TÉCNICO LISBOA

Department of Informatics Engineering
(MEIC & METI)

2022/2023

Communication Skills II

Second Semester (P3)

Oral Group Presentation

Prof. Cláudia Silva

Weighting and Evaluation Criteria

Total score: 20 values

Weighting:

Each of the adopted evaluation criteria is quoted in the [0.5] interval, and half points may be attributed.

Grades [0.5] reflect **the level of acquisition of the skill being evaluated**, according to the following criteria:

5: Excellent: The student has fully acquired the evaluated skill. Any errors are insignificant lapses.

4: Good: The student, although they may have made small mistakes or omissions, has acquired the evaluated skill in its entirety or almost entirely.

3: Sufficient: Despite significant mistakes or gaps being visible, the student has acquired the essence of the evaluated skill.

2: Insufficient: The student has not acquired the essence of the evaluated skill.

1: Poor: The student has not acquired the evaluated skill.

0: No response: The student has not addressed the evaluated skill.

Evaluation Criteria:

[These criteria may undergo some changes]

Total: 20 points

1. **Verbal Communication (8):**
    a. Demonstration of knowledge and research on the weekly mini-topic; (4)
    b. Ability to articulate the weekly mini-topic with current events; (4)
2. **Scenarios (7):**
    a. Appropriate use of scenarios to illustrate the presentation's mini-topic, whether based on real or hypothetical situations; (4)
    b. Creativity and Originality (Use of innovative examples, new perspectives and approaches); (3)
3. **Public Engagement (3):**
    a. Use of engagement techniques with the audience (e.g. questions, challenges, storytelling) (1);
    b. Critical Thinking; (1)
    c. Ability to create an atmosphere of dialogue and collaboration among group members and with the audience (1);
4. **Time Management (2):**
    a. The presentation was completed within the stipulated time (2);
    b. Did not respect the time (0)..

Learning Objectives

We will refer to weekly presenters as "discussion leaders" because the goal is not only to practice the skill of communicating theoretical content orally, visually, and practically, but also to think critically about these topics with classmates in the classroom. To achieve this objective, it is essential to learn how to critically formulate **open-ended questions** based on the assigned topics and invite classmates to discuss them.

At the end of this task, the student will be able to:

a. Convey the main ideas of a text clearly, succinctly, and compellingly.
b. Design persuasive oral presentations as part of a team, applying different strategies and resources and using appropriate visual aids.
c. Creatively and originally illustrate the ideas related to the topic being presented through practical examples.
d. Conduct a debate effectively, efficiently, and creatively.

Task Instructions:

1. Each group will deliver only one in-person presentation during the quarter on one of the mini-topics listed below.
2. Each group must consist of 4 members; in exceptional situations (for example, in shifts with more registered students), the composition of the groups may be adjusted.
3. Each group should investigate a mini-topic (see pages 5-7 of this document). The allocation of mini-topics to groups will be communicated on the course page in Fénix, exactly one week before each class, to ensure that all groups have the same preparation time.
4. Students without a group should contact the teaching team via Discord in order to be integrated into a group; otherwise, a group will be assigned to them automatically.
5. The duration of oral presentations should be 6 minutes. After the presentation, the discussion leaders will initiate a debate with the class, which should last approximately 7 minutes. The presentation cannot exceed 13 minutes.
6. It is mandatory that each presentation includes a "practical" moment where students creatively and originally exemplify the main content of their presentation based on real or hypothetical scenarios.
7. Each group member must speak for at least 1 minute.
8. Each group member must ask a question during the discussion.
9. The teaching team responsible for evaluating the presentation will use an alarm that will dictate the time limit for the presentation (13 minutes). If the presentation has not been completed by that time, the students in the group must quickly provide a conclusion.
10. Oral presentations will begin in the first hour of class and will start in the third week of classes, beginning on March 6th.
11. This presentation is mandatory for regular students and has a weighting of 35% in the final grade; working students are exempt from this evaluation component.
12. **Starting on February 20th 2023, students should register in groups on Fénix until 23:59 on 23/02/2023 (Thursday).**
13. By 23:59 on 02/27/2023 (Monday), the faculty team will make available on Fénix the map of groups and the dates of their respective presentations in the classroom; the dates will be randomly assigned.

Requirements:

1. The presentation should:
    a. The presentation should be divided into two parts: **an "expository-theoretical" section**, in which the necessary concepts, ideas, and explanations for the topic are conveyed, and **a "practical" section**, in which students must demonstrate the content in a creative and original manner. The aim of the presentation is not to be a lecture, but rather to provide

a synthesis of the assigned topic with a practical and visual example of that synthesis. Please keep in mind the tips provided for completing this task.

   b. At the end, there will also be a **discussion section** where students should raise relevant questions related to their topic that stimulate debate and critical thinking, as well as determine whether the message they attempted to convey was effectively communicated and understandable. There must be a minimum of 4 questions, one per each group member.

2. All group members are expected to participate equally in both the presentation and the discussion, as outlined in the task format provided earlier.
3. Team members must do the research about the mini-topic assigned beforehand to their group, and present their results. Sources may include scientific articles, journalistic articles, blog posts, social media posts, including video, and also Chat GPT. All sources must be cited in the slides, as aforementioned.

