

2024/2025



# Communication Skills I

## MEIC & METI

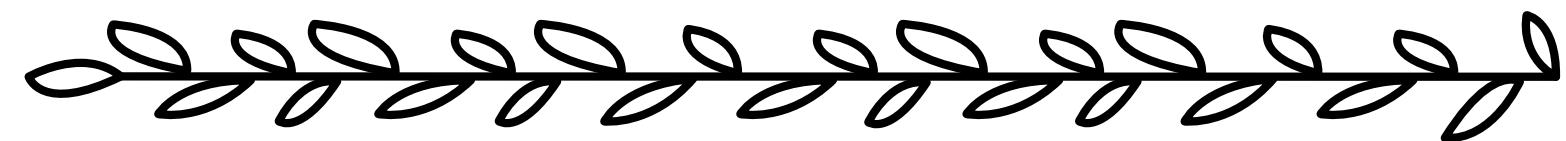
Week 1[10-13 Sept] Introduction and Central Concepts

Prof. Cláudia Silva

[claudiasilva01@tecnico.ulisboa.pt](mailto:claudiasilva01@tecnico.ulisboa.pt)

# INTRODUCTIONS

1. Course **Organization**
2. Who **Am I?**



2024/2025

# Faculty Team



**Prof. Cláudia Silva**  
**PhD in Digital Media**



**TA - Aurora Nora**  
**METI Student**



**TA - Mafalda Veigas**  
**MEIC Student**

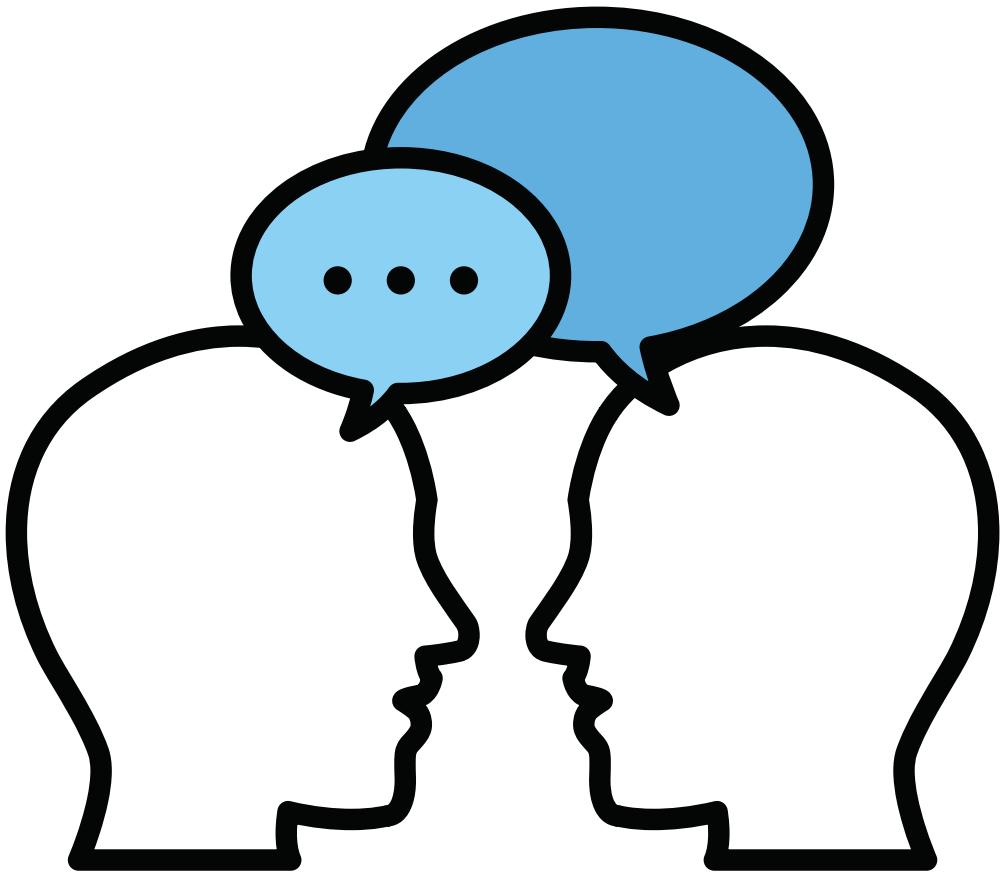


**TA - Vincenzo Filangeri**  
**MEIC Student**

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# Course Description

This course aims to develop the **communicative ability and critical thinking** that may be applied in engineering practice and also in your daily life.

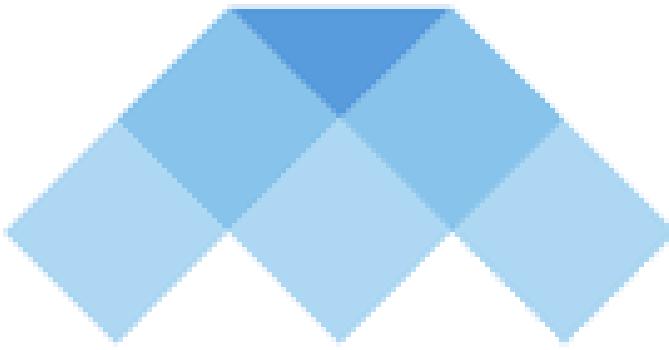


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# Course Channels



**Main Channel of Communication for questions.** Please, **send messages during working days/hours.**



**FenixEdu™**

**Grades, announcements, uploading of documents, readings (PDF)**

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# Weekly Schedule

**Week 1 [Sept 10-13]:** Introduction and central concepts.

**Week 2 [Sept 17-20]:** Effective Feedback

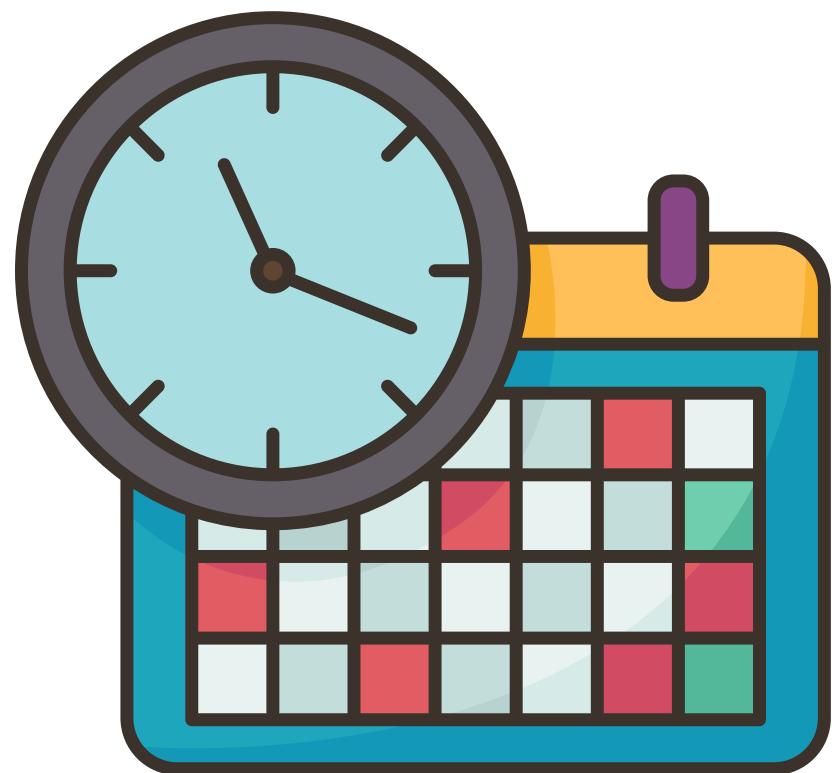
**Week 3 [Sept 24-27]:** Non-verbal communication

**Week 4 [Oct 1-4]:** Active listening

**Week 5 [Oct 8-11]:** Public speaking in the IT world

**Week 6 [Oct 15-18]:** Questioning techniques

**Week 7 [Oct 22-25]:** IT recruitment & Intrapersonal communication



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# Course Structure

1. Theory will be mixed with exercises worth 2.5% of the final grade during the first part of the class (an hour);
2. The discussion leaders will conduct the second half;
3. Please, reply to our course survey and give us feedback to improve this course.



# Evaluation Criteria

**5: Excellent:** you have fully acquired the skill assessed. Any errors are insignificant lapses.

**4: Good:** You may have made small errors or omissions and will have acquired all or almost all the skills assessed.

**3: Sufficient:** Despite visible errors or significant gaps, you have acquired the essential skill assessed.

**2: Insufficient:** You have not acquired the essential skill assessed.

**1: Poor:** You have not acquired the skill assessed.

**0: No response:** You did not address the assessed skill.

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# Assessment - Regular Students



