Week 3 student handout

Task 1

Review: what makes a text readable?

Work in groups of 3-4.

Think back on what you have learned during this course in class and through the online modules.

Discuss different ways to increase the clarity of a text and make it more reader-friendly. Consider elements, such as style, vocabulary, readability principles, paragraph structure, coherence, cohesion.

Jot down your ideas on the Padlet wall (link available below).

https://padlet.com/jennikorvala/how-can-you-make-your-text-more-reader-friendly-i5ytyvwv5qnmq7t

Task 2

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

In pairs, teacher assigns.

1. Exhange 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
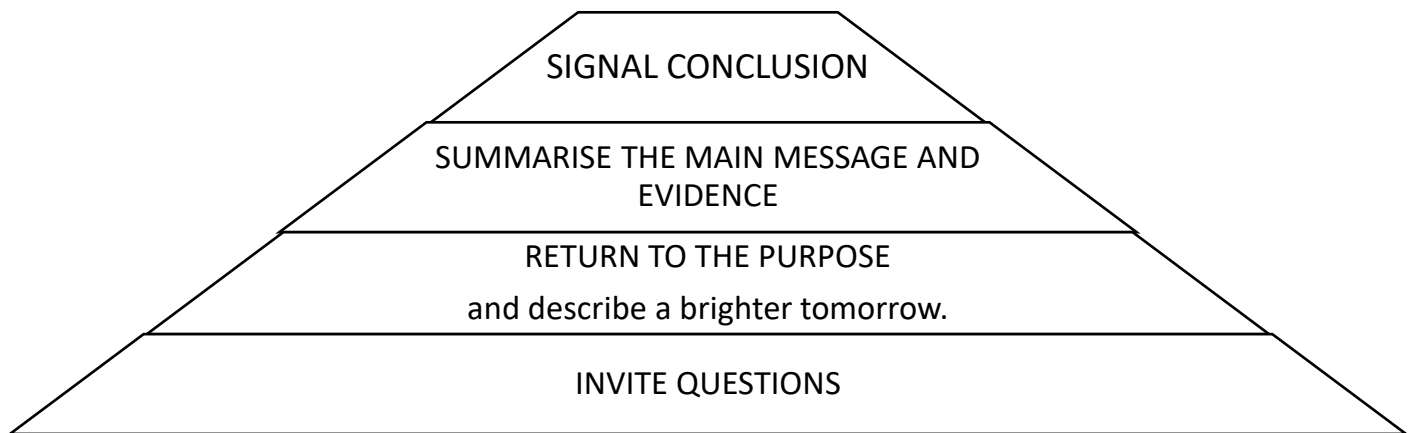   - Read again and focus on the questions in PART 2

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.

Task 3

How to end a presentation – four moves of the conclusion

```
                    SIGNAL CONCLUSION

            SUMMARISE THE MAIN MESSAGE AND
                       EVIDENCE

               RETURN TO THE PURPOSE
            and describe a brighter tomorrow.

                   INVITE QUESTIONS
```

We will watch Tom Hulme's talk once in full 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 (10 mins): What was your overall impression of the talk?

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

Transcript of the conclusion

"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. The reason it sprung up is people were traveling to the mighty Arsenal Football Club stadium on game days, from the Underground station you see on the bottom right. So you see the desire path. If we just wind the clock back a few years, when the stadium was being constructed, there is no desire path.

So our job is to watch for these desire paths emerging, and, where appropriate, pave them, as someone did here. Someone installed a barrier, people started walking across and round the bottom as you see, and they paved it.

But I think this is a wonderful reminder as well, that, actually, the world is in flux. It's constantly changing, because if you look at the top of this image, there's another desire path forming.

So these three desire paths remind me we need to design for real human needs. I think empathy for what your customers want is probably the biggest leading indicator of business success. Design for real

needs and design them in low friction, because if you don't offer them in low friction, someone else will, often the customer.

Secondly, often the best way to learn what people really want is to launch your service. The answer is rarely inside the building. Get out there and see what people really want.

And finally, in part because of technology, the world is incredibly flux at the moment. It's changing constantly. These desire paths are going to spring up faster than ever. Our job is to pick the appropriate ones and pave over them.

Thank you very much."

Source: Tom Hulme. (2016). *What can we learn from shortcuts?* February 2016. Available at: https://www.ted.com/talks/tom_hulme_what_can_we_learn_from_shortcuts?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare (Accessed: 14 August 2023).

Task 4

Tom Hulme: Metalanguage used to guide the audience.

Follow this link to the presentation 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 the speaker uses (previewing the next point, summarising a prior point, asking rhetorical/direct questions, or using superordinates and enumeration to move between points/sections).

Next, discuss the questions with your pair/group.

Be prepared to share your thoughts with the whole group.

Task 5

Using visuals

Please follow the instructions below and fill in the task sheet with your pair/group.

Be prepared to report on your findings with the whole class.

---

1. First, read **one** of these three short texts with tips on the use of presentation visuals. You can each read a different text:

- Northern Illinois University. *Designing Effective Presentation Materials*:
  https://www.niu.edu/presentations/design/index.shtml
- TED Blog. *10 tips on how to make slides that communicate your idea, from TED's in-house expert*:
  https://blog.ted.com/10-tips-for-better-slide-decks/
- Strategic finance. *10 Tips to improve your presentation slides*:
  https://sfmagazine.com/articles/2019/may/10-tips-to-improve-your-presentation-slides/

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?

Your answers:

1.

2.

Task 6

Analysing talks

In groups of 3-4

As a class, we are going to watch two TED talks. After each video, we will pause for you to discuss in your groups and reach a consensus on an overall score for each talk.

During the video

Take notes on key concepts and main ideas. In addition, keep track of any ideas you could use (or avoid) in your own presentation.

Consider the following elements:

1. Structure
   a) *Introduction / Body / Conclusion*
   b) *Cohesion of ideas / metalanguage*
2. Main message / Purpose
3. Visuals
   a) *Integration with speech*
   b) *Appropriateness*
4. Delivery (e.g., speed, pronunciation, intonation, rhythm, fluency, contact with the audience, body language)

After the video

Give a numbered overall score for both talks (10 = the highest to 4 = the lowest).

Be prepared to justify and discuss your opinions with your fellow group members and the class.

	Video 1: A life-saving invention that prevents human stampedes	**Video 2:** We can hack our immune cells to fight cancer
Score (--/10)		
Why? **Structure** **Main message/ Purpose** **Visuals** **Delivery**		