

LC-1114 Communicating Technology

Week 3



Aalto University
Language Centre

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Today's topics

- Clarity and readability review
- Peer feedback on A3
- Writing the conclusion paragraph
- Ending your presentation
- Guiding your audience (metalinguage)
- Effective visuals

Clarity & Readability - Review

Task 1. Review: what makes a text readable?

- In groups of 3-4.
- Think back on what you have learned during this course in class and through the online modules.
- Discuss how to increase the clarity and reader-friendliness of a text (e.g., style, vocabulary, readability principles, paragraph structure, coherence, cohesion)
- Jot down your ideas on the Padlet wall (link available on the handout in *In-class materials*): <https://padlet.com/jennikorvala/how-can-you-make-your-text-more-reader-friendly-i5ytyvww5qnmq7t>

How to organise and present information clearly?

1. Express main points clearly and precisely: be concise, avoid complex words & structures
2. Write clear sentences & organise information carefully: topic into subject position, general to specific, given to new, familiar to unfamiliar, light to heavy

Sources:

- Monash University. (2024). *Write clearly*. [Online]. Student academic success. Available at: <https://www.monash.edu/student-academic-success/excel-at-writing/improve-your-writing/write-clearly> [Accessed 6 May 2024].
- The university of Melbourne. (No date). *Organising information in a sentence*. [Online]. Clarity and Focus. Available at: <https://students.unimelb.edu.au/academic-skills/resources/developing-an-academic-writing-style/developing-clarity-and-focus-in-academic-writing> [Accessed 6 May 2024].
- Academic Writing in English. (2004). *Cohesion*. [Online] Academic writing in English. Available at: <http://sana.aalto.fi/awe/cohesion/index.html> [Accessed 6 May 2024].

How to organise and present information clearly?

3. Build clear paragraphs: paragraph structure & logical organization
4. Use signposts to guide the reader and increase the flow of the text: use e.g., conjunctions, subordinators and prepositions to show how elements relate to each other within sentences, and use sentence connectors, nouns or adjectives to show how elements are related across sentences.

Sources:

- Monash University. (2024). *Write clearly*. [Online]. Student academic success. Available at: <https://www.monash.edu/student-academic-success/excel-at-writing/improve-your-writing/write-clearly> [Accessed 6 May 2024].
- The university of Melbourne. (No date). *Organising information in a sentence*. [Online]. Clarity and Focus. Available at: <https://students.unimelb.edu.au/academic-skills/resources/developing-an-academic-writing-style/developing-clarity-and-focus-in-academic-writing> [Accessed 6 May 2024].
- Academic Writing in English. (2004). *Cohesion*. [Online] Academic writing in English. Available at: <http://sana.aalto.fi/awe/cohesion/index.html> [Accessed 6 May 2024].

Online tools for formal writing

If you want to check the level of formality of an individual word:

- Use online English-English dictionaries → check how the word has been categorized (formal, informal, spoken, slang...)
<https://www.collinsdictionary.com/>
- or see: <http://sana.aalto.fi/awe/style/vocabulary/index.htm>
- or check wordlists in science and technology:
<https://www.oxfordlearnersdictionaries.com/topic/category/science-and-technology>

Online tools for formal writing

If you want to find an alternative to an informal word:

- Thesauruses (dictionaries of synonyms): <http://thesaurus.com/>

If you want to know which/how words are used together:

- Collocations dictionary: <https://www.freecollocation.com/>
- Linguee: <https://www.linguee.com/>

NOTE: Links to useful online dictionaries available in *Background materials* in MyCourses.

Pair work: Peer feedback on A3

Peer review 2

- **Feedback:** not about the author but about the text
- **Aim:** to find ways to improve the text, rather than to find fault or debate = constructive criticism!

Peer review – assignment 3 (Time: altogether 30 min)

In pairs, teacher assigns.

1. Exchange your texts with your pair via email.
2. Read the given text twice (20 min) and **fill in the feedback form:**
 - First, focus on the questions in PART 1
 - Read again and focus on the questions in PART 2

What was positive about the text? What improvements would you make?

Write down your comments on the form or on the text.

3. Get together with the author and explain your findings and suggestions (5+5 min).
4. Next, send the completed feedback form (and the text if you made comments on it) to your pair via email.

