

Skills for Success Curriculum Resource Cover Page

Organization

College Sector Committee for Adult Upgrading (CSC)

Curriculum Resource

Communication in an Evolving World

This resource can be used in a self-directed format or in a group setting with a facilitator to guide learners through the material. A variety of tasks/activities are included throughout the resource.

The learning outcomes included in this resource are as follows:

- Identify parts of the communication process
- Name different modes (or tools) that we use to communicate
- Describe some of the differences in communicating synchronously and asynchronously
- Discuss the benefits of asynchronous communication
- Use images, topography and space to communicate asynchronously

If using the print version of this resource, colour printing is preferable.

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	3
Competency A -Find and Use Information	A2. Interpret documents	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	N/A
Competency B - Communicate Ideas and Information	B2. Write continuous text	1
Competency D - Use Digital Technology	N/A	1

Goal Paths (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input checked="" type="checkbox"/> Independence |
| <input checked="" type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Numeracy |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Creativity and innovation | <input checked="" type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Digital | |

Notes:

The opinions expressed in this document are the opinions of the College Sector Committee for Adult Upgrading. The Government of Ontario and its agencies are in no way bound by any recommendations contained in this document.

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Communication in an Evolving World

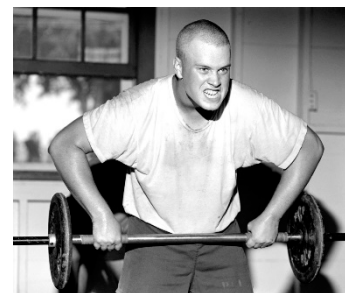
Introduction

About the Author

Who I am doesn't really matter. What does matter is that you know the person creating this resource isn't just writing about communication, but they have experienced it in many different settings. I have worked as a dishwasher, gas attendant and server. I have worked in a factory and as a licensed exterminator. I have worked as a secondary school teacher and now have been teaching adult education for over 12 years. I have also been a "formal" student for over 20 years, and I am still learning. I have taken online courses while working fulltime and caring for four kids, three cats, and two dogs with the help of one husband. Learning is hard and it takes time, but like most things that are difficult, the end result is worth the effort.

Expectations

When completing this module, it is expected that you will actively learn. The first thing that you need to know about active learning is that it takes a lot of energy and time. Active learning is not something you do while you sit back and watch television or surf social media. Active learning is like exercising: you have to want it and work for it. Other people cannot do it for you, but they can be there to support and encourage. If you are stepping up to tackle this resource, know that investing your time now will pay off later, but it will take grit to keep going.



Active learners are aware of how they understand the content. I assume we have all read a paragraph, reached the end and thought, “What did I just read?” At this point, active learners notice this, stop, and read it again. Then, when the paragraph is finished the second time, the learner checks with themselves to make sure they understood what was read. They ask questions and make connections.

To get the most out of this module, you will want to be an active learner.

The Purpose

The goal of this module is to help you be understood by those around you. It is also designed to help you understand different people. Becoming a better communicator will improve all of your relationships, reduce frustrations and provide you with more opportunities.

The Plan

- 1) Define what communication is
- 2) Discover the importance of continually working on communication skills
- 3) Classify communication as synchronous or asynchronous
- 4) Begin to identify the different ways we communicate using image and space.

The Layout

As you work through this module, you will notice that each section may have different parts, each with its own purpose:

- Think About It
 - o This section is designed so you can think about what you already know and connect the lesson content to your experiences.
 - o You do not have to write anything down, but you are welcome to. Try not to skim over this section. Take the time to think about the statements and questions that are in this section.

- Content
 - o This section is the lesson content. After actively engaging with this material and applying its content, you will continue to improve your communication skills.
- Tasks
 - o These are here to give you the opportunity to practice and/or reflect on the lesson content.

Part 1: Defining Communication

Task 1 - What skills will I need?

Search for jobs, in a career that interests you, using the Job Bank on the Government of Canada's website:

<https://www.jobbank.gc.ca/findajob>

Take a couple of minutes to review a posting or two. Look over some of the tasks that need to be completed and the different skills or abilities that the successful candidate will need. Which skills do you think that you will need: numeracy, writing, adaptability, collaboration, digital, reading, problem solving, creativity & innovation?

A sample solution can be found in the [Appendix](#).

Note: All of the sample solutions will only give you some ideas. Your response will be different.

Think About it

In your first task, you were asked to lookup a job posting. If you noticed anything like team player, communication, reports, maintain inventory, or relay information, you can be assured that your job choice will need you to have good communication skills.

Communication skills are needed in school, when applying for jobs, having an interview, and throughout your career. Good communication strengthens relationships outside of these settings as well: parent-child, person-significant other, neighbours, sports teams, etc.

But, what is communication?

Content

Communication is defined by Merriam-Webster as:

"a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior " (Merriam-Webster, 2020).

To expand on that, communication can occur with oneself (intrapersonal communication). For example, if I jot down notes from an estimate, I am leaving information for myself at a later time. Similarly, working out the pros and cons of a scenario to help me make a wise decision could also be intrapersonal communication.

Although communication itself is very complicated, the definition of it is fairly straight forward: Communication is an exchange of some meaning. If I smile with my eyes and my mouth, I am communicating to you I am happy. If it's only my mouth...it may mean something different (Figure 1) . When I say, "Stop!", I am trying to send you a message to tell you that need to stop doing something. And as you are reading this text, I am hoping that you are understanding that there are a lot of ways we make meaning.



Figure 1 Person only smiling with their mouth

Task 2 - What ways do I communicate?

Think of the different ways that you communicated with others today. Were you the one giving information, receiving information, or both? How did you communicate? Try to think of all the different ways meaning was exchanged.

A sample solution can be found in the [Appendix](#).

Part 2: Why do we, as humans, communicate?

Think About It


In *Task 2*, you took a few minutes to think about all of the ways that you communicated today. Consider all of the times you communicated and ask yourself, “Why did the communication happen?” or “What started the ‘meaning exchange’?”

Content

There are lots of reasons, and there is **always** a reason, that someone communicates.

The sender has some meaning, idea or piece of information they share with the receiver. Below you will find two examples for each reason why someone is communicating.

- Sometimes, it is urgent

<p>"HELP!"</p>	 <p><i>The caution tape, pylons and the person holding their arm out with an open palm are communicating to the receiver to stop.</i></p>
----------------	--

- Sometimes, it is to help someone else



By holding a door open, the person with the green shirt is communicating to the person in the yellow shirt that they can walk through the door.

"The bathroom is just down the hall on the left-hand side."

- Sometimes, it is just for fun

"Do you want to hear a joke about the piece of paper? "

"No, you don't, it's tear-able"



This image was shared to get a laugh

- Sometimes, it's not planned

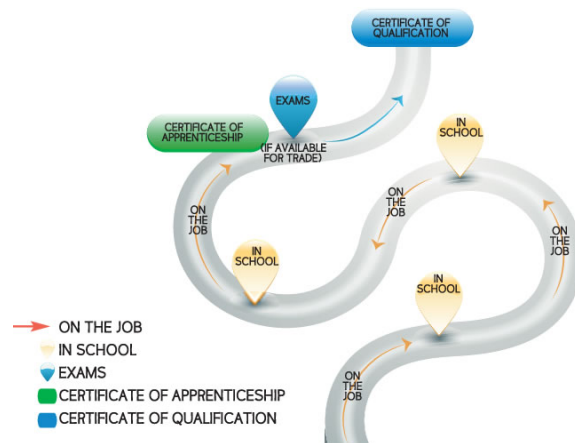
"Ouch"



Laughter is a reaction to something that we think is funny.