**REGULAR STUDENTS**

**TASKS 1-6 ARE IN-CLASS ACTIVITIES, WHICH MEANS THAT THEY ARE DONE AND PREPARED IN THE CLASSROOM.**

**TASK 1 (2,5%)**

Theme:  
Introduction to  
Communication

Specific Dates:  
10, 11, 12, 13  
September

**WEEK 1**

**TASK 2 (2,5%)**

Theme:  
Feedback/  
Feedforward

Specific Dates:  
17, 18, 19, 20  
September

**WEEK 2**

**TASK 3 (15%)**

Theme:  
Non-Verbal  
Communication

Specific Dates:  
24, 25, 26, 27  
September

**WEEK 3**

**TASK 4 (2,5%)**

Theme:  
Active  
Listening

Specific Dates:  
1, 2, 3, 4  
October

**WEEK 4**

**TASK 5 (2,5%)**

Theme:  
Public  
Speaking

Specific Dates:  
8, 9, 10, 11  
October

**WEEK 5**

**TASK 6 (15%)**

Theme:  
Questioning  
Techniques

Specific Dates:  
15, 16, 17, 18  
October

**WEEK 6**

**TASK 7 (30%)**

**GROUP ORAL  
PRESENTATION**

MIN. GRADE > 9.5

**WEEK 4, 5, 6, 7**

**TASK 8 (30%)**

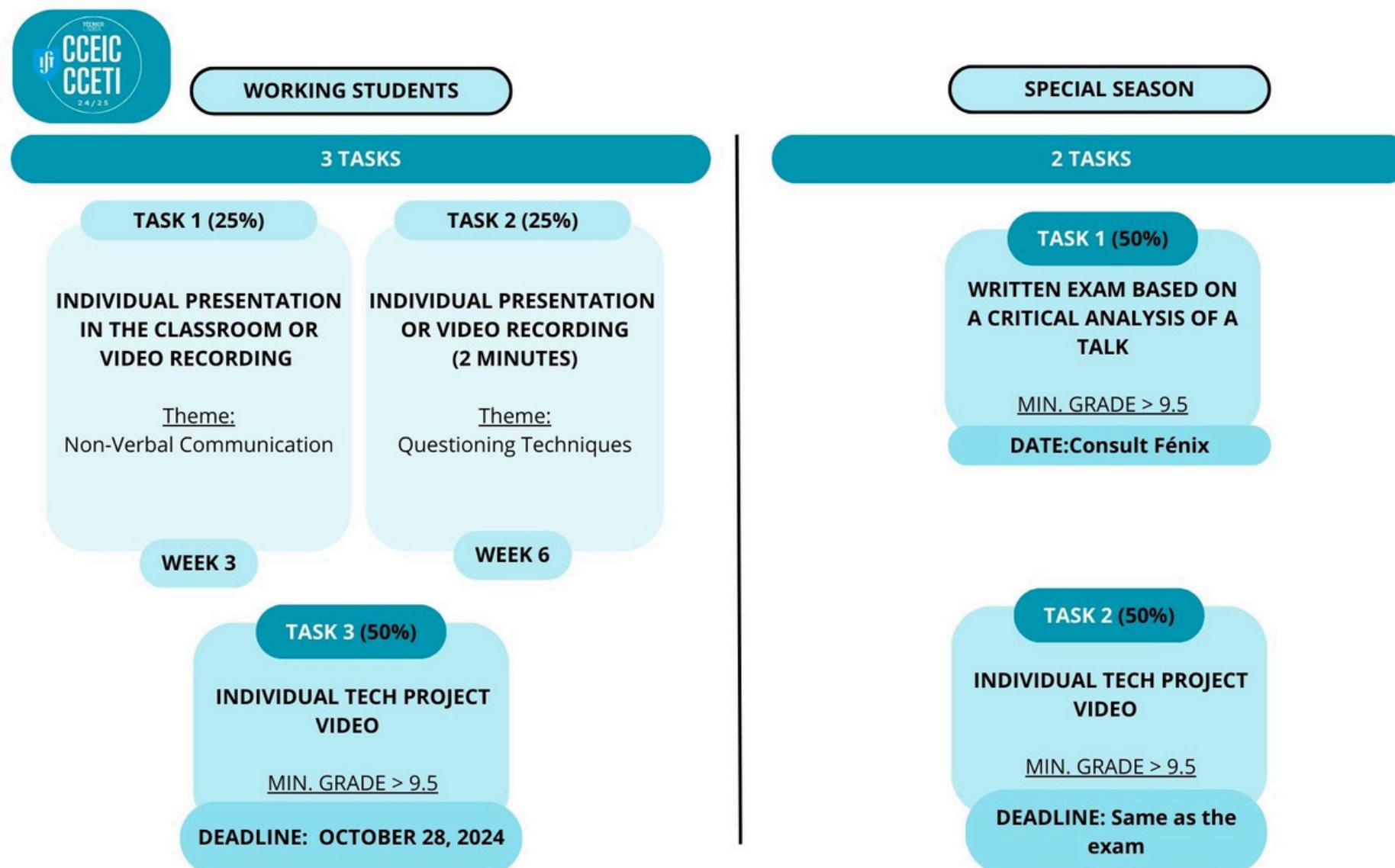
**INDIVIDUAL TECH PROJECT  
VIDEO**

MIN. GRADE > 9.5

**DEADLINE: OCTOBER 28, 2024**

2024/2025

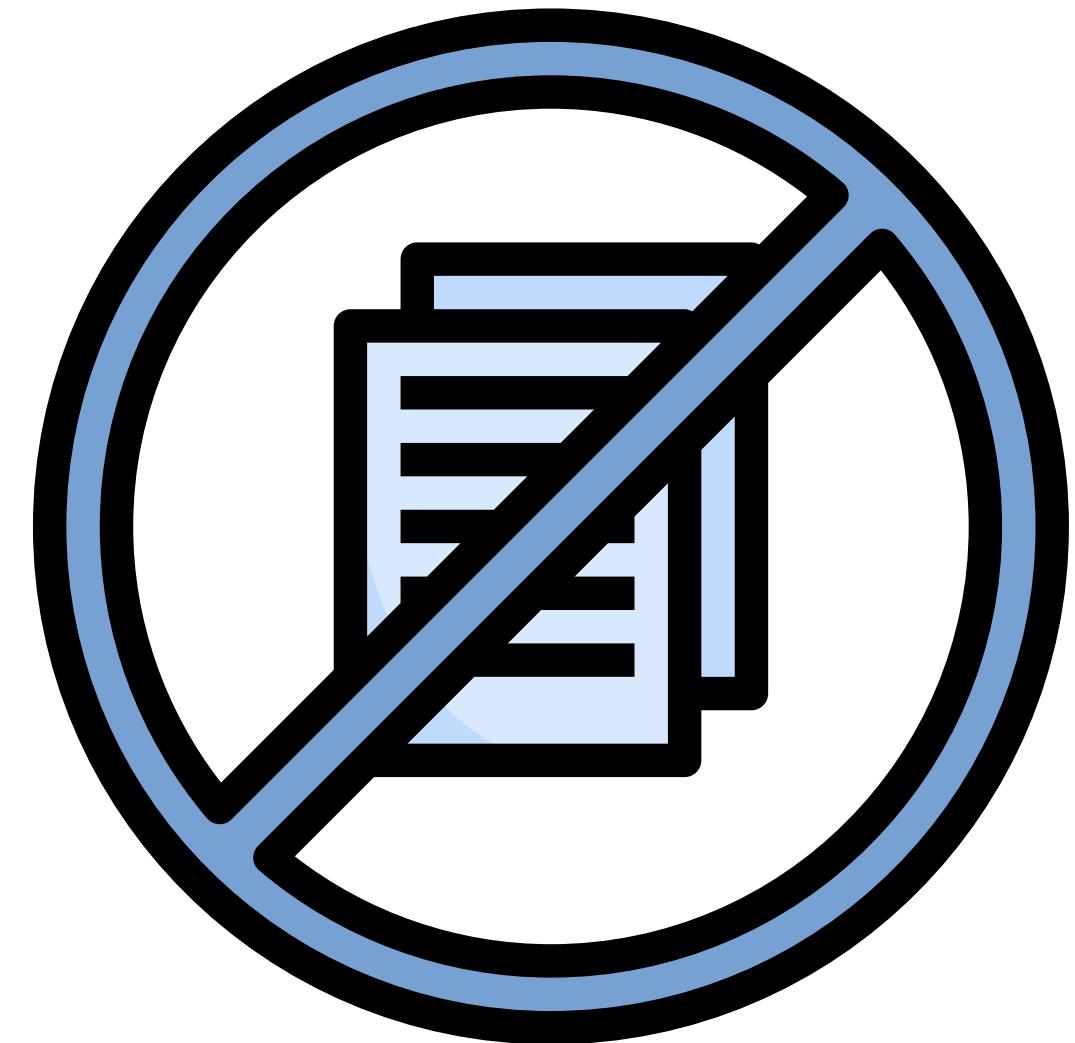
# Assessment - Working Students and Special Season



# Plagiarism

If plagiarism is identified, students will be reported to the Pedagogical Committee, and it will be necessary to complete the course in another semester.

Caso se identifiquem casos de plágio os/as estudantes serão reportados ao Conselho Pedagógico e será necessário concluírem a UC noutro semestre.

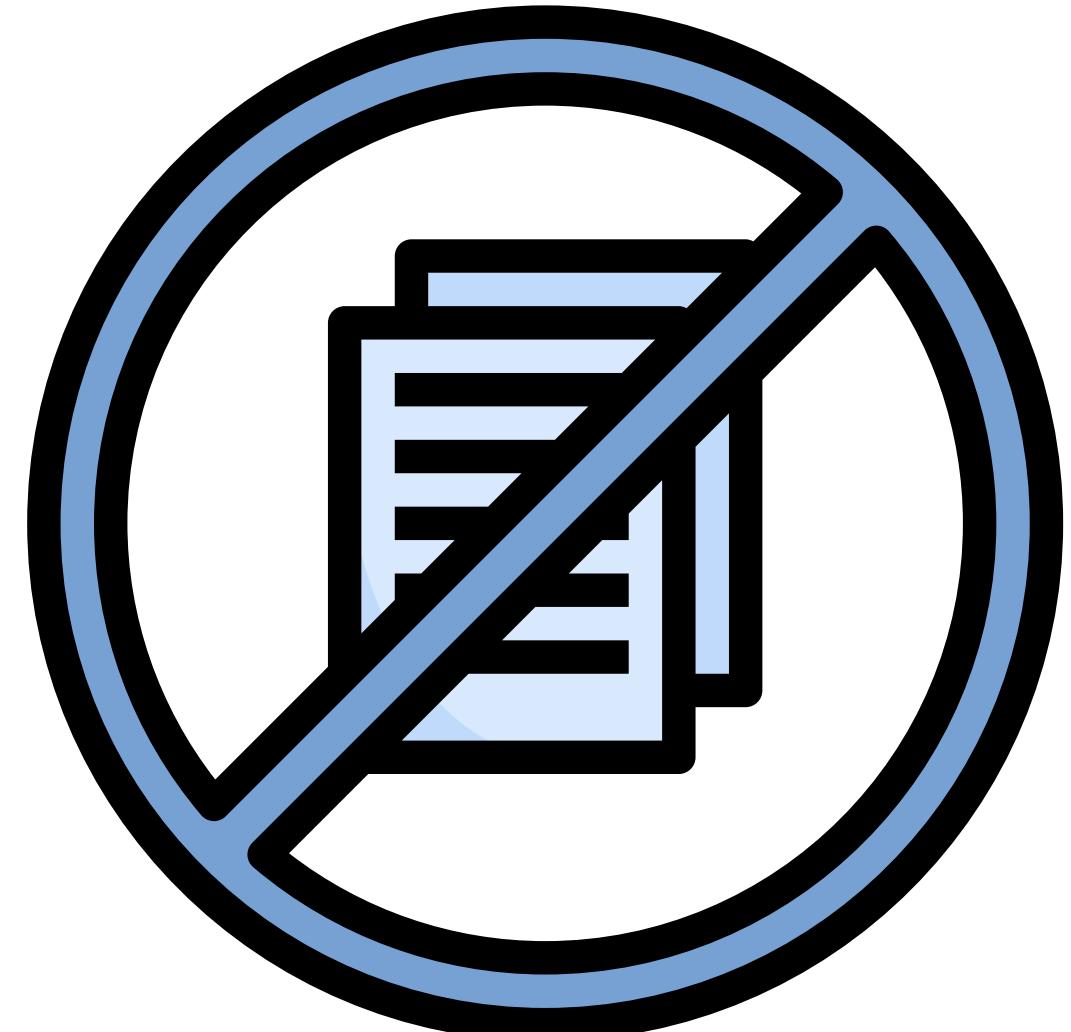


# Plagiarism

"Plagiarism is the **act of passing off someone else's work as your own**. That's the most basic definition—there's actually a lot more nuance to it, and you might be surprised to learn just how many different kinds of plagiarism exist."