Next step

Assignment 3: Body of the recommendation report (Extended definition):

Make the necessary changes to your assignment 3 based on the peer feedback and submit the text to Turnitin via MyCourses (submission box under *Assignments*) **by Friday 17.5.24.**

Recommendation Report Conclusion

Conclusion paragraph

- Signal that you are about to finish
- Restate the recommendation
- Explicitly link the solution back to the client's original problem or need
- Summarize your main argument(s) and justify the recommendation

Remember:

- Synthesize the key ideas using different language – do **not** copy and paste sentences directly from your introduction!
- Do **not** provide any new information – the conclusion paragraph should sum up the key ideas that you have brought up in your text!

Concluding paragraph: example 1

In terms of the reliability, durability and safety of medical devices, low-pressure injection molding offers **GE Healthcare** a solution superior to that provided by traditional ultrasonically welded plastic cover assembly.

Although LPIM is slightly more expensive, the initial investment will be far outweighed by the longer life cycle of the product. Therefore, this **report recommends** that **GE Healthcare adopt** LPIM in its new production facilities in Kotka, Finland.

Concluding paragraph: example 2

- **This report recommends that Audi adopt** the Torsen four-wheel drive system due to its cost-effectiveness and high performance. Although the Torsen system achieves less than optimal performance under extreme conditions and consumes higher amounts of energy through the transmission, it offers greater reliability and safety than Audi's current drive system. Since the safety of the vehicle is one of the most crucial aspects in modern car design, Torsen is considered to be the most desirable option for Audi.

Recommendation Report

Final paper

Recommendation report: final paper

- based on Assignments 1-3
- merge your earlier texts into one complete report and add the conclusion paragraph
- reorganise and rewrite Assignments 2 and 3 into one coherent and cohesive text
 - no bullet points, subheadings or one-sentence paragraphs

Recommendation report: final paper

- reader-friendly, formal writing
- in-text citations and a list of references at the end
- Length: 500-max! 600 words (excluding bibliography)
- Graded: 0-35 points

- Due date: submit to Turnitin via MyCourses by **12.30 on Thur, 6.6.**

Recommendation report content

Introduction (problem-solution, one paragraph, about 150-200 words)

- situation (wider context, client + client's present situation)
- problem (what is lacking/needed in their current situation)
- solution (name the solution you recommend, link to problem)
- evaluation (name the main benefit)

Recommendation report content

Body (extended definition, about 250-300 words)

- description of the solution
- Begin with a sentence definition
- extend the sentence definition with 3-4 amplification methods

Conclusion (one paragraph, about 50 words)

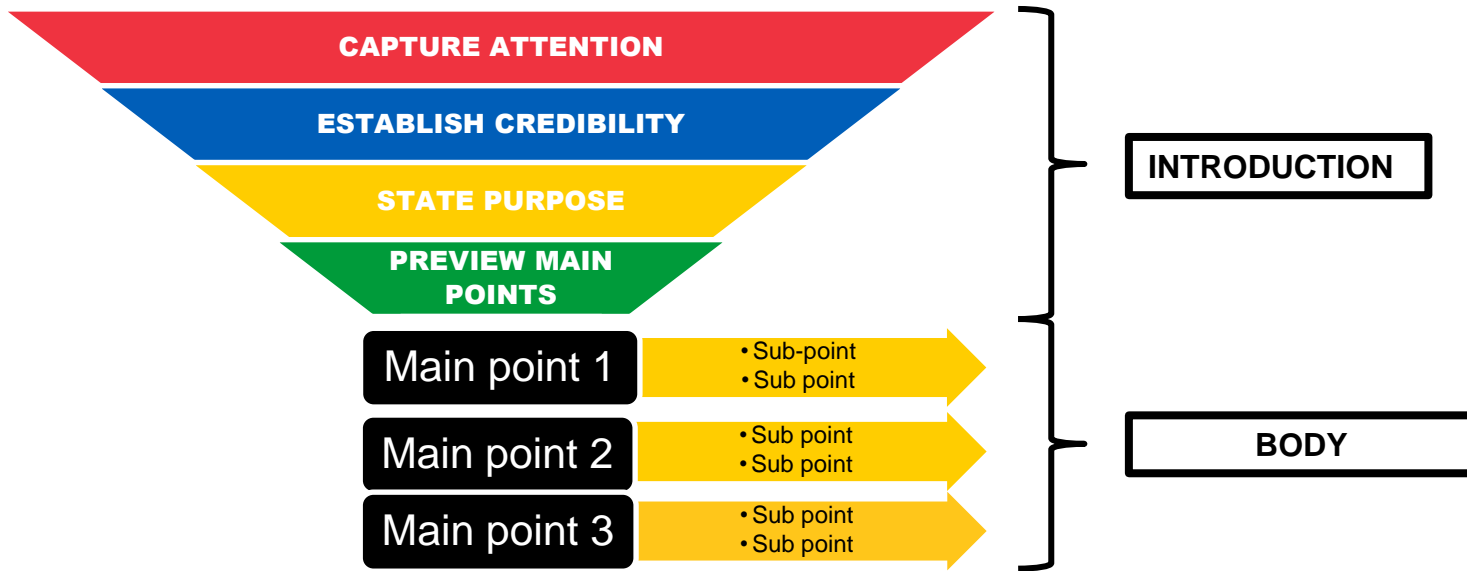
- (re)state the recommendation, link to client's original problem

