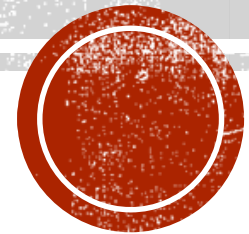


VISUAL COMMUNICATION

Michelle De Aizpurua



OVERVIEW

- WHY visual communication?
- WHAT can be communicated visually?
- HOW can you do this?
 - Including a fun activity
- Poster & Infographic competition





WHY?

It matters!

It's easier to consume

50%
of the brain is
active in **visual**
processing

90% of information
transmitted to the
brain is
Visual

 Human process
visual scenes **60,000x** faster than text!



40%
of people response
better to visuals.

Most people only remember
20%
of what they read



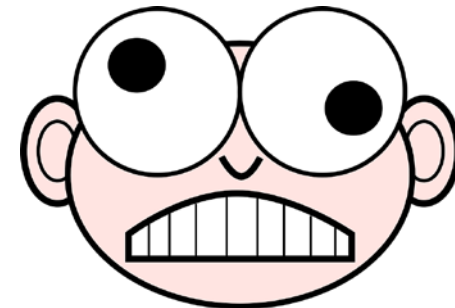
VISUAL COMMUNICATION

It's better



WHY?

- Have you ever provided information that no-one seems to read?
- How about explaining concepts that people just don't seem to get?
- Or had someone ask questions which were clearly answered if only they read through the text?
- *Why does this happen?*
 - Because people are overloaded with information
 - They want to consume the important information quickly
 - People **skim** text and often miss key pieces of information
 - Concepts need to be clear, simple and logically explained



- Visual representations are **30x** more likely to be read than a text article
- People following instructions with illustrations do **323%** better than those without.
- Visual communication is *flexible* and **shareable**.
Print it, embed it, email it, share it on social media.



VISUAL COMMUNICATION

Still need convincing?



THE TAKE-HOME MESSAGE

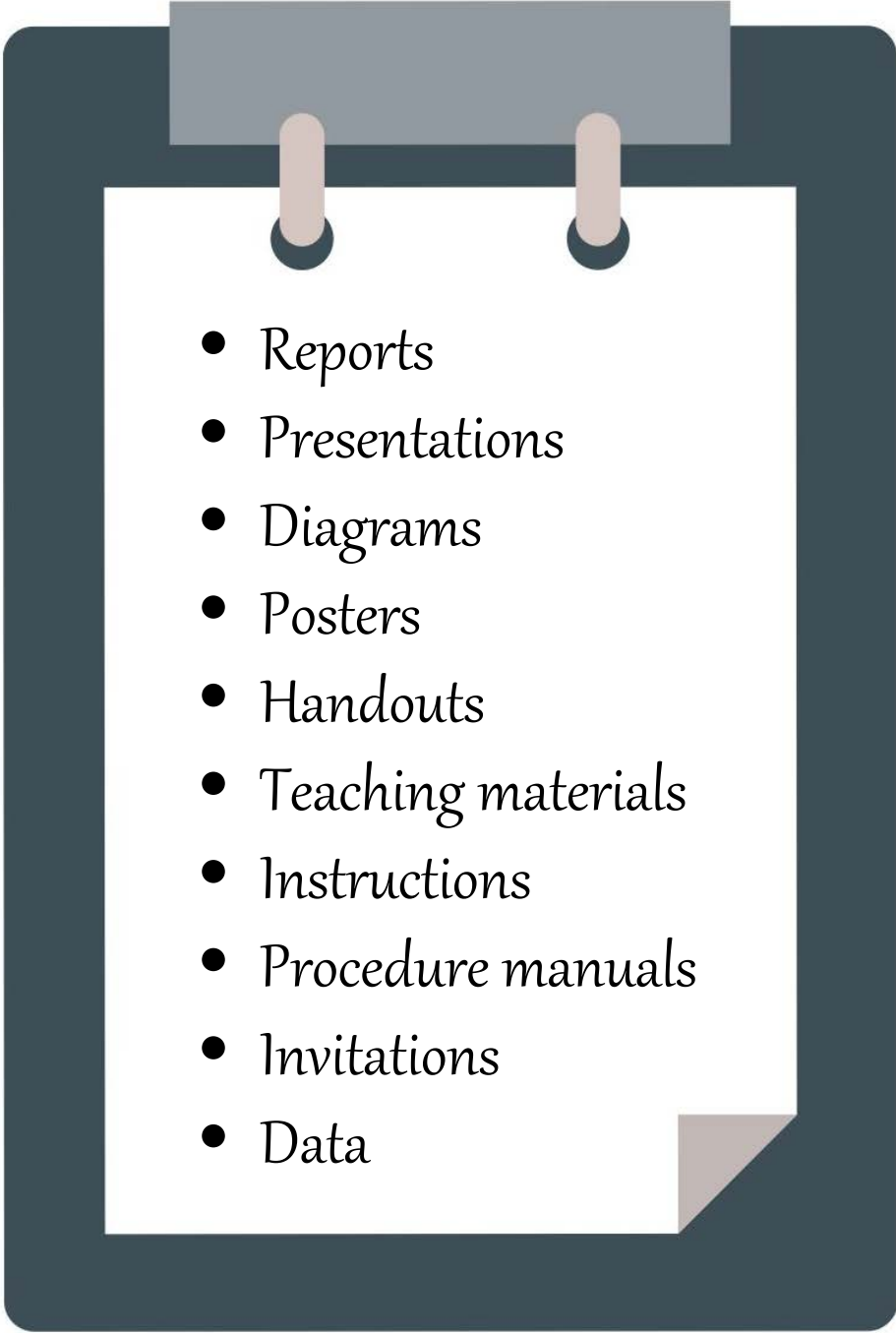
Traditional forms of communication (large slabs of text) are no longer cutting it, we need to innovate and find new ways to engage our stakeholders.