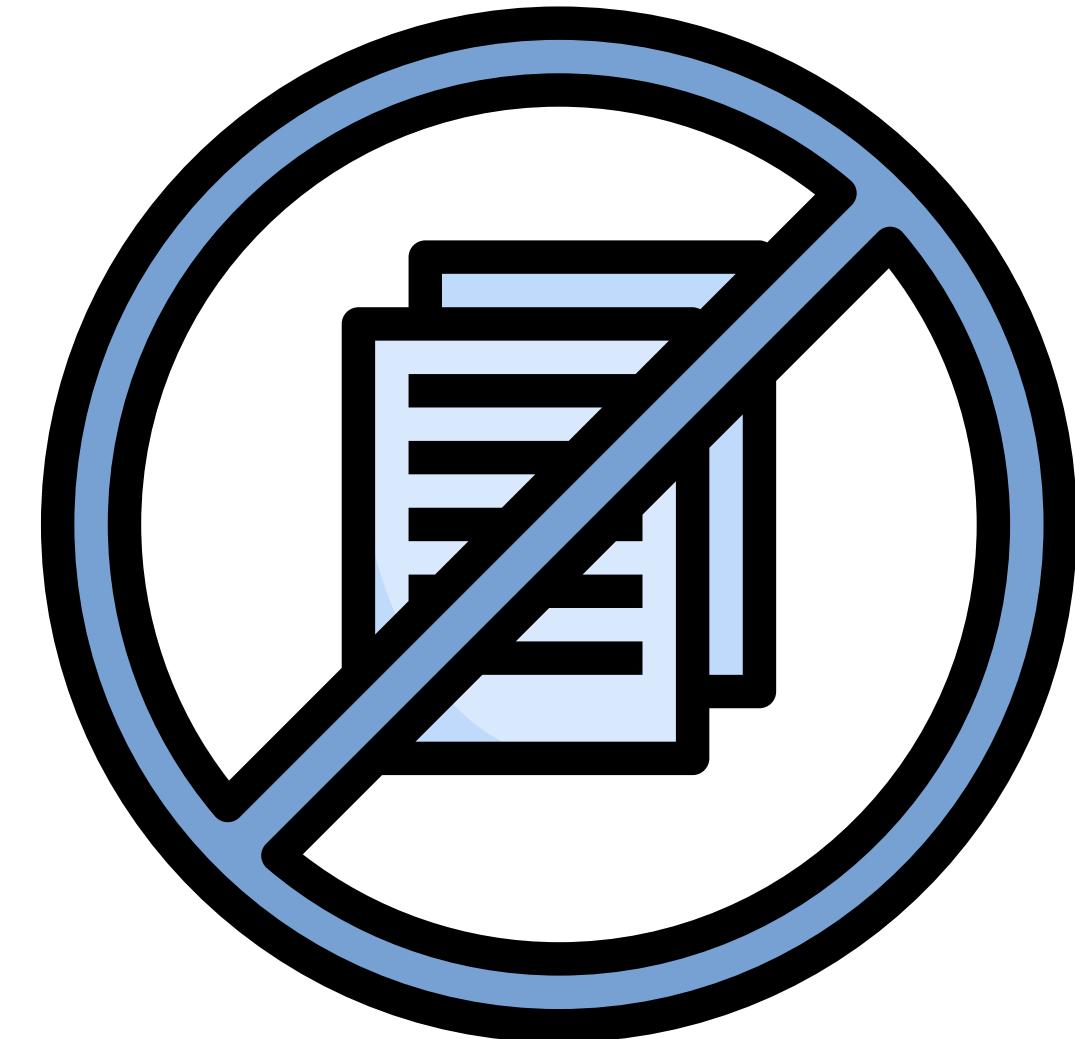
Source: <https://www.grammarly.com/blog/types-of-plagiarism/>

An **infringement of copyright is punishable by law, and it is ethically reprehensible.**



# Plagiarism Types

1. "**Complete**: This overt type of plagiarism occurs when a writer submits **someone else's work in their own name.**"
  
2. "**Direct plagiarism**: it is similar to complete plagiarism in that it, too, is the overt passing-off of another writer's words as your own. The difference between the two is **how much of the paper is plagiarized**. With complete plagiarism, it's the entire paper."

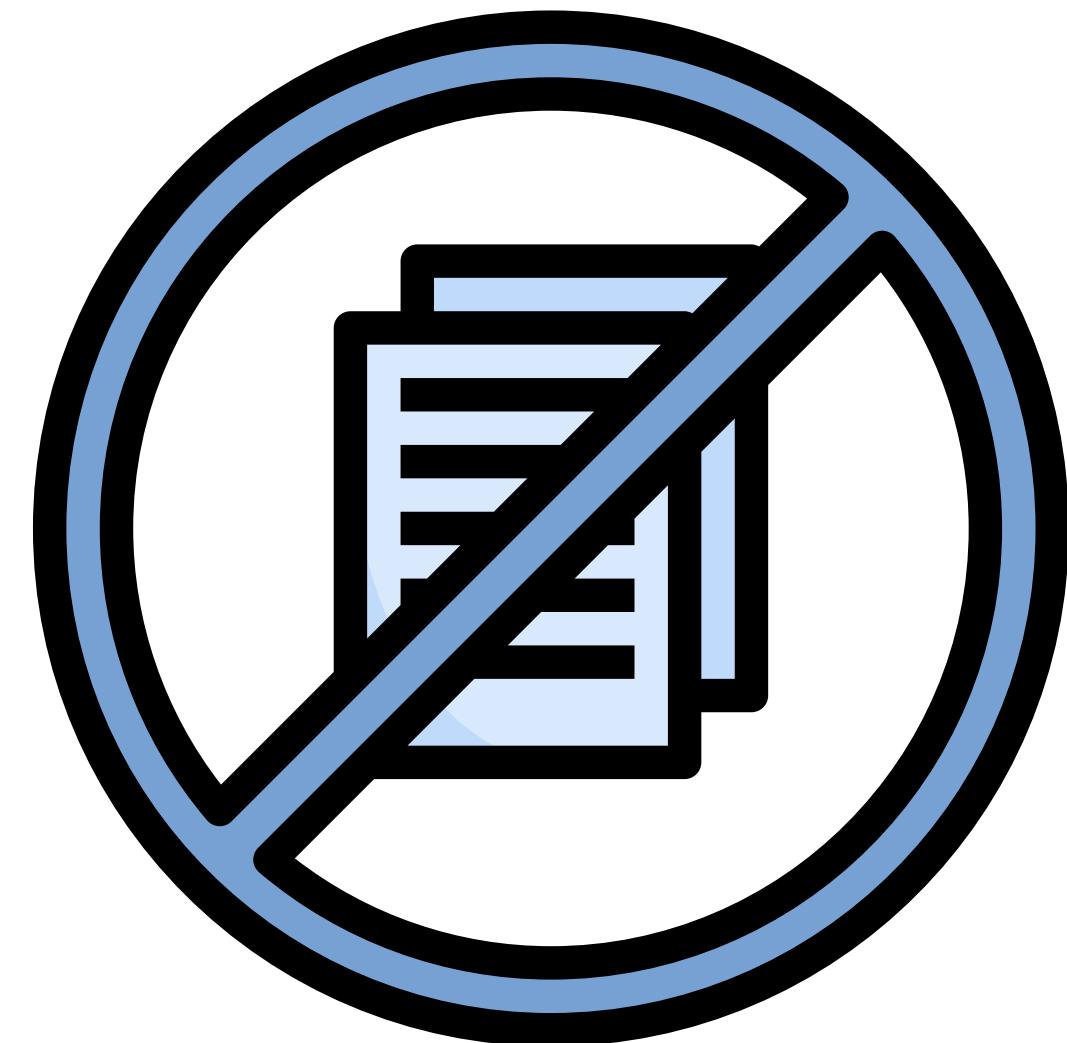


Source: <https://www.grammarly.com/blog/types-of-plagiarism/>

# Plagiarism Types

2. **Self-plagiarism:** is commonly described as recycling or reusing one's own specific words **from previously published texts.**

3. **"Paraphrasing plagiarism:** is what happens when a writer reuses **another's work and changes a few words or phrases."**



# Accidental Plagiarism

**"Accidental plagiarism** is when the person doesn't realize they are plagiarizing another's work. Accidental plagiarism includes the following:

1. Forgetting to cite your sources in your work
2. Not citing your sources correctly
3. Failing to put quotes around cited material"

**"Failing to quote or cite sources properly is considered plagiarism, even if the writer (person) didn't mean to plagiarize."**



Source: <https://www.grammarly.com/blog/types-of-plagiarism/>

# How to cite sources

- Provide a list of references at the end of the document; in oral presentations, one may include references throughout the presentation, in each slide;
- Provides more information on the publication cited during the text;
- Includes all publications cited in the document, including slides.



# Citation Style and Reference Formats

- ACM  
(<https://www.acm.org/publications/authors/reference-formatting>) - The most used in computer science and informatics engineering
- APA: <https://apastyle.apa.org/>

## SPECIAL NOTE ABOUT REFERENCE FORMATS

Reference linking and citation counts are facilitated by use of these standard reference formats. Please adhere to the reference formats that we use for ACM publications. If you do not, and your paper is accepted, it will be returned to you for proper formatting.

By using your BibTeX (.bib) file with the appropriate .bst file (ACM Reference Format) your references should require minimum editing.

ACM's preference is for full names and not initials or abbreviations.

Here are examples of the most common reference types formatted for ACM journals.