Recommendation report

- Please read the complete instructions in MyCourses (in *Assignments*).
- Pay careful attention to the instructions and the feedback that you have received.
- Remember to **cite your sources properly** and provide a polished list of references!
- Note that, unlike the assignments 2 and 3, the final paper **will be saved** to the Turnitin repository.

NB! Teacher/peer feedback comments are not an exhaustive list of possible improvements
→ revision and own evaluation required!

Presentations



How to end a presentation

WHY ARE CONCLUSIONS IMPORTANT?

1. People **remember** the **last part** best
2. Last chance to **remind** your audience **why** they have been listening to you.
3. Opportunity to **reach** your audience one last time
 - Use a **logical** and **emotional strategies** to close



Do not
introduce
new ideas!

Returning to the purpose/original problem is by far the best strategy for a recommendation and it would work in other types of presentations as well.

- Alert listeners that your talk is coming to an end!
- Transition statement (In summary, To conclude...)
 - Vary your voice (speed, tone, pitch, rhythm)

Summarise the main message and evidence: "I recommend X **since** it offers more...
Secondly, X can be used in many applications, such as...
Finally, your company can benefit from X because..."

"Right, I'd now be glad to answer any questions that you might have."

SIGNAL CONCLUSION
(metalinguage)

SUMMARISE THE MAIN MESSAGE AND EVIDENCE (e.g., recommend one solution)

RETURN TO THE PURPOSE
and describe a brighter tomorrow.

INVITE QUESTIONS

Task 3: Effective presentation conclusions

We will watch Tom Hulme's talk in full once and the last few minutes (from 5.16 ->) twice: https://www.ted.com/talks/tom_hulme_what_can_we_learn_from_shortcuts

While you watch, make notes:

1. What do think of the talk in general? Is it effective or not? Why?
2. Pay special attention to the conclusion. Which of the four moves/steps can you identify in the conclusion?

Discuss in pairs/groups (5 mins): What was your overall impression of the talk?

Which moves did you identify in the conclusion? How were they expressed? Be prepared to share your thoughts with the whole group.

Discuss in pairs (5 mins): Which moves did you identify? How were they expressed?