- Sometimes, it's for information

“When you are welding a lap joint, make sure that the two pieces of metal are flush with each other. ”



*Map of training to become an apprentice.
(OYAP, 2022).*

Regardless of the reason, **there is always a meaning** the sender is communicating.

Who receives the communication? The sender may send meaning to anyone who will hear it. Other times, the sender may plan the message for someone specific. If you know your audience, you can create your message in a way that the receiver (audience) will most likely get the information you are trying to send.

For example, a hairdresser could explain the different colour options for their client, or they could point at a colour pallet. A crane operator can get directions via radio or a system of hand gestures. An electrician can speak about the job to their apprentice, or they can write down the list to be completed.

Once “the meaning” is encoded it is sent across a medium to the receiver. The medium will depend on how the sender decided to encode it. It could be on paper, in a digital format, through sound, using body, etc.

The receiver now has the task of decoding the meaning. In other words, they need to figure out what information the sender is sharing. They do this based on their personal knowledge and experiences.

Video Resource

David Harmon [YouTube Video] Communication Cycle.

Length: 3 minutes 2 seconds

Can be accessed at https://youtu.be/4Z1Bleje_ko

Part 4: Modes of Communication

Think About it

Now that we know the process of communication, we need to understand the tools that we use to “make meaning”. We cannot build anything unless we understand the tools we have, and we know how to use them. In this section we will look at 7 tools that we use to build our communications.

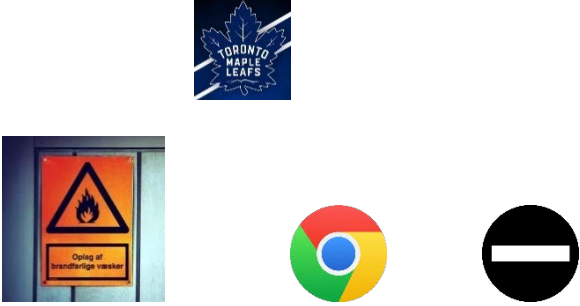



Content

The way we communicate has been rapidly evolving. In the past, communication was typically done through one, or maybe two, mode(s) of communication. For example, it used to be hard to have a picture and typed words on the same page. Now when a contractor provides a quote, they can show a blueprint with all of the measurements, a breakdown of costs, and the approximate timelines, all in one document. We used to make a phone call and only use voice. Meetings used to take place in person. Now, we have live stream video communications.

With the technology boom, our form of communication has changed to what is called "multimodal". It is using multiple modes of communication to help the creator encode meaning in a way that the receiver has a better chance of understanding it.

Cope and Kalantzis have listed 7 modes that we use in order to make meaning with each other:

<p>Symbol</p> <ul style="list-style-type: none">- Represents speech sounds: ch, a , ee, p, qu, ...- represents an idea: emojis, \$, %, ...	<p>cat, ball, textbook, cassette tape, 12, 100%, \$789, ? , 😊, LOL</p>
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<p>Image</p> <ul style="list-style-type: none"> - 2D array on a surface (picture, clipart, icon, etc) 	
<p>Space</p> <ul style="list-style-type: none"> - How things are laid out in space 	 <p>Placing something out of a child's reach may mean they are not to have it without asking.</p>  <p>Placing the emergency shut off near the controls tells you to hit it if needed.</p>
<p>Object</p> <ul style="list-style-type: none"> - A physical item that you can touch, hold, see, etc 	 <p>Someone handing you a plate might be letting you know that you may get food.</p>

Body

- Feelings
- Gestures
- Postures
- Appearance
- Facial expressions...



Hand gestures can be used to give direction.



Tears can mean someone is sad or hurt.

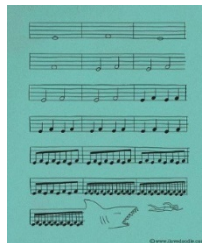
A hug can let someone know you are there for them.

Sound


- Something that can be heard



Alarms and sirens can provide meanings such as wake up or watch out.



Music can bring unease, joy or sadness depending on the pitches and rhythms

<p>Speech</p> <ul style="list-style-type: none"> - A system of voiced sounds - Varies by culture, community, group, ... - 	
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Task 3 - Pick a mode

For this activity, you are going to think of a scenario that may happen in your future career. In this scenario, a client needs to be informed that you are making a slight change from the original plan. How would you communicate it?

Sample ideas:

- A contractor telling a client that the plan needs to be adjusted.
- A cook communicating to the servers that the special will be different tonight.
- A mechanic letting a client know there is something else that needs to be fixed.
- A designer letting a client know that the arrangements need to be changed.

What mode did you choose? Why did you choose this mode? Would it be better if you used more than one?

A sample solution can be found in the [Appendix](#).

Task 4: How do I prefer to communicate?

For this reflection activity, you will consider the different ways that you communicate in various situations. Here are some prompts. Try to answer at least 3 of them

What is your favorite mode of communication? Why?

What is your least favorite mode of communication? Why?

Does your preference change, depending on the situation? Why/Why Not?

Do you find that you often use more than one mode of communication at the same time? If so, why?

What do you find stops communication? In other words, what barriers do you encounter when sending or receiving messages? Have you ever been misunderstood? How did that happen?

Make sure you make connections between your own experiences as well as the content discussed in this lesson.

A sample can be found in the [Appendix](#).

Part 5: Synchronous vs Asynchronous Communication

Think About It

When you created your communication in *Task 3*, you would have either created a message that would be delivered synchronously or asynchronously. Both of these types of communication have their own pros and cons. In this section, we will take a look at them.

Content

First, what is synchronous and asynchronous communication?

Synchronous communication happens in the same time/place. This type of communication happens when you are having lunch with some colleagues, getting directions from a crossing guard to stop, having a client show you where they want their concrete poured during an estimate, participating in a live online meeting, etc. It happens in a moment and is gone in a moment. Only memories remain.

Asynchronous communication happens when you are not in the same time/place. For example, reading a manual about proper assembly, sending a text to a friend, writing a note for the next shift, etc. It can take time to plan out, but it can last a very long time.

Task 5: What do I already know about asynchronous and synchronous communication?

For this task you are going to look at some of the similarities and differences between synchronous and asynchronous communication.

Take a few minutes to think about what you already know about synchronous and asynchronous communication. You may use a table, lists, create a mental image, talk it out et cetera.

Synchronous Communication

Think about the last few times you communicated with someone in person. Which modes of communication did you use: symbols, image, space, objects, body, sound, speech? Were you aware of the different modes or did you just go with reaction?

Asynchronous Communication

Think about the last few times you communicated asynchronously. Which modes of communication did you use?