Presentation Tips:

1. Prepare a visual presentation, such as slides, posters, or a whiteboard, summarizing the key aspects of the assigned concept or topic.
   a. What definitions and contexts need to be addressed to fully explain the topic?
   b. What is/are the argument(s) and/or idea(s) that should be highlighted?
   c. Do the discussion leaders agree with the viewpoints/opinions found when researching the presented topic?
   d. What discussion questions can be raised based on the group's opinion of the topic or questions that are related to it?
2. For the "practical" section, aim to illustrate and summarize the presented content in a clear and understandable way through real or hypothetical examples, using techniques such as:
   a. Role-play;
   b. Scenarios;
   c. Mini-theater;
   d. Practical exercises;
   e. Or any other creative and original method.

An example of how students may illustrate their mini-topics:

For example, when it was one team's turn to present, all team members approached the front of the classroom. One member carried a floppy disk. He inserted the disk into the computer in the classroom, which was connected to the projector. He then attempted to load from the disk a computer file that contained the presentation slides[1]. The disk did not appear to be readable. He then asked a teammate, who seems to have prepared the disk. That team member said he did not know what the reason for the failure. Then the rest of the team members started to blame each other right in front of the class. Worrying about maintaining order in the classroom, the instructor suggested the team use a USB keychain device to copy the file, or a network connection to download it. But then the situation worsened and the team member who took the most blame quickly walked out of the classroom without saying a word. Another team member ran after him, trying to get him back. Just when the instructor thought things had gotten out of control and was ready to reschedule the presentation, a slide showed up on the projector, displaying the word "Conflict" in large font, followed by a tag line: "When the needs or ideas of one person are at odds or in opposition to the needs or ideas of another." In the meantime, one team member started the presentation.

This team had been assigned to present on the topic of "conflicts." Apparently, they had preloaded the slides onto the computer. They decided to demonstrate different behaviors in a conflict before the presentation started. The faulty floppy disk was just a stage prop. Their performance caught both the instructor and most of the class off guard, and left a long-lasting impression on the topic of conflicts.

Source: An example taken from the scientific article: Liu, C., Sandell, K., & Welch, L. (2005, June). **Teaching communication skills in software engineering courses**. In *2005 Annual Conference*. (Pág. 5-6 do PDF).//peer.asee.org/teaching-communication-skills-in-software-engineering-courses.pdf

Mini-topics

Week 3 [March 6-9]: Technical Language and Jargon.

Illustrate and discuss:

1. **Jargon used** in the field of software engineering and telecommunications.
2. **The importance of context:** reasons and benefits of using jargon.
3. **The negative consequences** of using jargon when communicating with non-technical audiences.
4. **Linguistic techniques** (such as analogies, metaphors, and others) for explaining technical terms to non-technical audiences.
5. **The benefits and limitations of AI tools** (such as a "De-jargonizer") for converting jargon into understandable text.

Week 4 [March 13-16]: Methods and Processes of Training.

Illustrate and discuss:

1. The **development of learning objectives**, for example, in the context of a course on Python for non-IT professionals;

2. **Benefits of training** in the business context;
3. Active and passive **teaching/training methods**;
4. **Effectiveness of gamification** in the training process;
5. Tools and methods for **assessing the effectiveness** of a training process.

Week 5 [20-23 March]: Internal Communication.

Illustrate and discuss:

1. **Challenges faced by technology companies** in the 21st century in regard to internal communication.
2. **Best practices (e.g. what to do and what to avoid)** for written internal communication such as emails, surveys, chats, and other software tools such as Slack, Discord, Happeo, among others.
3. **Best practices (e.g. what to do and what to avoid)** for verbal and non-verbal communication in departmental meetings and cross-departmental project communication.
4. Techniques for professional **argumentation, including persuasion, dissuasion, and disagreement**, when communicating with colleagues or superiors.
5. The **importance of technical documentation** in IT projects.

Week 6 [March 27-30]: Complaints and Conflicts Management

Illustrate and discuss:

1. Techniques of **"empathetic communication"** including **"nonviolent communication"** for conflict resolution.
2. **Effective feedback collection** for resolving complaints and dissatisfaction.
3. The benefits of **"inclusion and diversity"** in resolving conflicts within a company or team.
4. **Best practices (e.g. what to do and what to avoid)** in managing customer complaints or dissatisfaction.
5. Prevention of conflicts through assertive communication and expectation management.

***** Easter Break - April 3rd to April 7th *****

Week 7 [April 10-13]: Communication for Introverts

Illustrate and discuss:

1. **Techniques for communication for introverts,** such as active listening, thinking before speaking, and advanced preparation.
2. How **online communication and writing** can be used to help introverts communicate more effectively.
3. **The importance of contexts**, such as work, social relationships, and family life.
4. How introverts can use their **unique personality traits** to communicate more effectively, leveraging their ability to think deeply and listen attentively.
5. The importance of finding a **balance between the need for alone time and the need for social interaction** for introverts, and how effective communication can help achieve this balance.