**Note: For BibTeX examples see:** <http://www.acm.org/publications/authors/bibtex-formatting>

### **For a paginated article in a journal:**

[1] Patricia S. Abril and Robert Plant. 2007. The patent holder's dilemma: Buy, sell, or troll? *Commun. ACM* 50, 1 (Jan. 2007), 36-44. DOI: <https://doi.org/10.1145/1188913.1188915>

### **For an enumerated article in a journal:**

[1] Sarah Cohen, Werner Nutt, and Yehoshua Sagiv. 2007. Deciding equivalences among conjunctive aggregate queries. *J. ACM* 54, 2, Article 5 (April 2007), 50 pages. DOI: <https://doi.org/10.1145/1219092.1219093>

### **For a monograph (whole book):**

[1] David Kosiur. 2001. *Understanding Policy-Based Networking* (2nd. ed.). Wiley, New York, NY.

Source: <https://www.acm.org/publications/authors/reference-formatting>

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# Discussion leadership

- Presentations and resulting discussions should last around **6 and 7 minutes**, respectively. In total, a **maximum duration of 20 minutes** is allowed.
- The oral presentations start on **week 4**.
- This presentation is mandatory for regular students and has a weightage of 30% in the final classification; **student workers are exempt from this assessment component**.



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# Discussion leadership

**Detailed information on Fénix**



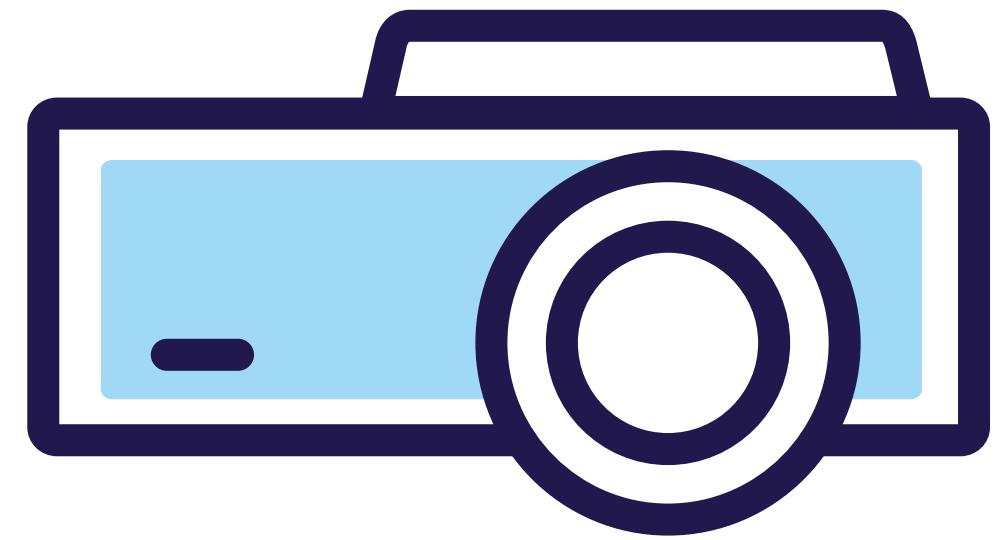
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# Individual video project

Imagine that you have to explain a project you did (or will do) for the **Software Engineering** or **Interaction Design** courses. A capstone project, for example. The technical part is ready.

The next step is **communicating and disseminating the idea** developed on social networks, for example, LinkedIn.

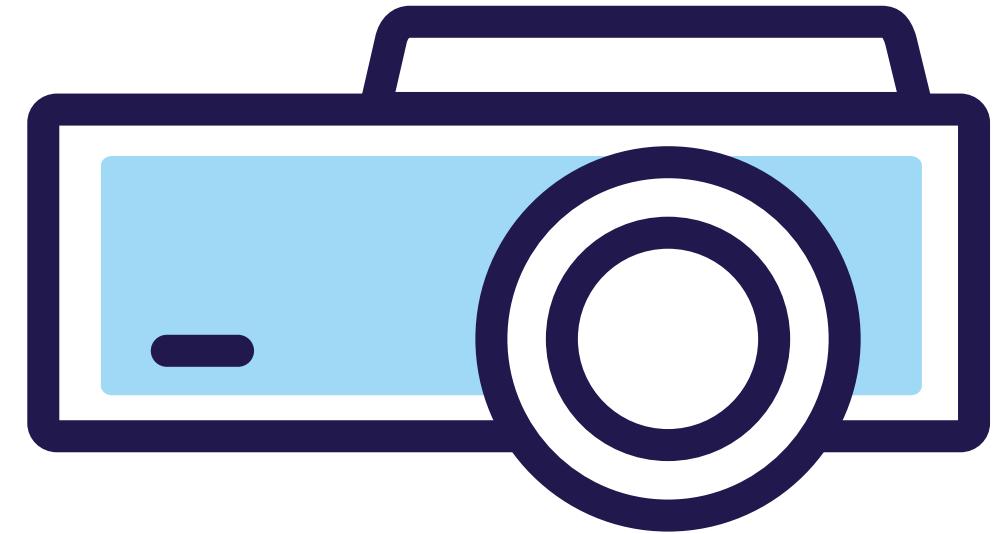
The question arises: **how do you communicate what you have done to the general public, using mainly verbal and non-verbal (e.g., visual) communication?**



# Individual video project

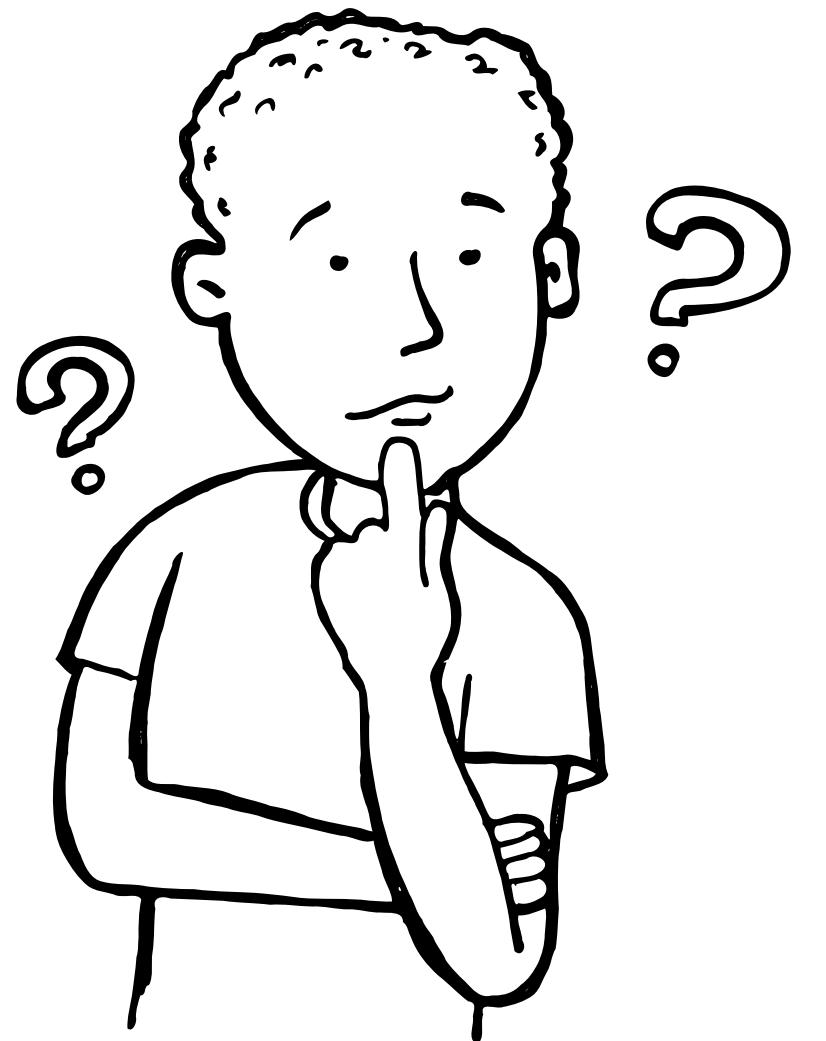
## Evaluation criteria (and weighting)

- Ability to communicate clearly the most relevant information (30 points);
- Creativity and use of audience engagement techniques (20 points);
- Linguistic competence and control of weak language (15 points);
- Voice modulation and word articulation (10 points);
- Correct use of non-verbal communication (15 points);
- Time management (10 points).



2024/2025

# Questions



WHO  
AM I?

Prof. Cláudia Silva

2024/2025



# Where Have I been?



PUC Minas



**m-iti**  
Madeira Interactive  
Technologies Institute



**Interactive  
Technologies Institute**  
LARSyS



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# What I like: communicating

walesonline.co.uk/news/wales-news/internet-mad-brazilian-heads-wales-phd-2025226

 Wales News > Latest Wales News > Facebook

## Internet-mad Brazilian heads to Wales for PhD in Monmouthpedia

An internet-obsessed Brazilian student is so obsessed with new technology she has travelled to a quaint Welsh market town – as part of her quirky PhD studies.

SHARE    By James McCarthy  
00:01, 5 AUG 2012 | UPDATED 21:22, 26 MAR 2013

WALES NEWS

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Claudia Silva, Monmouthpedia PhD student

The University of Texas at Austin International Office

ESL SPECIAL PROJECTS RISK & SAFETY STUDY ABROAD FINANCE & ADMIN GIVING ABOUT THE IO

THE WORLD & UT FEATURES & STORIES INTERNATIONAL SCHOLAR SPOTLIGHT: CLAUDIA SILVA

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Media Library

Video Features

**INTERNATIONAL SCHOLAR SPOTLIGHT: CLAUDIA SILVA**



Mapping Stories through Locative Media

When is a map not a map? When it's a interactive vessel of memory and information about a place. That's what international scholar [Claudia Silva](#) has set out to investigate through her research on locative media.

Claudia's academic journey itself is a story that includes a series of lines on a map ending—at least for now—in Austin. Originally from a small town in Brazil, she crossed the Atlantic Ocean to pursue her Master's in journalism in Lisbon, Portugal. In 2010, she crossed the Atlantic again, this time on a plane to Austin to pursue a PhD as part of a program called UT Austin-Portugal.

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# What is my mindset?