Compare

Is one type of communication faster than the other? Is one clearer than the other? Are there any situations where you would prefer synchronous communication? Are there any situations where you prefer asynchronous communication?

Reflect

Did you spend the time to consider what you already know about synchronous and asynchronous communication? If you did not think about it, ask yourself why. Are you investing the time and energy into this to get the most out of it? Or are you trying to skim through? Research has shown that, especially in adult education, accessing prior knowledge is an important part of the learning process. Take a moment to *Think About It* now if you didn't already.

If you did take the time to complete the task, then you are actively learning 😊

An example to review is provided at the end of this module in the [Appendix](#).

Part 6: Introduction to Asynchronous Communication

Think About it.

At some point in your past experiences, I can guarantee that you have been in a situation where there was a miscommunication. Maybe you didn't understand what someone was trying to tell you. Perhaps you were trying to explain something to someone, and they just weren't getting it. Not only are miscommunications frustrating, but they can also be costly:

My grandfather had his own construction company. On his estimate, he told his client it would cost \$25 per hour for labour. His crew of 4 men worked on that job for 3 days, 8 hours each day, totaling 96 hours. At \$25 per hour, the bill was \$2400. The client refused to pay. They stated they were only going to pay \$25 dollars per hour. They claimed he didn't specify that each person would make \$25 per hour. That miscommunication cost him \$1800 of earnings. On top of that, he still had to pay his entire crew and insurance. This mistake took months of scraping by to recover from.

Being a good communicator has multiple benefits. It reduces stress and confusion. It saves time and money. It is a skill that is beneficial, regardless of the career you are pursuing.

Content

In the last few sections, we looked at the modes we use to communicate either synchronously or asynchronously. In this section we are going to focus on asynchronous communication.

Whether you are the sender or receiver, asynchronous communication has its

challenges. When you are communicating synchronously, you can take turns in each role (sender and receiver) working back and forth to make sure that you understand each other. You get instant feedback through body language and facial expression, and you can adapt how you are communicating as needed. In asynchronous communication you don't have that luxury. You are either crafting the message and sending it on its way hoping for a good result, or you are receiving the message and are now trying to decipher it. Notwithstanding, asynchronous communication has its benefits.

Being able to communicate asynchronously has given humankind the ability to learn and build from the knowledge of the past at an increased rate. When you think about it, only so many people were able to meet and interact with the most influential people on earth. If asynchronous communication did not exist, we could only learn from people we had physically met. Asynchronous communication allows inspiring people to be "heard" across space and time. Their message will not stop with death; their thoughts are recorded for us in writings, paintings, et cetera. Asynchronous communication also allows for a permanent record that can be accessed for information. Contracts are often communicated asynchronously so that there is evidence that contract was agreed upon. Finally, asynchronous communication allows time to process, which can be very beneficial if the situation is emotional.

When we send/receive asynchronous communications we use grammar to help reduce confusion.

Grammar Considerations

Grammar is simply a system or "rules of communication" that we use in order to better understand one another. If we didn't have a system, the chances of accurately communicating with one another would be rather dismal. It is important that the sender understands these rules when creating the message and the receiver knows these rules so that they can accurately decode it.

Just like there are different rules for different games, there are different rules for

communication which change depending on the mode(s) you are using and the context you are in. For example, sending a business email will have different guidelines than giving a presentation or sending a friend a text message.

For this module, we are going to be focusing on grammar within the context of a workplace setting. In the workplace (and when you are training for work in an academic setting), it is important that everyone involved understands the different policies and procedures in order to operate safely and effectively. To help with this we use standardized structures such as sentences, paragraphs and bullets. We also need to remember that the message is locked in space so things like placement, layout, style and size are important to pay attention to.

Part 7: Asynchronous Communication: Topography

Think About It

The following have been modified from the Government of Canada: Skills for Success to demonstrate how structure works. The contents can be found at

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

Below you will find four texts that are almost identical. The words have not been changed. For each one, take a moment and try to understand what is being communicated. You do not necessarily need to read the whole text.

One: Removed all images, extra spacing, font changes, and punctuation

learn about the skills from employment and social development canada skills for success are skills that help you in a quickly changing world everyone benefits from having these skills they help you to get a job progress at your current job and change jobs the skills also help you become an active member of your community and succeed in learning on this page importance of the skills description of skills videos importance of the skills skills for success are the skills needed to participate and thrive in learning work and life skills for success include skills that are foundational for building other skills and knowledge and important for effective social interaction these skills overlap and interact with each other,

How did it go? Did you find it easy to follow? If it was difficult, how far did you get before you were frustrated/confused?

Two: Images, font changing, and punctuation removed

Learn about the Skills

From Employment and Social Development Canada

Skills for Success are skills that help you in a quickly changing world everyone benefits from having these skills they help you to get a job progress at your current job and change jobs the skills also help you become an active member of your community and succeed in learning

On this page importance of the skills description of skills videos

Importance of the skills

Skills for Success are the skills needed to participate and thrive in learning work and life Skills for Success include skills that are foundational for building other skills and knowledge and important for effective social interaction these skills overlap and interact

Was this better or worse?

Did you find it easy to follow? If it was difficult, how far did you get before you were frustrated/confused?

Three: Images and font changes removed

Learn about the Skills

From: Employment and Social Development Canada

Skills for Success are skills that help you in a quickly changing world. Everyone benefits from having these skills. They help you to get a job, progress at your current job and change jobs. The skills also help you become an active member of your community and succeed in learning.

On this page

Importance of the skills

Description of skills

Videos

Importance of the skills

Skills for Success are the skills needed to participate and thrive in learning, work and life.

Skills for Success include skills that are foundational for building other skills and

Was this better or worse?

Did you find it easy to follow? If it was difficult, how far did you get before you were frustrated/confused?

Four: Screenshot of the Webpage

Learn about the Skills

From: [Employment and Social Development Canada](#)

Skills for Success are skills that help you in a quickly changing world. Everyone benefits from having these skills. They help you to get a job, progress at your current job and change jobs. The skills also help you become an active member of your community and succeed in learning.

On this page

- [Importance of the skills](#)
- [Description of skills](#)
- [Videos](#)

Importance of the skills

Skills for Success are the skills needed to participate and thrive in learning, work and life.

Skills for Success include skills that are foundational for building other skills and knowledge and important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

Skills for Success are for everyone – employers, workers, training providers, governments, and communities.



The above screenshot was taken January 5, 2023 from <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

Was it easier to understand when the sender took time to consider the space, font size, layout, punctuation and paragraph structure?

Content

If you want your message to be heard, it is important to do what you can to make it easier for your audience to follow. We help the receiver in multiple ways. In the next few lessons we are going to look at how we use topography, images and space.

Topography

Topography is how the writer presents text. Different features of topography include

- **bold font**, which is often there to show that this is a key piece of information.
- font size can help the reader keep track of sections and subsections. This tool makes it easier for a reader to work through a large document such as a textbook or manual:

Title fonts are the largest

Followed by the section titles

And then even smaller for subsections

- **Colour** of font can also be used to help the reader navigate the text.
- Underlined fonts are often used to show hyperlinks, which could take you to a webpage or a different section of a document when clicked.
- You can also change the style of the fonts. In business and academics, you will typically use a sans serif font. Other fonts are interesting for different settings, but not a resume or cover letter.