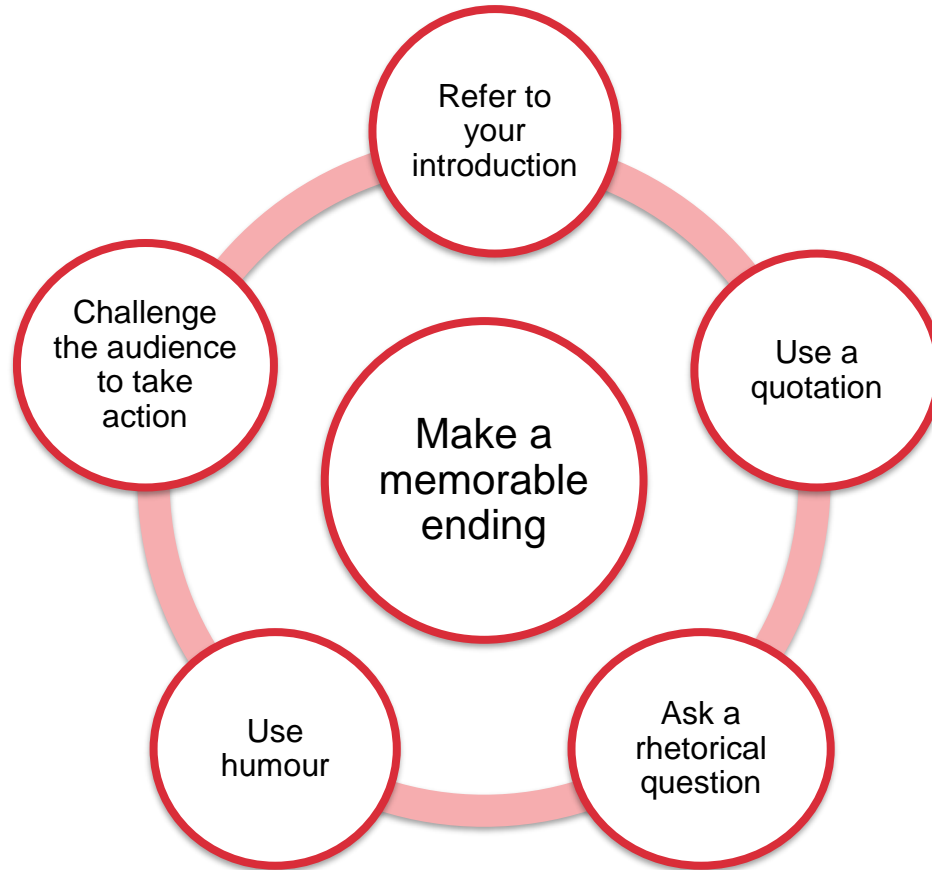
“And I think our job is often to pave these emerging desire paths... If we look back at the one in North London again, that desire path hasn't always been there. So, our job is to watch for these desire paths emerging, and, where appropriate, pave them,...”

“So, these three desire paths remind me we need to design for real human needs...”


“Secondly, often the best way to learn what people really want is to launch your service...”

“And finally, in part because of technology, the world is incredibly flux at the moment...”

“Our job is to pick the appropriate ones and pave over them.”



Next step



Check the
instructions in
Assignments in
MyCourses!

→ Write out your conclusion in the presentation outline template word for word!

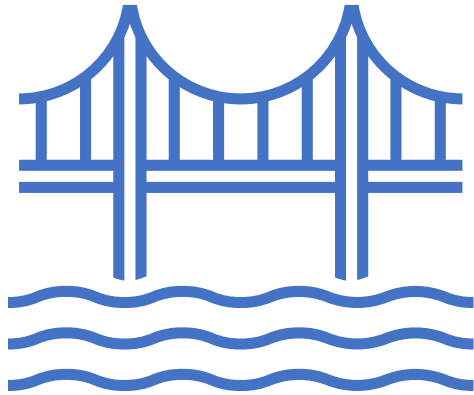
→ Due date: Submit the full outline to the submission box (in *Assignments*) by 12.30 on the day of your rehearsal.

Time for a break!

Guiding your audience: metalinguage and transitions

“When you're giving a talk, some words act just like signs on the road. They tell your audience whether you're continuing in the same direction, changing direction, contrasting two possible directions, or arriving at your destination. Used effectively, 'road signs' make it easier for your audience to follow your development. -- [Y]ou must use your voice to stress the road sign and make it stand out for your listeners.”

Transitions / signposts are:



Words, phrases, or sentences that connect the speech ideas together

Most important functions of metalanguage

- **Presenting the purpose** (What I intend to do is show you a way to improve...)
- **Previewing the organization** (I've divided my talk in the following way...)
- **Summarizing the main idea** (So, as you can see...)
- **Introducing a new topic** (Then, moving on to...)
- **Summarizing the main points** (To sum up, this technique...)

→ see *Language Functions* handout (attached in assignment 5) in MyCourses.

Common mistakes with transitions

- Transitions are not used at all.
- Transitions are too short, said too fast with no pauses.
- The same transition is used throughout the presentation.

Techniques for creating transitions

Techniques for creating transitions

1) Internal previews:

- Provide a glimpse at what you're about to discuss next (e.g., topic sentence)

“Now, I'd like to talk about the...”

“Next, let's look at exactly what sales contests can do for us.”

Techniques for creating transitions

2) Internal summaries:

- Serve as a summary of what you've just discussed

“As we have seen, it is important to...”

Techniques for creating transitions

3) Restate-forecast:

- Restates the point just covered and previews the point to be covered next.

“Now that we've established..., let's now take a look at...”

Techniques for creating transitions

4) Rhetorical / direct questions:

“How can you solve this issue then?”

Techniques for creating transitions

5) Superordinates and enumeration:

- Use a superordinate term and number the points

“The first advantage of this technology is...