**P** AZUL P2 ÍPSILON ÍMPAR FUGAS P3 PODCASTS PSUPERIOR CINECARTAZ

SEMANA DE QUATRO DIAS GUERRA NA UCRÂNIA BRASIL ISABEL II PENSÕES RELAXAR OPINIÃO INVESTIGAÇÃO PÚBLICO

**OPINIÃO**

## *Ser transdisciplinar: já não basta pensar fora da caixa*

É preciso meter a cabeça noutras caixas (leia-se saberes), e tentar entender o que está lá dentro para propor diversas perspectivas e soluções. É preciso ser transdisciplinar.



Cláudia Silva

8 de Maio de 2019, 6:17

[Receber alertas](#)

Ouça este artigo aqui

00:00 — 08:37

[Saber mais](#)

É sabido que um dos expoentes máximos do Renascimento, Leonardo da Vinci, para além de ter pintado o provavelmente mais famoso quadro na história da arte, era também anatomista, arquiteto, engenheiro, músico, poeta, botânico (entre outras coisas). O renascentista entendia o conhecimento como um todo, sem fragmentação disciplinar, algo que lhe permitia fazer analogias e comparações tão variadas e distanciadas que estas se transformavam em profundas fontes criativas de suas invenções e pinturas. Embora a atitude de da Vinci tenha sido excepcional na história do conhecimento, a sua forma de pensar era, como a de seus pares, pré-disciplinar. Foi nos séculos XIX e XX que o conhecimento especializado passou a ser privilegiado em detrimento do conhecimento transversal. Foi também durante



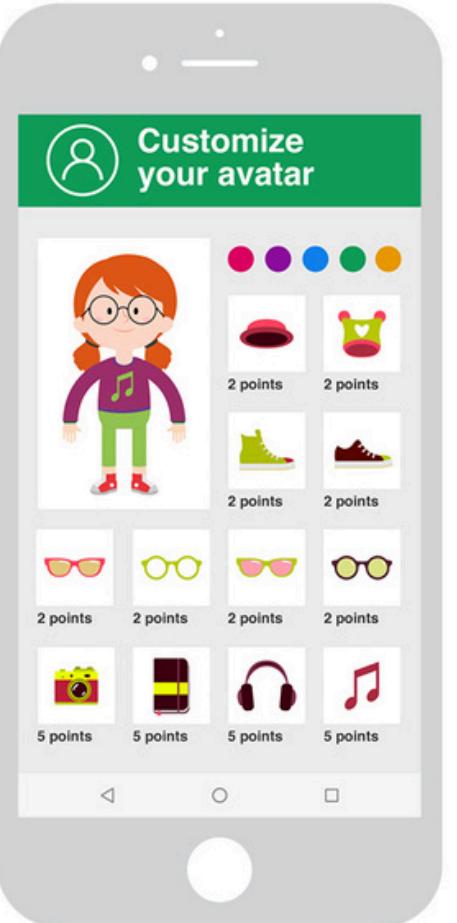
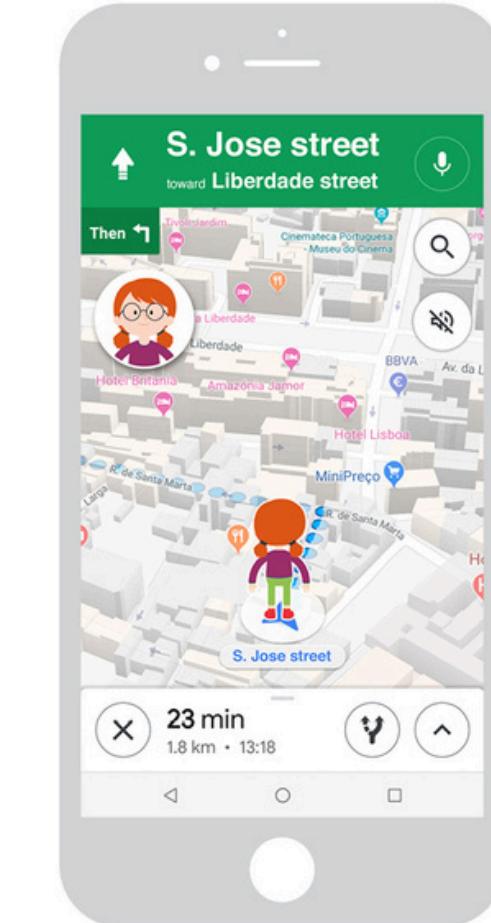
Source:

[www.publico.pt/2019/05/08/opiniao/opiniao/transdisciplinar-ja-nao-basta-pensar-caixa-1871817](http://www.publico.pt/2019/05/08/opiniao/opiniao/transdisciplinar-ja-nao-basta-pensar-caixa-1871817)

# Current Research Projects

## MOC-UP: Participatory Design with Children

Digital Maps or child-targeted  
locative system



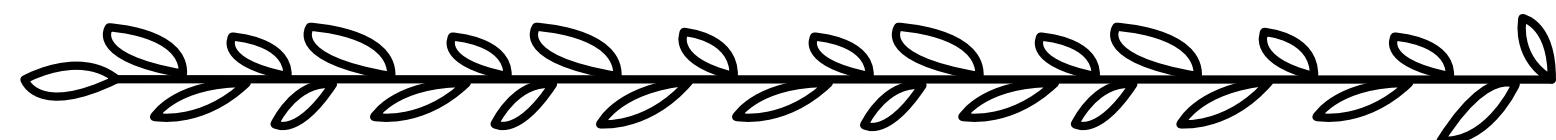
## Hate COVID, kNOwHate Hate Speech

Automated  
Detection in Portuguese (Afro-  
descendants, Roma, LGBTQ+)



# CENTRAL CONCEPTS

1. What **is communication?**



# Why is *Communication* important in Computer Science and Engineering?

# A Paradigm Shift

washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what...

The Washington Post  
Democracy Dies in Darkness

This article was published more than 5 years ago

**ANSWER SHEET**

## The surprising thing Google learned about its employees – and what it means for today's students

 Analysis by Valerie Strauss  
Staff writer  
December 20, 2017 at 11:11 a.m. EST



(Marcio Jose Sanchez/AP)

Google ha cerrado el anuncio

 Gift Article  Share

The conventional wisdom about 21st century skills holds that students need to master the STEM subjects — science, technology, engineering and math — and learn to code as well because that's where the jobs are. It turns out that is a gross simplification of what students need to know and be able to do, and some proof for that comes from a surprising source: Google.

Source: <https://www.washingtonpost.com/>

forbes.com/sites/terinaallen/2019/10/26/the-bitter-truth-about-why-people-fail-to-succeed-in-their-jobs/?sh=36d36fb14c46

Forbes

CAREERS

## The Bitter Truth About Why People Fail To Succeed In Their Jobs

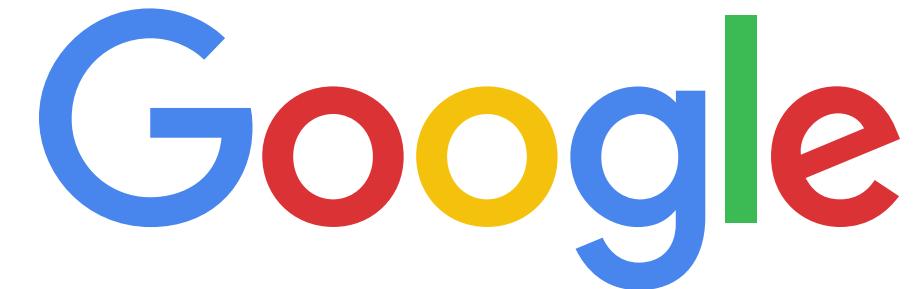
 Terina Allen Contributor  I cover careers, leadership and executive development.

Oct 26, 2019, 09:09am EDT 



Source: <https://www.forbes.com/>

# Hiring requirements



The **top characteristics** of success at Google are all soft skills:

1. Being a Good Coach;
2. **Communicating & Listening Well;**
3. Possessing Insights into Others (**Including Others' Different Values & Points of View**);
4. Having **Empathy** Toward & Being Supportive of Colleagues;
5. Being a Good **Critical Thinker** & Problem-Solver;
6. Being Able to Make **Connections Across Complex Ideas.**

# Recent Stats:

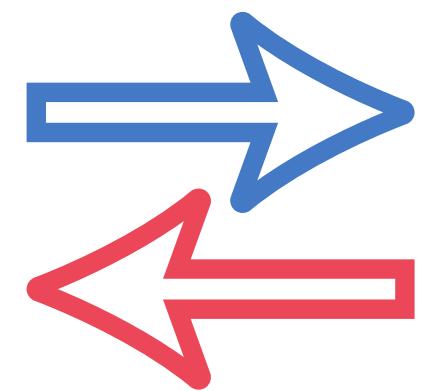
- 60% of professionals who participated in the 2020 State of Business Communication Report said they **have at least one setback at work every month due to communication problems;** <https://www.nextiva.com/x/business-communication-report/>
- 29% of respondents to the 2018 PMI's Pulse of the Profession survey stated that **tinadequate communication is the main cause of projects failing in their companies.** <https://www.pmi.org/learning/thought-leadership/pulse/pulse-of-the-profession-2018>
- 74% of professionals who responded to the Communication Statistics 2020 questionnaire **left companies with disorganized communication** for a competitor. <https://www.project.co/communication-statistics-2020/>

# What is Communication?

Engineering universities often define communication as **one-way transferring information**, such as oral presentations and written reports delivered at the end of technical assignments.