Task 6: Which topography would I use?

On the following page, you will see 6 sample resumes that have the same information on them. The only difference is the topography. Your task is to take a look at them and ask yourself:

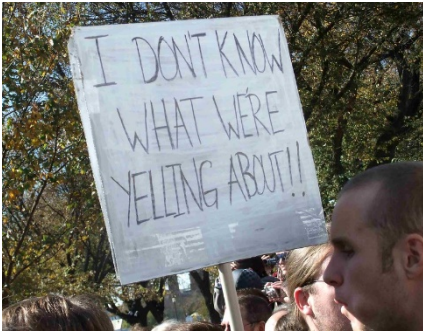
Which of the following looks most appropriate for a resume? If you were the one hiring, are there any resumes that you would be “put off” reading? Why?

A sample solution can be found in the [Appendix](#).

<p>A)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>B)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>
<p>C)</p> <p><i>Natalie Abcde</i> <i>123 Fake Street</i> <i>Fake Town, ON</i> <i>A0A0A0</i></p> <p><i>Experience</i> <i>Server</i> <i>Gas attendant</i> <i>Exterminator</i> <i>Quality Lab Technician</i> <i>Educator</i></p>	<p>D)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>
<p>E)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>F)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>

Emailing

When emailing, you need to be aware of what certain topography implies:



- ALL CAPS words are typically taken as frustration or yelling.
- **Bold and underlined** also can be taken as frustration or yelling

Task 7: How does topography change meaning?

Compare the following emails below and on the next page. For each pair, decide

- 1) What is different between the two?
- 2) How did the change in topography affect the message?

Sample solutions are found at the end of this module in the appendix: [How does topography change meaning?](#).

Email 1:

<p>Hi Kim,</p> <p>We need to finish up this project today. I am able to meet up with you any time after 7.</p> <p>From Natalie</p>	<p>Hi Kim,</p> <p>We need to finish up this project today. I am able to meet up with you any time after 7.</p> <p>From Natalie</p>
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Email 2:

<p>Hi Jarvis,</p> <p>After we had the meeting on Friday, I noticed my favourite pen is missing.</p> <p>Did you happen to grab it?</p> <p>From Natalie</p>	<p>Hi Jarvis,</p> <p>After we had the meeting on Friday, I noticed my favourite pen is MISSING.</p> <p>Did YOU happen to grab it?</p> <p>From Natalie</p>
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For the next task, we are going to look at a tutorial about graphic design. You may be wondering why we would use this if our goal isn't graphic design. By understanding how and why designers do different things with topography and space, we will be better equipped to decode the information the author is sharing.

Review the video lesson, *Topography*, found on the GCF Learnfree.org website.

<https://edu.gcfglobal.org/en/beginning-graphic-design/typography/1/> .

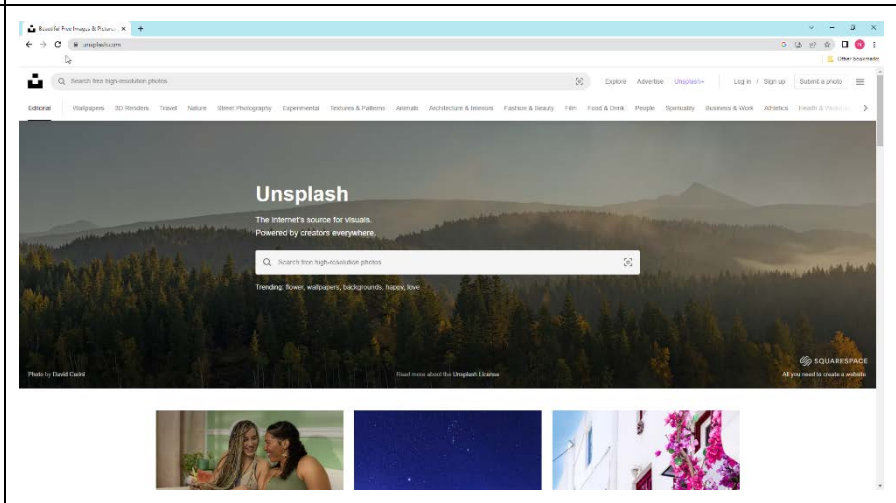
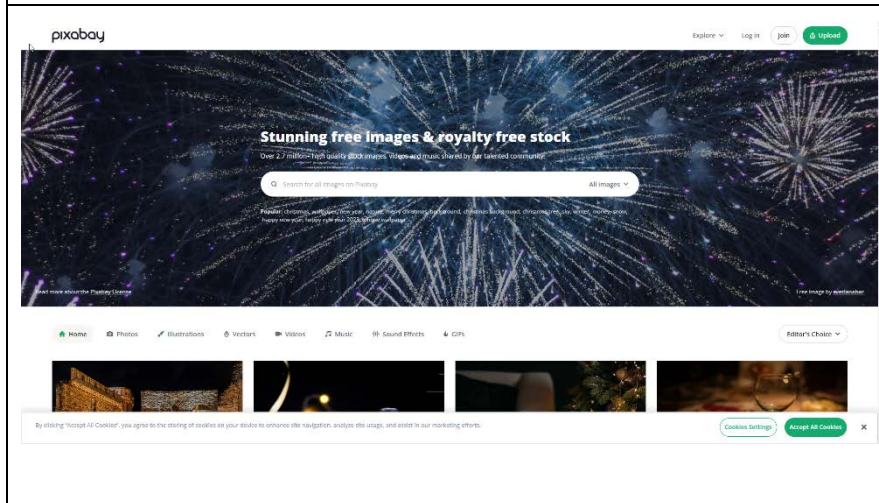
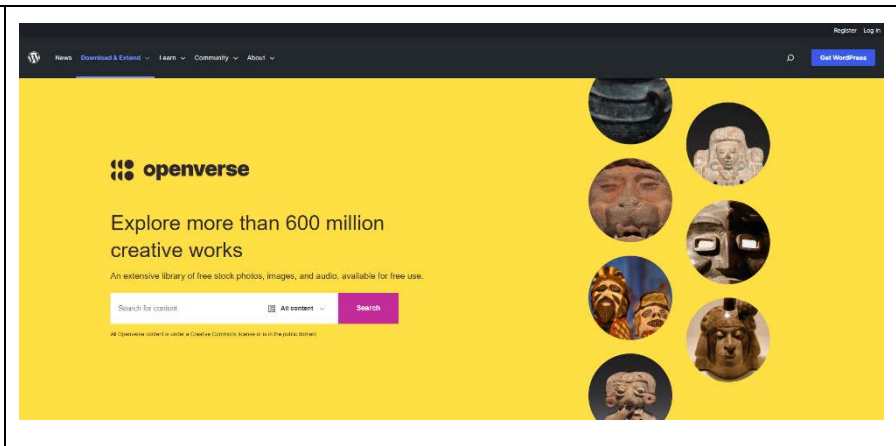
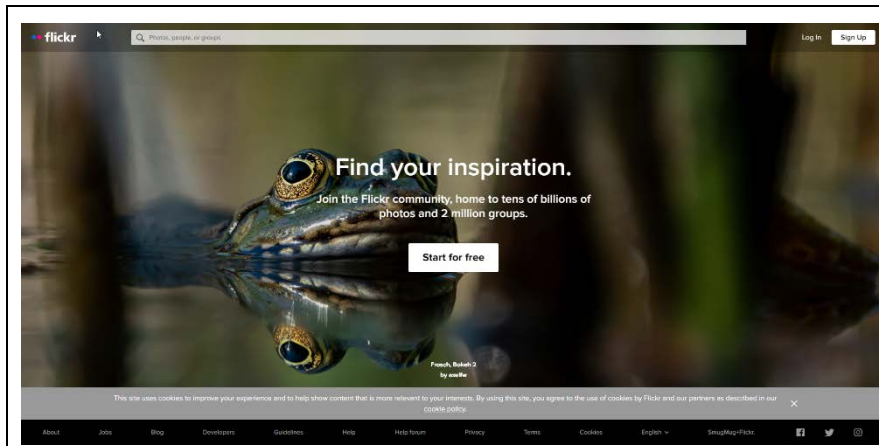
Note: The lesson is also provided in text form and can be accessed and printed from the website above.