The second advantage is...

The third advantage is...”

→ Use a variety of techniques to create transitions

Use transitions to move:

- from intro to the first main point
- between main points
- between subpoints
- between slides
- from last main point to the conclusion

Task 4 Tom Hulme: What can we learn from shortcuts

Follow the link to the presentation (on the handout) **and study the transcript:**

- 1) In what ways does the presenter help the audience follow the talk (consider, for example, vocabulary and content)?
- 2) Jot down at least 2 examples of the metalanguage/transitions the speaker uses (previewing the next point, summarising a prior point, asking rhetorical/direct questions, or using superordinates and enumeration).

Next, discuss the questions with your pair/group.

Be prepared to share your thoughts with the whole group.

Tom Hulme: What can we learn from shortcuts

1. Calm pace, clear articulation, concrete examples, easy vocabulary
Begins with a relatable everyday example

2. Examples of metalanguage:

- “**Now**, this shortcut is called **a desire path.**”
- “**Now at this point**, I should apologize, because ...”
- “But today, **I'm going to pick three** I find interesting and **share** what actually it **reminds me** about launching new products and services.
- “**The first** is, And it **reminds me** that..., **But** if you zoom in...”
- “**Now**, they thought that they had future-proofed this design.”

Examples of metalanguage, cont.:

- “**These** are very dangerous **desire paths**. ... It won't surprise you guys...”
- “Not **all these desire paths** are dangerous, **I was reminded**...”
- “**The question that's interesting is:**
- What do designers think when they see our behavior here? Do they think we're stupid? Do they think we're lazy? Or do they accept that this is the only truth?”, “**So, our job is**... because if you don't, the customer will, anyway.”

Examples of metalanguage, cont.:

- “**The second desire path** I wanted to **share**...”
- “**And it reminds me** that sometimes the best way...”
- “...it's **because**...”, “**And the designers here**...”
- “**So** they built...”, “**In fact**,...”
- “But where should it be? What should the menu be?”
- “**So**, it can be incredibly efficient...”

Examples of metalanguage, cont.:

“The third and final desire path I wanted to **share with you...**”

“It **reminds me...**”

“So, as you'll guess...”, “so, they laid on cars...”

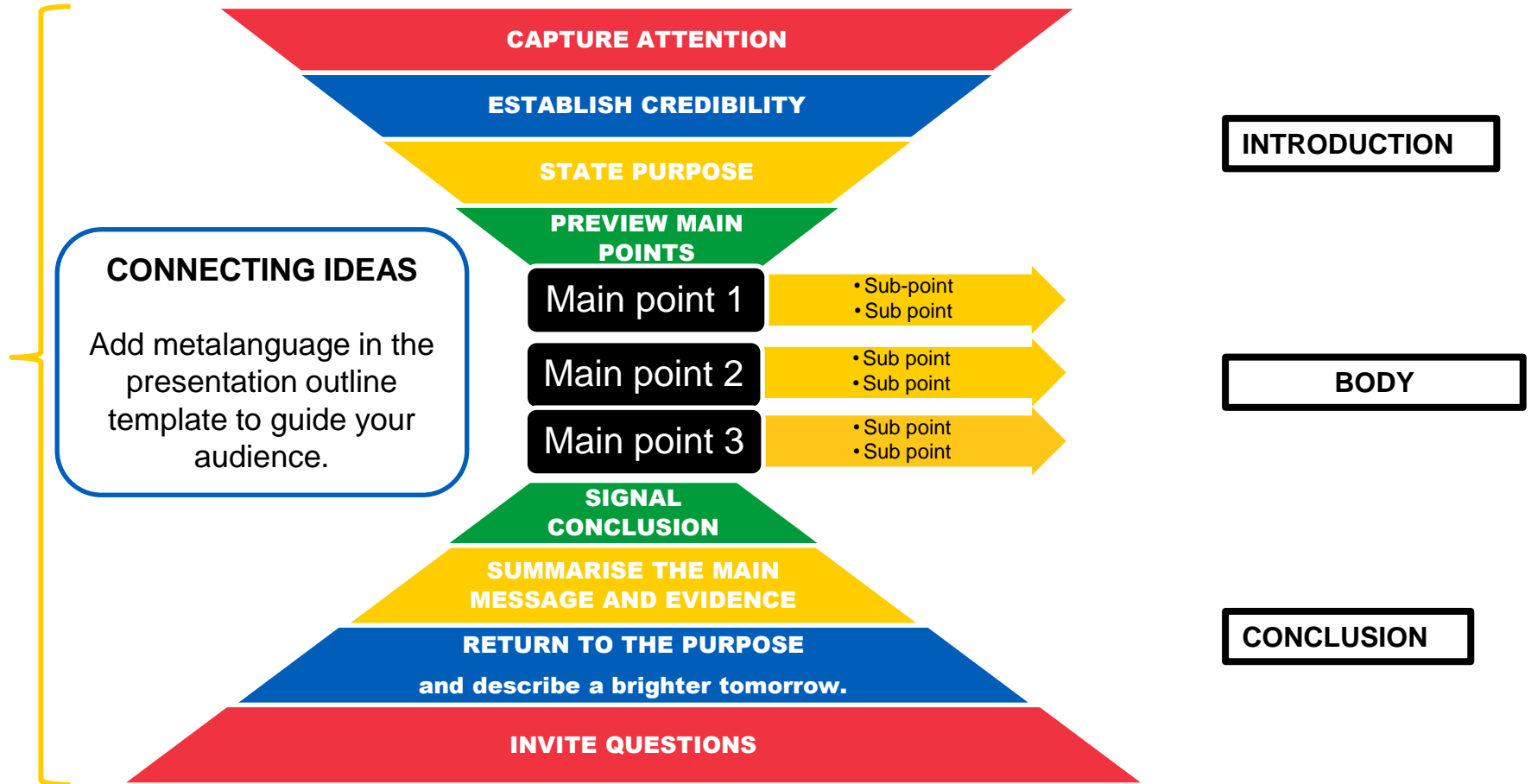
“But what they realized...”