However, communication in the workplace has a broader spectrum. This spectrum of **communication includes describing, listening, questioning, and answering.**

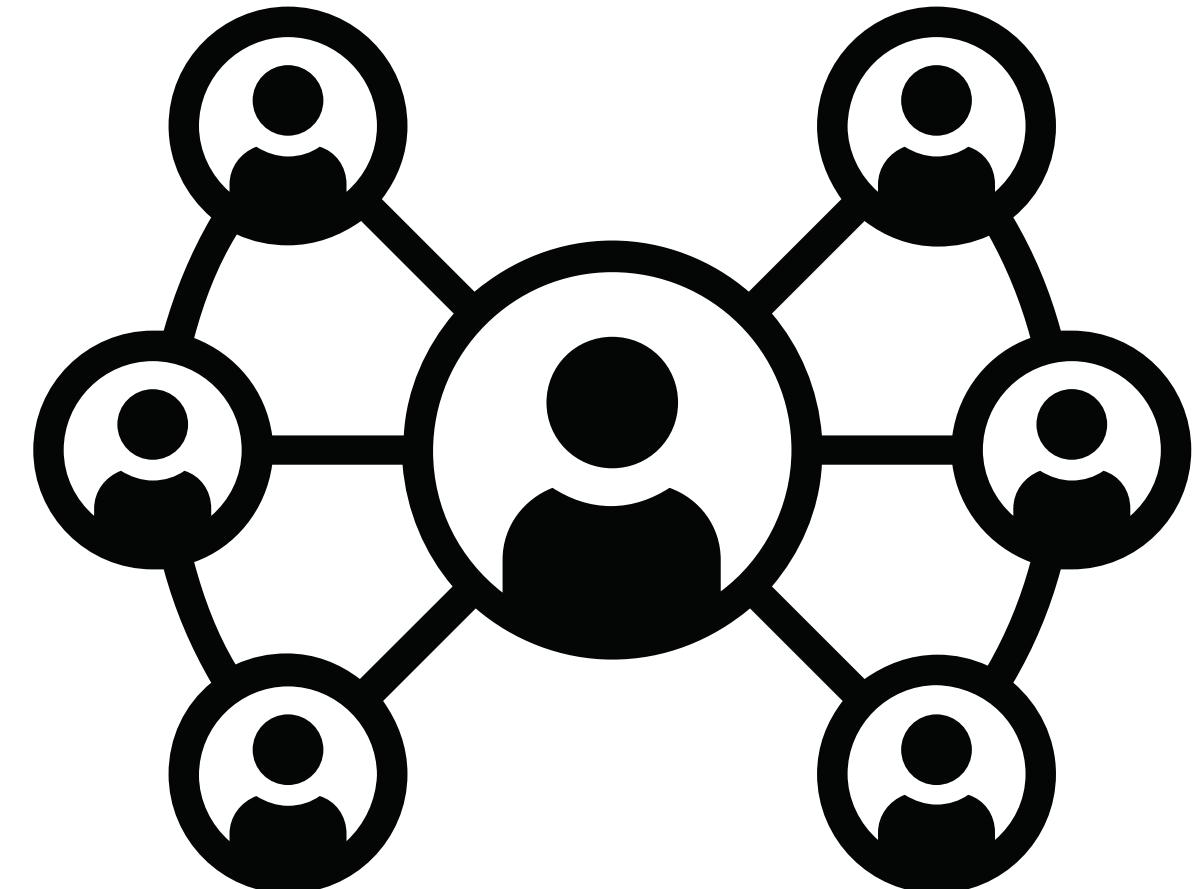


**Source:** Sá, S., & Cruz, M. L. (2021, June). Using a valid game-based learning activity to practice communication competencies online. In 2021 4th International Conference of the Portuguese Society for Engineering Education (CISPEE) (pp. 1-6). IEEE.  
<https://ieeexplore.ieee.org/document/9507223>

# What is Communication?

"Communication is the **relational process** of **creating** and **interpreting messages** that elicit a response."

Robert Craig says that communication involves **"talking and listening, writing and reading, performing and witnessing,** or, more generally, **doing** anything that involves '**messages**' in any **medium or situation.**"



**Source:** Griffin, Emory A. (2006). A first look at communication theory. McGraw-hill.

# Consciousness-raising

However, "only when we become more mindful of the **nature and impact of our messages** will we have the ability to alter them." (p.7)

**Have you asked yourself how the way you communicate affects others?**

**Take the example of non-inclusive communication!**  
**(Ex: "*Um olho no burro e outro no cigano*" ou "*Pareces uma menina.*")**

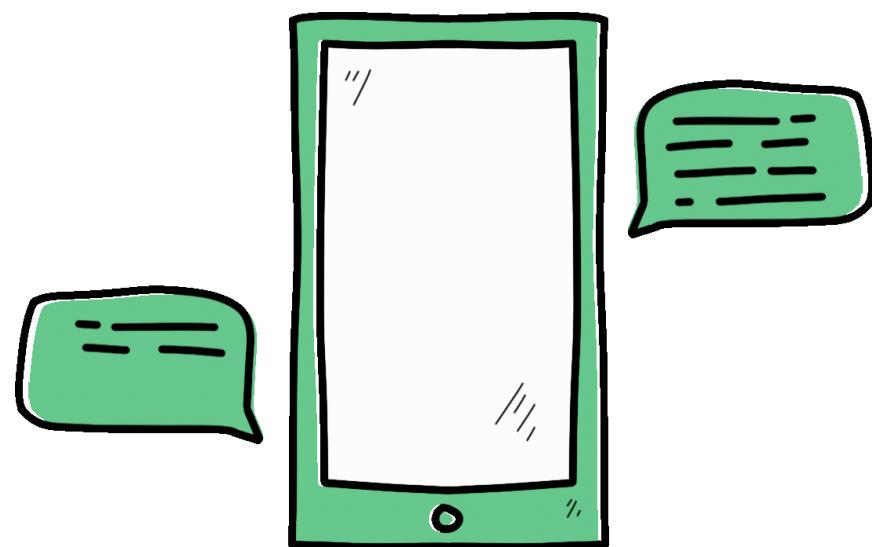


**Source:** Griffin, Emory A. (2006). A first look at communication theory. McGraw-hill.

Suppose you received this cryptic text message from a close, same-sex friend:



**"Pat and I spent the night together."**

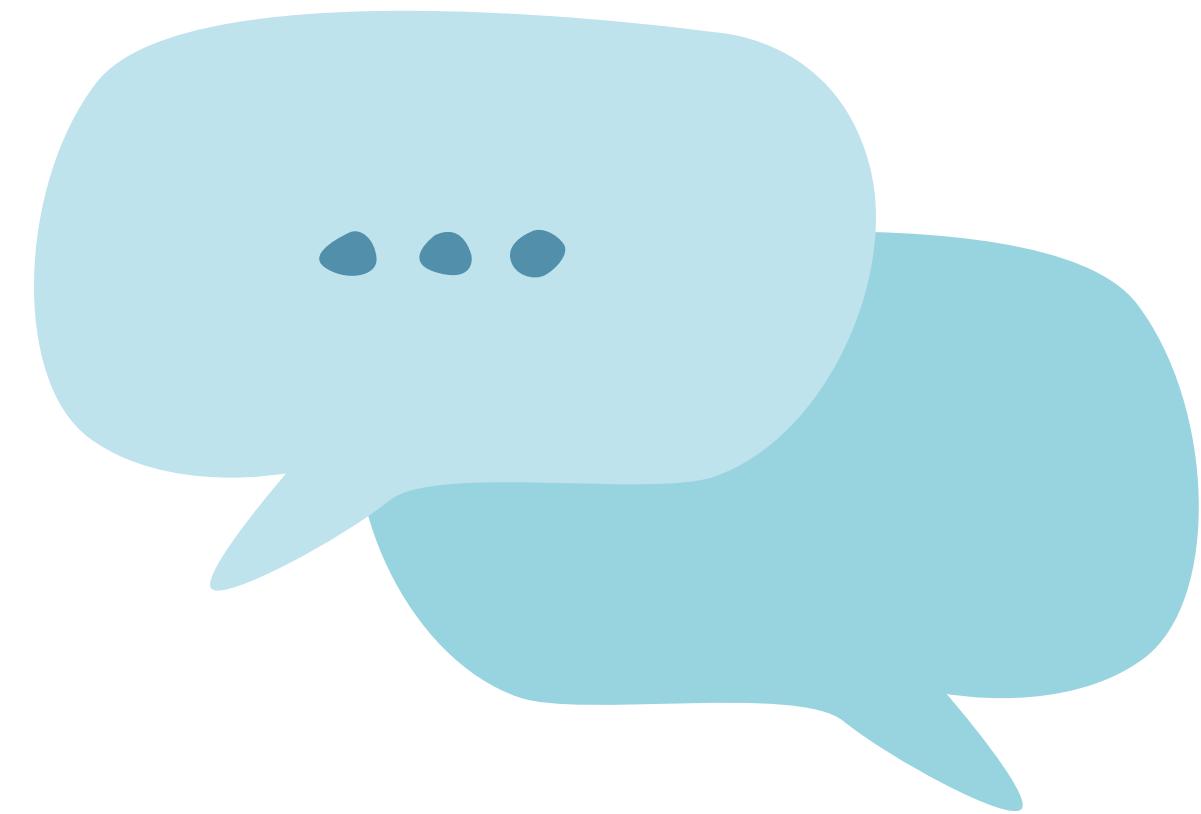


**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

# 1. Messages

Messages are at the very core of communication. University of Colorado communication professor Robert Craig says that communication involves

**“talking and listening, writing and reading, performing and witnessing, or, more generally, doing anything that involves ‘messages’ in any medium or situation.”**



**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

## 2. Creation of Messages

This phrase in the working definition indicates that the **content and form of a text** are usually constructed, invented, planned, crafted, constituted, selected, or adopted by the communicator.

The communicator is usually **making a conscious choice of message form and substance.**



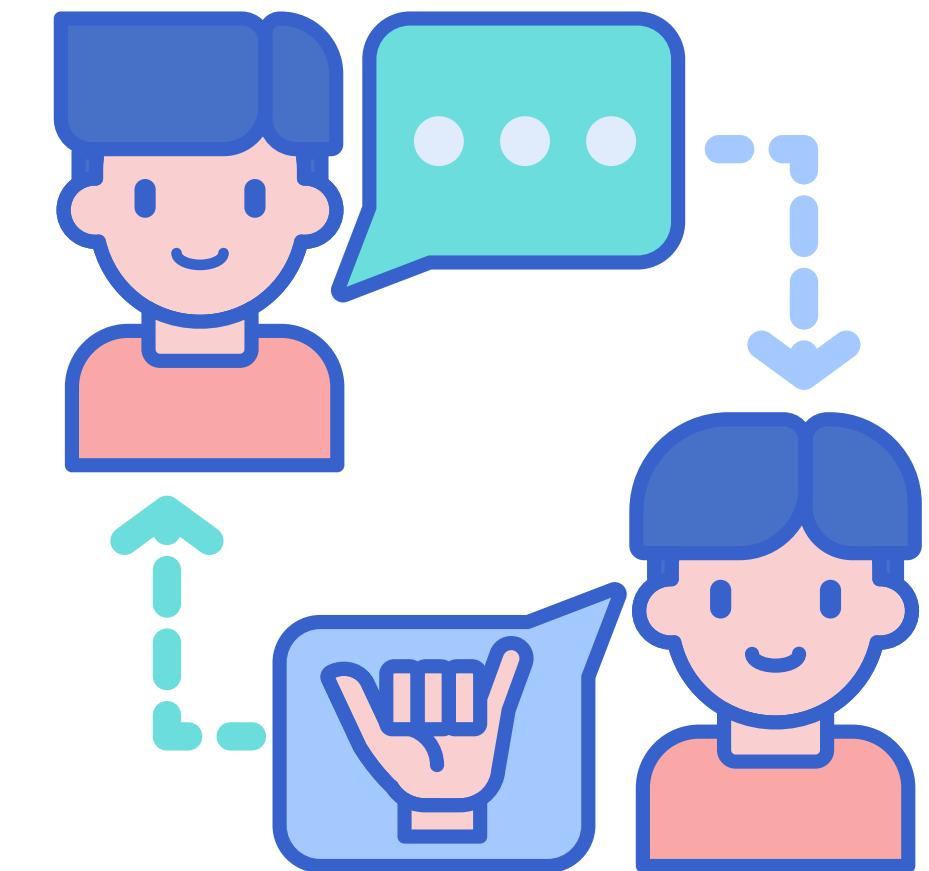
**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