Part 8: Asynchronous communication: Space

Content

How things are laid out in space is very important in asynchronous communication because once it is sent, it is locked in space. We are not there to make sure the reader is understanding how one thing relates to another. However, using different strategies we organize the space so that it will help the reader follow along. For example, this module is organized so that you start at the top of the page and work your way to the bottom. Empty space is provided to separate sections and images are placed near the text that they support.

Let's look at four screenshots on the following page. Each one shows a website which allows you to access images, video and/or audio files that are licensed in creative commons or in the public domain.



Each of these websites use contrast in order to help you locate the space you can type the content you are looking for. All four sites use high quality graphics and different colours to break it into sections: see the next page for more details.

Below you will see different parts of the websites identified by colour:

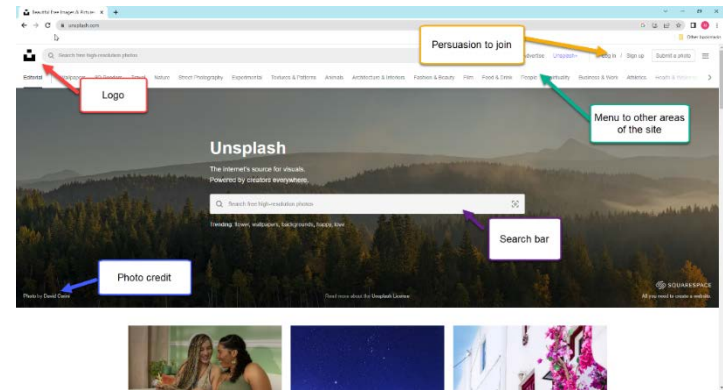
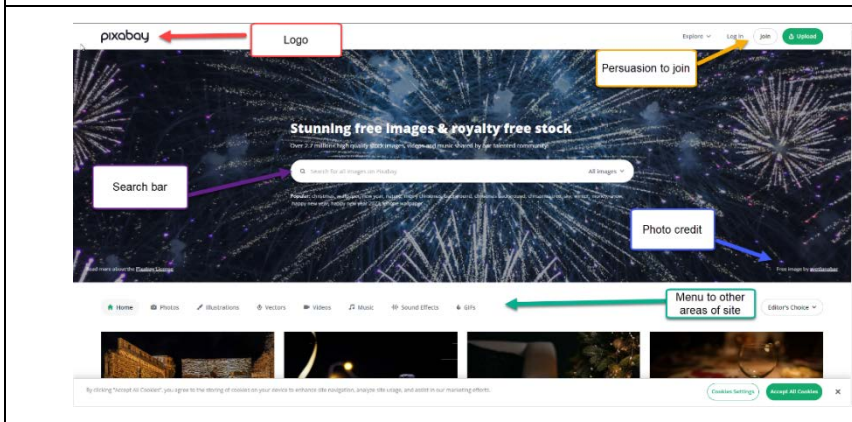
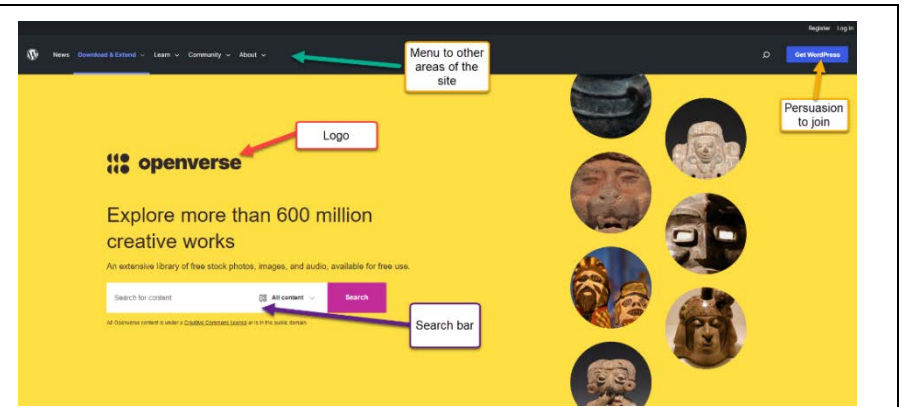
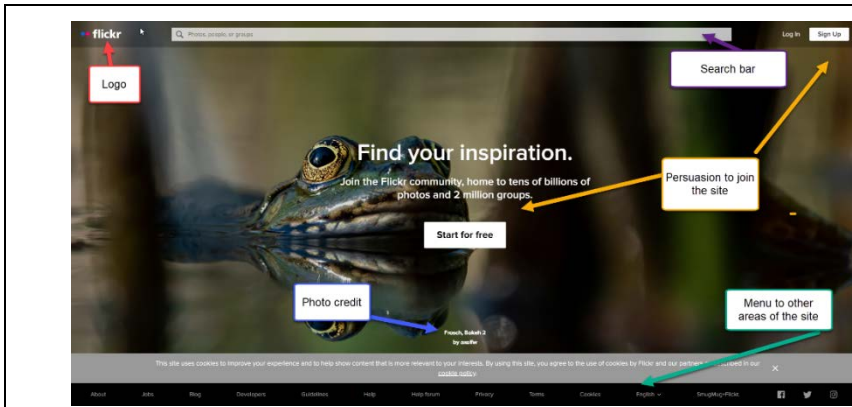
Red - Website title or logo

Yellow - Link to become a member of the site

Purple - Search bar: notice how each website uses contrasting colours to draw your eye to it.

Teal - Menu to other areas of the site: the text is a smaller font size and each one uses a different coloured background and keeps the links close together to show they're similar.

Blue - Photo credit: notice how small the font is. The authors made sure to mention it, but the main purpose of the site is not the images



Learning how space is used will help you to be able to navigate different texts including unfamiliar websites, manuals and tests.

Review the video lesson, *Layout and Composition*, found on the GCF Learnfree.org website.