“This desire path that you see diagonally...”

“But after a while, ...”

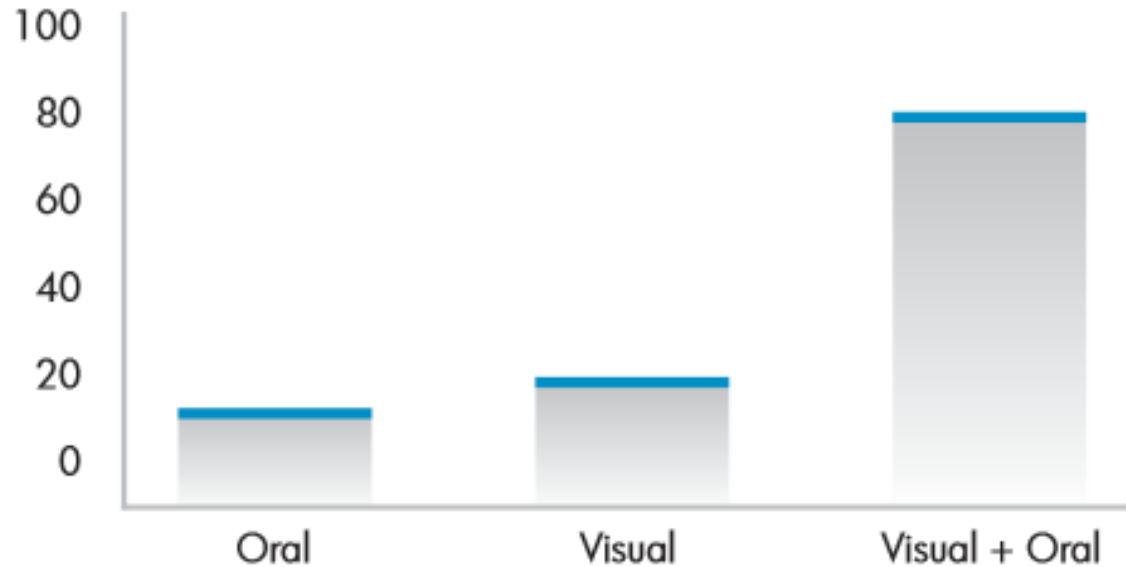
“And I think **our job is** to pick the appropriate ones and pave over them.”

Presentation structure



Visuals

Oral and Visual Information: Percentage Retained



Source: Jerome Bruner, as cited by Paul Martin Lester in "Syntactic Theory of Visual Communication"

Task 5: handout Pair/group work: Using visuals

First, read one of the three short texts with tips on the use of presentation visuals. You should each read a different text.