# 3. Interpretation of Messages

Messages **do not interpret themselves.**

The meaning that **a message holds for both the creators and receivers doesn't reside in the words that are spoken, written, or acted out.**

**A truism among communication scholars is that words don't mean things; people mean things.**



**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

# 4. A Relational Process

"The Greek philosopher Heraclitus observed that  
**“one cannot step into the same river twice.”**

These words illustrate the widespread acceptance among communication scholars that ***communication is a process.***"



**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

# 5. Messages That Elicit a Response



"This final component of **communication deals with the effect of the message upon people who receive it.**

For whatever reason, if the message **fails to stimulate** any cognitive, emotional, or behavioral **reaction**, it seems pointless to refer to it as communication."



**Source:** Griffin, Emory A. (2006, p. 11). A first look at communication theory. McGraw-hill.

# So, communication is:

"In the opening lines of her essay "Communication as Relationality," University of Georgia rhetorical theorist Celeste Condit suggests that the **communication process is more about relationships than it is about content.**"

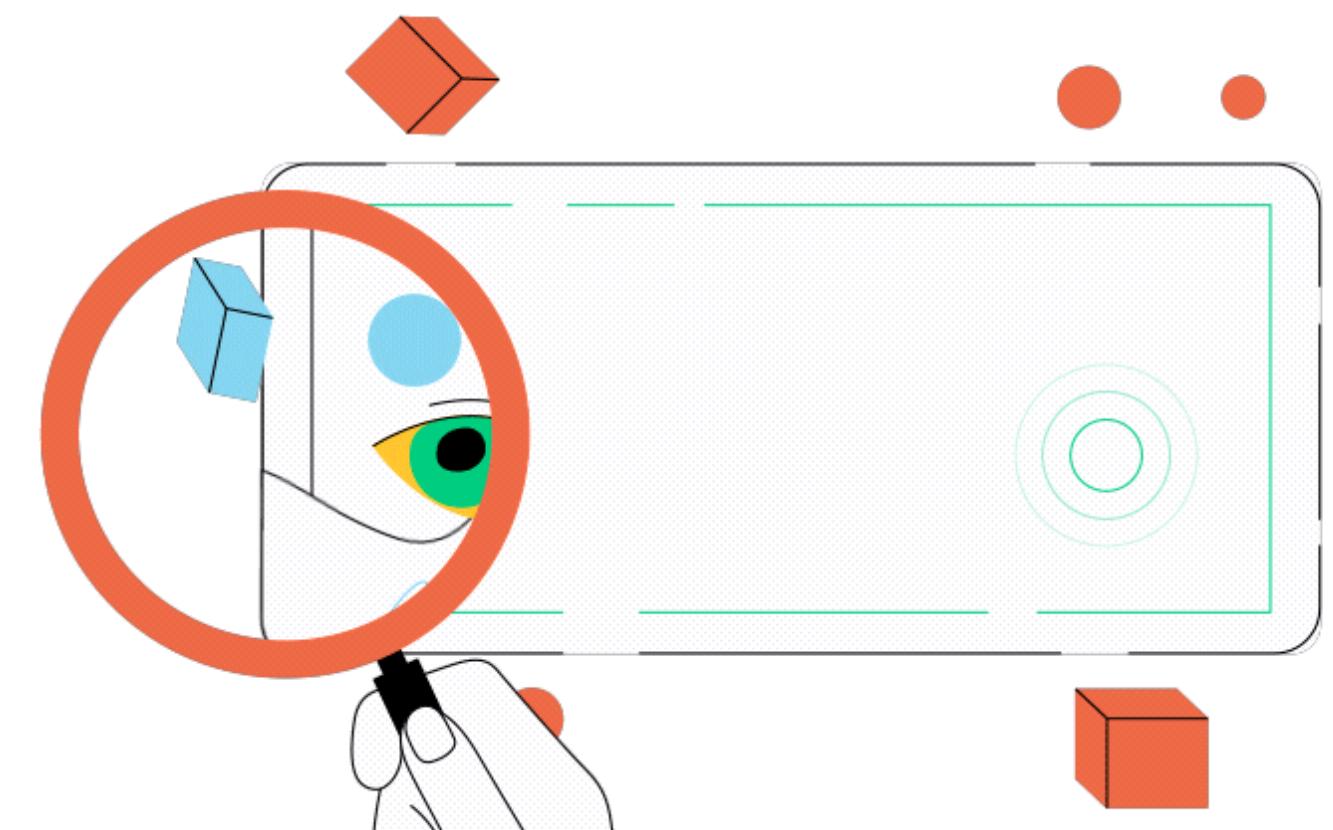
"Communication is a process of relating. This means it is not primarily or essentially **a process of transferring information or of disseminating or circulating signs** (though these things can be identified as happening within the process of relating)."

"Communication **is a relational process not only because it takes place between two or more persons but also because it affects the nature of the connections among those people.**"



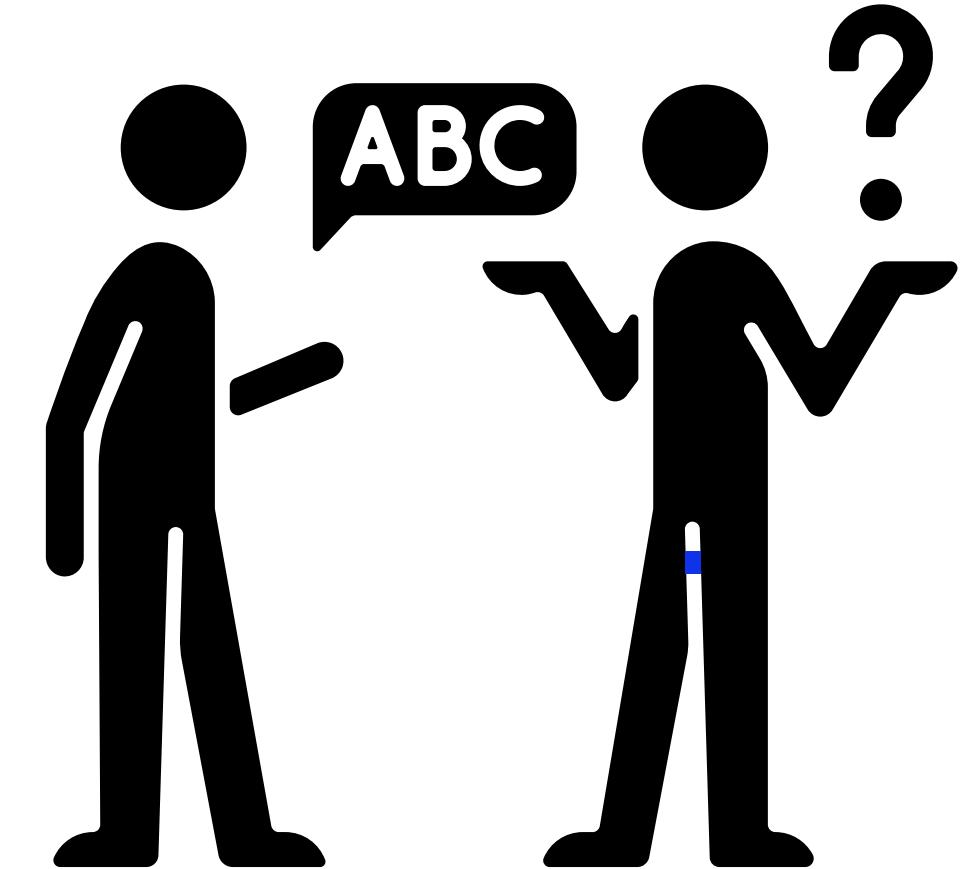
**Despite Communication  
being a wonderful human  
ability, there are barriers**

**Please search**



# Communication Barriers:

- **Communication apprehension:** an individual level of fear or anxiety associated with either real or anticipated communication with another person or person. (McCroskey, 1977)
- The causes of the **apprehension** may stem from situational settings (for example, public speaking) and the individual's personality traits (shyness, quietness, and reticence).



**Source:** Osman, N., Nayan, S., Mansor, M., Maesin, A., & Shafie, L. A. (2010). Spoken skills, communication apprehension and collaborative learning. *Cross-cultural communication*, 6(2), 117-124.