<https://edu.gcfglobal.org/en/beginning-graphic-design/layout-and-composition/1/>

The lesson is also provided in print form and can be accessed at the website above.



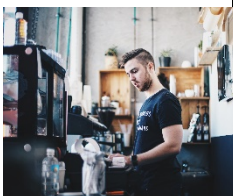

Task 8: Use what you know about space and topography to try to navigate an unfamiliar site.

Take a few moments to navigate one of the sites **on the following page**.

How did the creators use space to help you identify different sections of the site? Did they use large or bold fonts on headings? Did they use different backgrounds to layout the website? Did they group related items together?

For a guided walk-through of someone navigating an unfamiliar website watch the YouTube video: *Navigating an Unfamiliar Website* found at

<https://youtu.be/tP7gbybnVIQ>


	<p>Option 1: Ontario Skilled Trades</p> <p>https://www.ontario.ca/page/skilled-trades?gclid=Cj0KCQiAnsqdBhCGARIsAAyjYjSPF5-kIUw08kOF8sKouszXggL5lwBadGWcfB2lQ8bRxOV1d0rA8xEaAjEZ EALw_wcB&gclsrc=aw.ds</p>
	<p>Option 2: Ontario Colleges</p> <p>https://www.ontariocolleges.ca/en</p>
	<p>Option 3: Ontario Jobs and Employment</p> <p>https://www.ontario.ca/page/jobs-and-employment</p>
	<p>Option 4: Government of Canada Job Bank</p> <p>https://www.jobbank.gc.ca/home</p>

Part 9: Asynchronous communication: Images

The ability to use images is one of the most powerful tools we have in asynchronous communication. People of different languages and culture will often find similar meaning in images. Images can help us connect with our audience or help us understand what someone is trying to communicate.

Think About It

Compare the following instructions:

Instruction 1	Instruction 2
<p data-bbox="261 1136 740 1167">Insert the cable into the VGA port.</p>	<p data-bbox="873 947 1365 1035">Connect the network cable into the ethernet port as shown below.</p> 

If you have had experience with the different computer terms (VGA and ethernet), then the directions may have been clear either way. However, if you have not had experience, you probably found the one with the image gave you a better understanding of what is being communicated.

Content

Look at the instructions below. This is a screenshot of instructions that were found using Google by searching for Assembly and operating instructions translated to German: Montage- und Bedienungsanleitung.

Website: <https://docplayer.org/26012015-Montageanleitung-regale-regalsysteme.html>

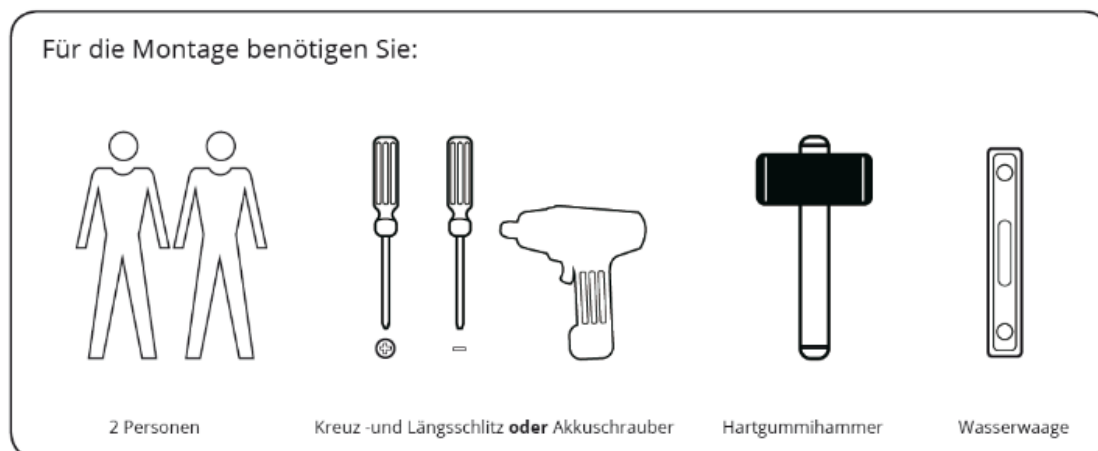
Screenshot of Instructions:

I. Einführung

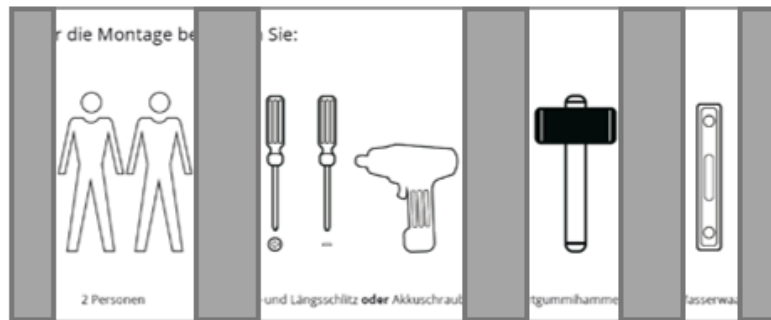
In dieser Montageanleitung finden Sie alle grundlegenden Informationen zur Montage Ihres Regals.

Da wir Ihr Regal nach Ihren Maßen und Wünschen konstruiert haben, sind möglicherweise nicht alle Abschnitte dieser Anleitung für Sie zutreffend.





Die Themenreihenfolge in dieser Anleitung ist zugleich Montagereihenfolge. Bitte lesen Sie die Montageanleitung aufmerksam durch und übergehen Sie dabei die Abschnitte, die für Sie nicht zutreffen.



Although I do not understand a single word in this screenshot, by using the images and space, I can understand some of what the creator is trying to say. First, I can see that they group what you need using a curved rectangle to show the relationship. Then they use whitespace to separate the different things you will need to assemble the shelf:



Now, I can look at the different images that the author uses to tell what is needed to assemble this product.

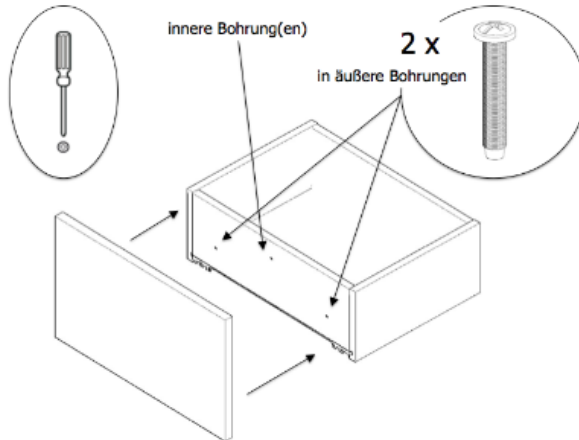
	First: you will need two people to assemble it
	Second, you need a small screw gun or screwdrivers
	Third, you need a mallet or hammer
	Lastly, you need a level

Task 9: Use images to decode a set of instructions. If you are fluent in German, please ask your instructor for another resource.

