governments to fulfil their obligations. Strategies are then developed to build those capacities. Programmes monitor and evaluate both the outcomes and processes, guided by human rights standards and principles. Programming is informed by the recommendations of international human rights bodies and mechanisms. Assessment usually conjure up images of an end-of-unit test, a quarterly report card, a state-level examination on basic skills, or the letter grade for a final laboratory report. However, these familiar aspects of assessment do not capture the full extent or subtlety of how assessment operates every day in the classroom. The type of classroom assessment discussed in this chapter focuses upon the daily opportunities and interactions afforded to teachers and students for collecting information about student work and understandings, then uses that information to improve both teaching and learning. It is a natural part of classroom life that is a world away from formal examinations both in spirit and in purpose.

During the school day, opportunities often arise for producing useful assessment information for teachers and students. In a class discussion, for example, remarks by some of the students may lead the teacher to believe that they do not understand the concept of energy conservation. The teacher decides that the class will revisit an earlier completed laboratory activity and, in the process, examine the connections between that activity and the discussion at hand. As groups of students conduct experiments, the teacher circulates around the room and questions individuals about the conclusions drawn from their data. As another example, a planning session about future science projects in which the students work in small groups on different topic issues leads to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even starts, has a powerful influence on how the students conduct themselves throughout the activity and what they learn. During a kindergarten class discussion to plan a terrarium, the teacher recognizes that one of the students confuses rocks for living organisms and yet another seems unclear about the basic needs of plants. So the conversation is turned toward these topics to clarify these points. In this case, classroom teaching is reshaped immediately as a result of assessments made of the students' understanding. The *Standards* convey a view of assessment and learning as two sides of the same coin and essential for all students to achieve a high level of understanding in science. To best support their students' learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom. An emphasis on formative assessment assessment that informs teaching and learning and occurs throughout an activity or unit is incorporated into regular practice. Furthermore, teachers cultivate this integrated view of teaching, learning, and continuous assessment among their students. When formative assessment becomes an integral part of classroom practice, student achievement is enhanced. However, as discussed in the previous chapter, research also indicates that this type of assessment often is not recognized as significant by teachers, principals, parents, or the general public, and is seldom articulated or featured as a priority provides definitions for “formative” and “summative,” which pertain to the two main functions that assessment can take.

The centrality of inquiry in the vision of science education advanced in the *Standards* provides a particularly compelling reason to take a closer look at classroom assessment, and formative assessment, in particular. If students are to do science, not solely verbalize major facts and principles, they should engage in activity that extends over several days or weeks. Their work should be less episodic and fractured than lesson-based science teaching. A different kind of assessment is necessary, one that is designed to help students get better at inquiring into the world of science. The best way to support inquiry is to obtain information about students while they are actually engaged in science investigations with a view toward helping them develop their understandings of both subject matter and procedure. The information collected by teachers and students while the students are at work can be used to guide their progress. A teacher asks questions that may help spur thinking about science concepts that are part of the investigation and may help students understand what it takes to do work that comports with high standards. At the end, the information may be collected and reviewed to form a basis for summative evaluations.

 The form and content of assessment should be consistent with the intended purpose. Underlying this guideline is the technical notion of validity. Technical features are discussed later in this chapter. Validity centers on whether the assessment is measuring or capturing what it is intended to measure or capture. If content understanding is the goal, it is necessary to design an appropriate assessment that would tap into that dimension of their understanding. If the ability to design an investigation is the goal, it is necessary to provide the opportunity for a student to demonstrate her ability to do such an activity. Validity is not, then, an inherent property of an individual assessment; rather, the interpretations drawn from the data and the subsequent actions that ensue are either valid or invalid. Choices for the form of the assessments are extensive and should be guided by the goals set for student learning. To find the direction for best use of the assessment data, a teacher or student gathers data in the course classroom activity by asking questions, such as “What does this information tell me?” and “How can I use it to further learning and improve teaching? ” and “What other types of data should I be looking for to help me make sense of this information?”