<https://core.ac.uk/download/pdf/236298632.pdf>

# Soft and Communication Skills:

"To apply and practice knowledge effectively in the workplace, **engineers need to be endowed with soft skills, as companies increasingly require creative and innovative engineers**, thus establishing competitive advantages for their companies." (Llamas et al., 2019)



Source: Llamas et al. (2019). Campos, D. B., de Resende, L. M. M., & Fagundes, A. B. (2020). The Importance of Soft Skills for the Engineering. Creative Education, 11(08), 1504. <https://www.scirp.org/journal/paperinformation.aspx?paperid=102528>

# Soft and Hard Skills:

Hard skills Technical closely related with knowledge	Soft skills Closely connected with attitudes
<b>General skills</b> Skills applicable in most work contexts	<b>Generic hard skills</b> <b>Generic soft skills</b>
<b>Specific skills</b> Skills applicable in a small number of work contexts	<b>Specific hard skills</b> <b>Specific soft skills</b>

Yi, M., Mueller, S., & Stegmaier, J. (2017). Transferability of skills across sectors and heterogeneous displacement costs. *American Economic Review*, 107(5), 332-36. [https://pjp-eu.coe.int/en/web/bih-higher-education/images/eul14180\\_tos\\_110924\\_web\\_with%20erratum-3.pdf](https://pjp-eu.coe.int/en/web/bih-higher-education/images/eul14180_tos_110924_web_with%20erratum-3.pdf)

# Soft Skills? Or:

- People skills
- Social skills
- Basic skills
- Interpersonal skills
- Essential skills
- Emotional Intelligence
- Human Skills
- Personal skills
- Behavioral skills
- Professional skills

# Professional Skills in STEM:

Communication

Teamwork

Leadership  
/Coordination

Mentoring/  
Coaching

Customer  
relationship

Self-motivation  
/perseverance

# Professional Skills in STEM:

## Communication

Teamwork

Leadership /Coordination

Mentoring/Coaching

Customer relationship

Self-motivation /perseverance

# What did we learn?

By the end of the first class you should:

1. Define communication
2. Define plagiarism
3. Distinguish accidental plagiarism from intentional plagiarism
4. Demonstrate the importance of communication skills in Engineering

# That's my wish for you:

"Every so often a student will ask me, "Do you really think about communication theory when you're talking to someone?" My answer is "Yes, but not all the time." Like everyone else, I often say things while speaking on automatic pilot—words, phrases, sentences, descriptions rolling off my tongue without conscious thought. Old habits die hard."

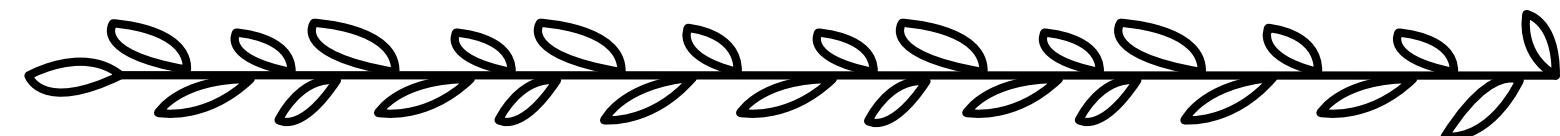
**"But when I'm in a new setting or the conversational stakes are high, I start to think strategically. And that's when the applied wisdom of theories that if the situation comes to mind. By midterm, many of my students discover they're thinking that way as well."**



# In-class Activity

“Communication works for those who work at it.”

John Powell



# Instruction Sheets

Scan this QR code or go to the course's main page and select the Week 1 tab!

Portuguese



# Instruction Sheets

English

Scan this QR code or go to the course's main page and select the Week 1 tab!



# Form Pairs & Read Instruction Sheet

5 minutes

# Form Pairs & Read Instruction Sheet

05:00

# Student A Interviews

## Student B

5 minutes

# Student A Interviews

## Student B

05:00

2024/2025

# Student B Interviews

## Student A

5 minutes

2024/2025

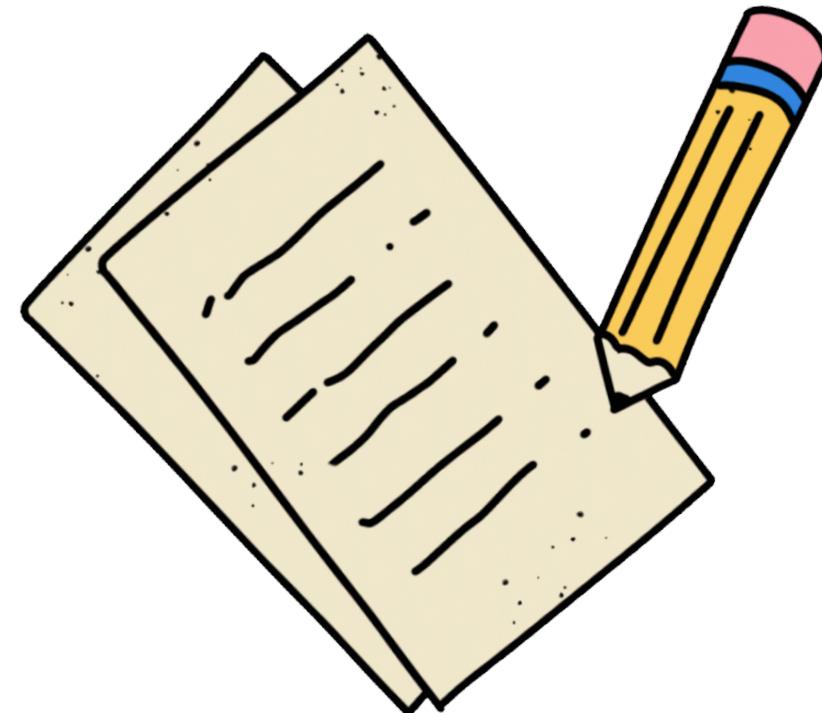
# Student B Interviews

## Student A

05:00

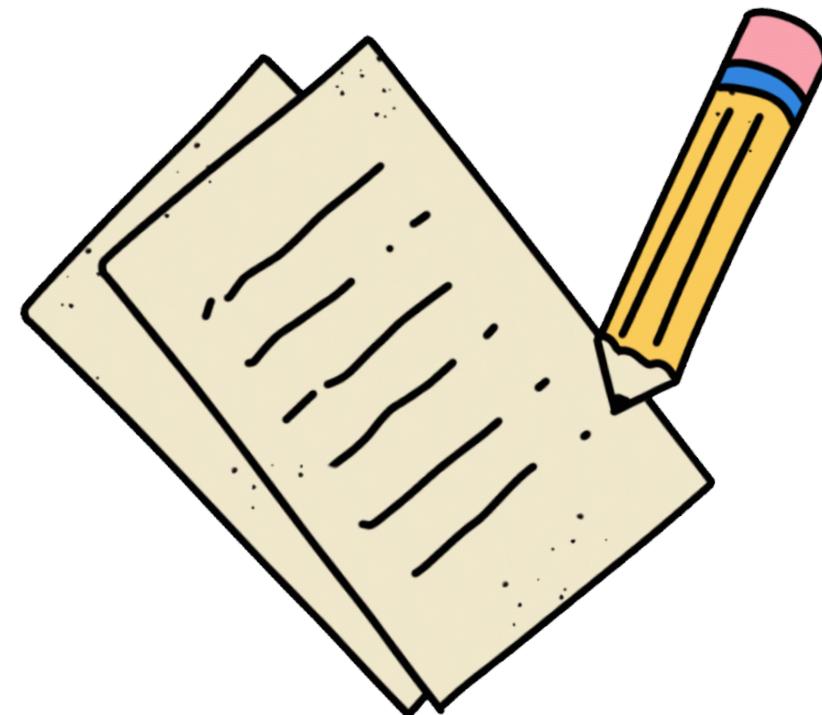
# Register Main Takeaways

5 minutes



# Register Main Takeaways

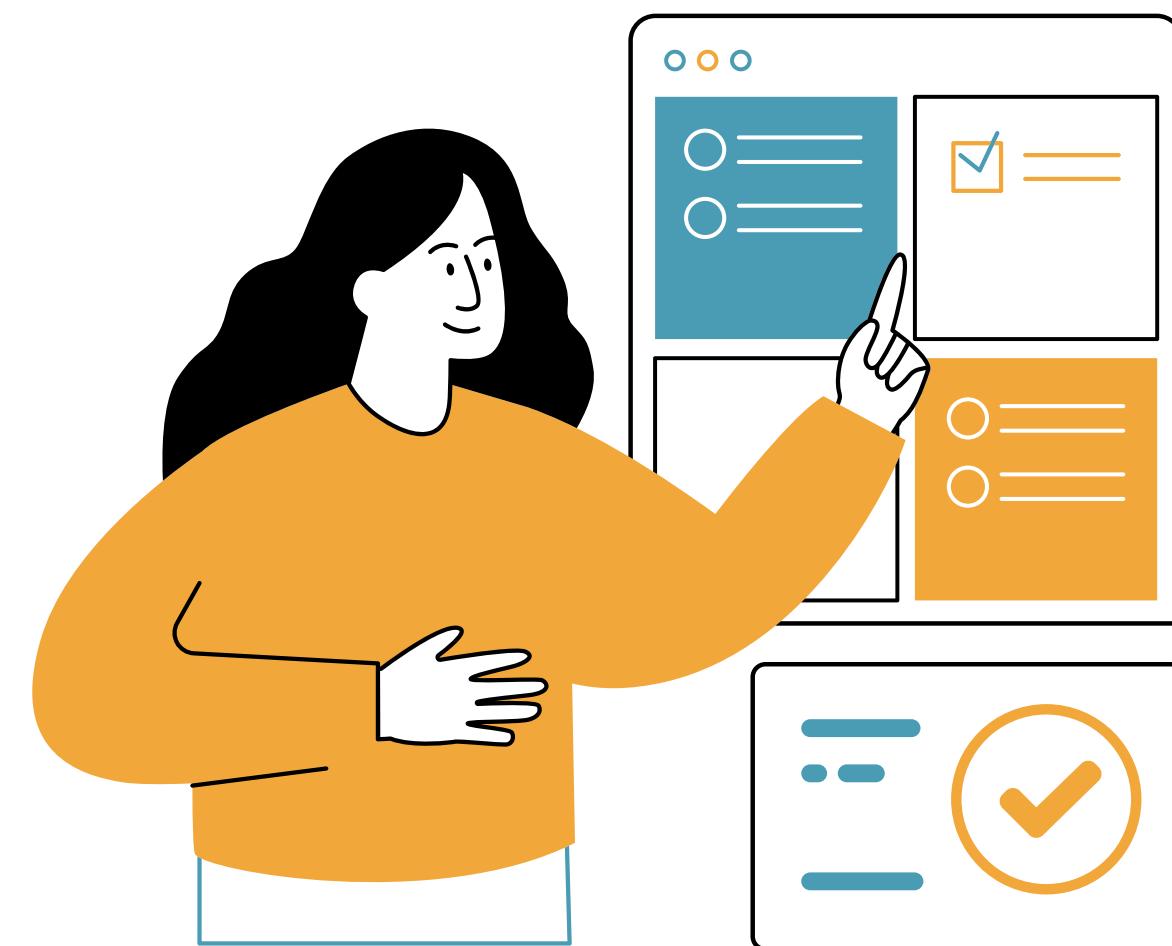
05:00



# Share Reflections With Class...



# ... And Self-Assess!



# We appreciate your feedback!

Or go to

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the code #4232 955