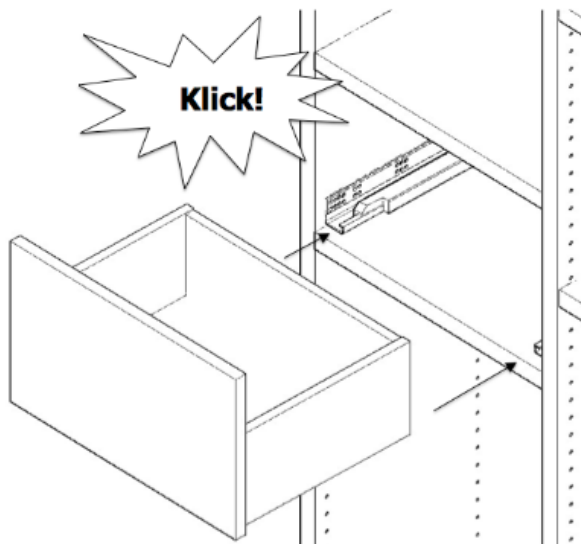
On the next page you will see another screenshot of the instructions. Take a moment to try to see if you can follow the steps.

When you are trying to understand something, you need to be actively engaged with it. Skimming over will not help. You need to look at different parts of the image and try to decode what is happening: you look; you make connections; you look again; you ask questions. For a guided walk-through of someone decoding these instructions watch the YouTube video: Decoding Instructions found at <https://youtu.be/FRcYawdf6BY> .

11. Schubläden montieren



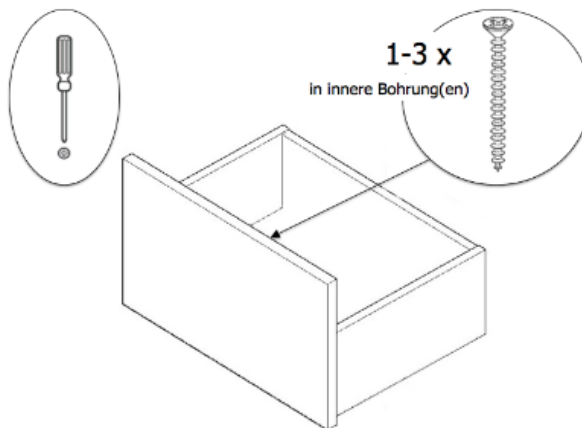
Setzen Sie die Frontblende auf die Vorderseite des Schubladenkorpus. Verschrauben Sie die Frontblende mit den beiden M4-Justierschrauben in den äußeren Bohrungen mit dem Korpus – **ziehen Sie die Justierschrauben noch nicht fest!**



Schieben sie die Schublade in die Auszugsführungen und schließen Sie die Schublade. Sie hören einen „Klick“, welcher Ihnen signalisiert, daß die Schublade korrekt in den Auszugsführungen sitzt.

Justieren Sie per Hand die Frontblende im geschlossenen Zustand der Schublade.

Öffnen Sie die Schublade, ziehen Sie die M4-Justierschrauben fest.



Schrauben die Spax-Befestigungsschraube(n) (Länge 25mm) In die innere(n) Bohrung(en).

[Zum Herausnehmen der Schublade entriegeln Sie die Auszugsführung, indem Sie die beiden Kupplungen an der Unterseite des Schubladenkorpus nach außen drücken]

Think About It

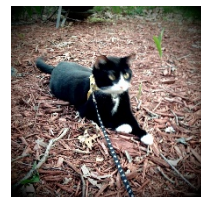
How do we communicate with images?

First, this is a process that can take time. Some images can help support what is being communicated, others can be a distraction.

Look at the following examples and decide whether the image helps or does not:

Example 1:

When walking your dog in the city, it is important to make sure it stays on the sidewalk. You do not want it wandering into traffic.



Example 2:



Before you continue your application, make sure you have your driver's license and health card nearby. For security reasons, you only have 5 minutes to complete your application.

Example 3:

When working towards a goal, you need to understand that sometimes life can get you down. Sometimes, you can see a challenge coming; other times, it sneaks up behind you and throws you down.

The important thing is to realize that setbacks happen for everyone, and when it does, you need to pick yourself back up and continue to work towards your goal.



Content

For an image to be effective, it must support the message you are trying to send. Images can help communication in a variety of ways:

1. They can represent a specific thing



This flag represents the country of Canada

This represents a car.



2. They can represent an idea

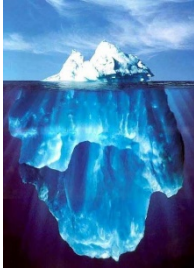


This image could be used to represent the idea of working together as a team to complete something.

This image is often used to represent the idea that the person is happy.

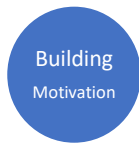


3. They can be used to show specific characteristics



This could be used to show that just like there is more to an iceberg than what is floating on the surface, sometimes there is more to a situation than what you see.

4. They can show relationships



- Autonomy .
- Mastery
- Purpose

This is an image that shows Dan Pink's motivation theory: For someone to be motivated they need to make their own choices (autonomy), to want to get better and better at something (mastery) and to see that there is a purpose to what they are doing. This graphic shows how these three things are all connected to building motivation.

This image could be used to show a variety of relationships.

Can you think of a few?



Task 10: Discover how images are used

In magazine or newspaper (digital or in print), locate a time when an image was used to communicate each of the following:

- a specific thing
- an idea
- a characteristic
- a relationship

A sample solution can be found in the [Appendix](#).

Conclusion

You may have heard the term lifelong learning before. It has become one of the recent catchphrases in education and the workplace. Why? The main reason is our society is rapidly changing. The way we communicate with one another constantly changes. Because of this, you will need to continue to work on your communication skills. One way we do this is to practice reflection. John Dewey stated, "We do not learn from our experiences...we learn from reflecting on our experience."

As you continue to improve your communication skills, take notice when a miscommunication happens. Reflect by asking yourself questions: Why did the miscommunication happen? Could I have done something differently to stop it from happening? It's also important to recognize when things went well. Why was I able to work through this website so easily? Why did they understand me this time? Am I becoming a more confident communicator?

Appendix Sample Solutions

Note: you can click on the “Back” link at the end of each solution to find return to the task itself.

Task 1 Sample: What skills will I need?

When I clicked on the Math and Science teacher posting there was only a link to a job posting. When I followed the link, I found the following under skills and abilities:

Team building and collaboration.	Computer literacy in circulation and cataloguing
Working with minimal supervision	Superior interpersonal and communication skills
Willing to take direction.	Initiative and adaptability
Displaying a positive attitude	Prioritizing multiple demands
Organizational skills	

Looking over this posting, I feel like I will need a lot the skills mentioned. I to have superior interpersonal and communication skills, so I will need reading and writing. I need to be able and willing to take directions, so I may need to be adaptable and be willing to change my original plan to take direction. I need collaboration skills. Digital skills are required for me to have computer literacy. The posting says that I would need to be innovative. Finally, in order to prioritize I think I will need to problem solve in order to figure out what should be done first.

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Task 2 Sample: What ways do I communicate?

It's only noon and I have had quite a few "meaning exchanges". As examples, I called my dad to remind him about the kids play, spoke in person with my mom at the play, watched the play, waved at another parent, said hi to a few of the staff, hugged my daughter, typed out emails, read the news, and watched Netflix.