Then answer the questions below together with your pair/group:

1. What was the most useful tip for the use of visuals in the text(s)?
 2. Was there something that you disagreed with? Why?
- **Be prepared to report on your findings with the whole class.**

Next step

→ Create your visuals.

→ Due date: Submit the visuals to the submission box (in *Assignments*) by 12.30 on the day of your rehearsal presentation

Task 6: Analysing talks

We will watch and analyse 2 different TED talks.

Group work

After each video, analyse the presentation using the form.

Give a score out of 10. Be prepared to share your comments with the whole class.

Be ready to justify and defend your score.

- Nilay Kulkarni: A life-saving invention that prevents human stampedes
https://www.ted.com/talks/nilay_kulkarni_a_life_saving_invention_that_prevents_human_stampedes/transcript
- Elizabeth Wayne: We can hack our immune cells to fight cancer
https://www.ted.com/talks/elizabeth_wayne_we_can_hack_our_immune_cells_to_fight_cancer?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Get ready for rehearsals

Rehearsal presentation

Before the session

1. Sign up for **one** rehearsal session in MyCourses (scheduler on the course front page) at the latest by Fri, 17.5.
2. Complete the presentation outline by adding introduction (use full sentences), main points, the conclusion (use full sentences) and metalanguage. In addition, prepare the visuals. Submit the outline and visuals to their submission boxes (in *Assignments*) **by 12.30 on the day of your rehearsal presentation.**
3. Practice the talk a couple of times to make sure it is within the time limit (8-10 min).

Rehearsal presentation

During the session

4. Practice your presentation with your small group on Zoom. **Self-record your talk** in order to be able to watch it afterwards and complete the self-evaluation.
5. Give feedback to peers in the session using the assigned feedback form and share your comments on your group's discussion forum in MyCourses.

Rehearsal presentation

After the session

5. Complete the assignment 8 (self-evaluation and analysis on the rehearsal presentation) at the latest **48 hours** after your rehearsal presentation.

Rehearsal presentations

Small group sessions on Zoom

- Session 1: 12.30-14.00 on Tue 21 May
 - Elias L., Aleksi S., Ville L., Veikko V. & Filip E.
- Session 2: 14.15-15.45 on Tue 21 May
 - Joonas R.
- Session 3: 12.30-14.00 on Tue 28 May
 - Aarni S.
- Session 4: 14.15-15.45 on Tue 21 May
 - Pauli L., Joonas B. & Pyry R.

Final presentations

- **Session 1:** 9.00-10.30 on Tue 4 June
- **Session 2:** 10.45-12.15 on Tue 4 June
Filip E.
- **Session 3:** 12.30-14.00 on Tue 4 June
Elias L., Aleksi S., Ville L., Veikko V & Aarni
- **Session 4:** 14.15-15.45 on Tue 4 June
Joonas R., Pauli L., Joonas B. & Pyry R.

**Note that these sessions
are all on the same day!**

Final presentations

- **Grading:**
 - 0-20 points
- **Criteria**
 1. Organization
 2. Metalanguage
 3. Visuals
 4. Delivery

Homework

Homework

ASSIGNMENT 3: Solution (Extended definition)

Submit your revised text to Turnitin for teacher feedback. Submission box in *Assignments* in MyCourses.

Deadline: by Friday 17.5.

ONLINE MODULE 5: Active verbs

Estimated workload 3 hours.

Due date: by 12.30 Wednesday 21.5. (rehearsal groups 3&4) or 28.5.
(rehearsal groups 1&2)

Homework

ASSIGNMENT 4: Recommendation Report

Submit your full final text to Turnitin. Submission box in *Assignments* in MyCourses.

Due date: by 12.30 on Thur, 6.6.

Note: You are expected to use the readability principles covered in the course in the assignments, so apply the knowledge you've gained from classes and Online modules when writing the assignments.

Homework

Remember to sign up for
one rehearsal and final
session!

ASSIGNMENT 5: Presentation outline: part 1 (5 pts) & part 2 (5 pts)

- Add the required elements to your outline.
- Submit the full outline to a submission box (in the section *Assignments*) in MyCourses before your rehearsal session (by 12.30 on the day of your session).

ASSIGNMENT 6: Visuals (5 pts)

- Prepare your visuals and use them in the rehearsals.
- In addition, submit the slides to a submission box (in the section *Assignments*) in MyCourses before your rehearsal (by 12.30 on the day of your session).
- Practise your presentation with your visuals before the rehearsal.

See you in the rehearsals!