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Task 3 Sample: Pick a mode

As a teacher, I may need to let learners know that there was an update to their assignment.

Sample 1

Use symbols and post it online:

Important update: Your *Pick a Mode* assignment, which was due on Wednesday, will now be due on Friday.

The modes I chose were symbols and space. Symbols to create the text and I would post it at the top so that learners would see it immediately.

Sample 2

- Use speech and vocalize in class:
"I have an announcement about the upcoming assignment: Pick a Mode. I have moved the due date to this Friday. Take the extra time to review and edit your work."

The mode I chose was speech. I would use my voice and language to let the learners know of the change.

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Task 4 Sample: How do I prefer to communicate?

My preference changes all the time. I prefer using speech in person for most of the day to day things such as finding out about someone's day, bouncing off new ideas for things, working out a plan for the week, et cetera. I use sound all the time to remind me to do certain things: alarm to get up, catch the bus, get to class, and go to work. I like the fact that I can program it in. I also like to use symbols when it is something I may forget. I use a to-do list.

I sometimes struggle with body language. I find that I cross my arms often, and I think it's considered rude. I also find that emotions can run across my expressions before I have time to process them.

I use more than one mode all the time, since I am often in the same space as other people.

I think when symbols are used to talk about something other than straight facts, there can be a miscommunication. Also, when I am talking to someone who does not speak the same language there can be miscommunication. I also find that there is sometimes miscommunication with people of different ages. I find different ages use different words that I am not familiar with: YOLO, their such a sweat, they're GOAT et cetera.

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Task 5: Comparing Synchronous and Asynchronous Communication Suggestions

Synchronous	Both	Asynchronous
Same time and space		Not in the same time and space
You probably know who your audience is	Can be shared with technology (recordings, emails, scanning, etc.)	You may know who your intended audience is, but it is easily shared
Most likely will use speech, sounds, gestures and objects.	Space are likely considered in both.	Most likely will use text, image and space
Can't revise.		Can plan, edit and revise before sending over medium
Cannot review later. You have to rely on memory		Can review later
		Permanent record
	Maybe able to prepare for it: research and rehearse.	
When you are the receiver, you cannot control the pace that the information is given to you		Can control the pace that you receive the information: pause and review without fearing that you miss something
If you don't understand, you may ask questions		The sender is not there to answer any questions that you may have
	Language barriers Vocabulary, dialects,	

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Task 6 Sample: Which topography would I use?

<p>A)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>A clear font was used. It's easy to read, but nothing stands out. All of the text looks the same, so I am not drawn to anything. I can see there are two sections since one section of text is centered and the other is not.</p>
<p>B)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON A0A 0A0</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>There is a clear font. The name of the applicant stands out the most, then the header "Experience".</p> <p>Because the name stands out the most, I will be more likely to read it and remember it.</p> <p>Having the title "Experience" stand out allows me to know what the text below is relating to.</p>
<p>C)</p> <p><i>Natalie Abcde</i> <i>123 Fake Street</i> <i>Fake Town, ON</i> <i>A0A0A0</i></p> <p><i>Experience</i> <i>Server</i> <i>Gas attendant</i> <i>Exterminator</i> <i>Quality Lab Technician</i> <i>Educator</i></p>	<p>The name of the applicant stands out the most, then the header 'Experience' because of the size difference and bolding.</p> <p>The font style is difficult to read though and would take me longer and more energy to make out what it is communicating.</p>

<p>D)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON AOA OAO</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>The yellow hurts my eyes and is hard to read. The name of the applicant and header stand out because of different colours.</p> <p>I don't understand why some text is purple and some is yellow.</p>
<p>E)</p> <p><i>Natalie Abcde</i> <i>123 Fake Street</i> <i>Fake Town, ON</i> <i>AOA OAO</i></p> <p><i>Experience</i> <i>Server</i> <i>Gas attendant</i> <i>Exterminator</i> <i>Quality Lab Technician</i> <i>Educator</i></p>	<p>The name of the applicant stands out the most, then the header "Experience".</p> <p>Because the name stands out the most, I will be more likely to read it and remember it.</p> <p>Having the title "Experience" stand out allows me to know what the text below is relating to.</p> <p>The font style is not particularly difficult to read, but it seems very unprofessional. It is sending a strange message to me.</p>
<p>F)</p> <p>Natalie Abcde 123 Fake Street Fake Town, ON AOA OAO</p> <p>Experience Server Gas attendant Exterminator Quality Lab Technician Educator</p>	<p>A clear font was used. The name of the applicant stands out the most, then the header "Experience".</p> <p>Because the name stands out the most, I will be more likely to read it and remember it. Having the title "Experience" stand out allows me to know what the text below is relating to.</p> <p>The spacing allows the reader to chunk information so it is easier to understand.</p>

Conclusion:

I would use option B or F for a resume. [Back](#)

Task 7 Sample: How does topography change meaning?

Comparing Emails

Email 1:

Hi Kim, We need to finish up this project today . I am able to meet up with you any time after 7. From Natalie	Hi Kim, We need to finish up this project today. I am able to meet up with you any time after 7. From Natalie
---	---

The first message has bolded font on the word today. This shows me that there the sender wants to make sure that Kim didn't miss the urgency of this email.

Email 2:

Hi Jarvis, After we had the meeting on Friday, I noticed my favourite pen is missing. Did you happen to grab it? From Natalie	Hi Jarvis, After we had the meeting on Friday, I noticed my favourite pen is MISSING . Did YOU happen to grab it? From Natalie
--	---

The words "favourite pen is missing" and "you" are bolded making them stand out the most. Then, the words "missing", and "you" are written in all caps. This implying that the person is yelling. I think this makes the second email an accusation that Jarvis took the pen on purpose; whereas the first email is asking if they happen to have it.

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Task 8 Sample: Use what you know about space and topography to try to navigate an unfamiliar site.

For a guided walk-through of someone navigating an unfamiliar website watch the YouTube video: *Navigating an Unfamiliar Website* found at

<https://youtu.be/tP7qbybnVIQ>





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Task 9 Sample: Use images to decode a set of instructions. If you are fluent in German, please ask your instructor for another resource.

For a guided walk-through of someone decoding these instructions watch the YouTube video: *Decoding Instructions* found at <https://youtu.be/FRcYawdf6BY> .

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Task 10 Sample: Discover how images are used

<p>Represent a specific thing</p> 	<p>This image is from the Tim Horton's menu. It is a picture of a coffee.</p>
<p>Represent an idea</p> 	<p>This image, from <i>The Learning Portal</i> represents the idea of studying.</p>
<p>Represent a characteristic</p> 	<p>This image, from a video found on <i>The Learning Portal</i>, was presented when they were discussing how college life is demanding. The sweat reminds us of when we physically work hard. It requires time, energy, and sometimes requires grit to push through pain. This is a shared characteristic of going to college: you need to invest time and energy to be successful, and you may have to push through some struggles.</p>
<p>Represents a relationship</p> 	<p>This image could be used to show that finishing a college program is likely to make you feel good. There is a relationship is between finishing your goals and your emotions.</p>

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