WHAT?

Let's brainstorm

- 
- Reports
 - Presentations
 - Diagrams
 - Posters
 - Handouts
 - Teaching materials
 - Instructions
 - Procedure manuals
 - Invitations
 - Data

WHAT

can you present visually?



SOME EXAMPLES

Before

Participating in tutorials

Tutorials are useful for:

- Consolidating your understanding of a topic/reading/lecture
- Examining a topic critically by
- asking questions
- reflecting on the material
- making links to related topics / ideas.

Attendance

Regular attendance is advisable. However, the decision to attend can be left entirely to the discretion of the student. Note that for some classes attendance is compulsory, whereas for others there can be a minimum number of tutorials that a student must attend. In some subjects, marks are awarded for student participation. Check with your tutor or in your unit guide.

Expectations

You will be expected to:

- Answer questions from the lecturer, tutor and/or other students
- Contribute to discussion by sharing and comparing ideas
- Take ownership of your learning by seeking clarification of any material you do not fully understanding

Preparation

It is essential to complete all set tasks, such as the required reading or set questions, before your tutorial so that you can participate fully in the discussion. Reflect on unit learning objectives and think of questions arising from the reading or the lecture that you can ask during the tutorial.

To contribute:

- Think of several questions/examples/comments you would like to make. Form them into sentences; practice them in your head and out loud.
- Look for pauses during the tutorial session to enable you to enter the discussion.
- Indicate that you want to speak by making eye contact with the tutor or by taking a more alert body posture.
- You can enter the discussion by:
- agreeing with what someone has said and adding your own thoughts
- disagreeing with what someone has said and providing reasons for your position
- raising new points / questions
- linking the discussion back to the weekly readings
- Finish any unfinished work.
- Associate concepts with terms.
- E.g. "I agree with what [NAME] said about _____. In my view..."
- E.g. "I think [NAME] made an interesting point; however, in my opinion..."
- E.g. "I think that one aspect we have not considered is..."
- E.g. "According to [AUTHOR]..." or "In her article, [AUTHOR] argued that..."

After the tutorial:

After

Participating in tutorials

Quick study guide

<p>Tutorials are useful for:</p> <p>Consolidating your understanding of a topic/reading/lecture.</p> <p>Examining a topic critically by:</p> <ul style="list-style-type: none"> *asking questions *reflecting on the material *making links to related topics and ideas 	<p>Attendance:</p> <p>Regular attendance is advisable.</p> <p>Note that for some classes attendance is compulsory, while for others there can be a minimum number of tutorials that a student must attend.</p> <p>In some subjects, marks are awarded for student participation. Check with your tutor or in your unit guide.</p>
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SOME EXAMPLES

Before

Quick Study Guide New study patterns	
Secondary School Study	Tertiary Study
The timetable accounts for every hour of the school day.	Lectures and tutorials take up part of the day. You must plan your own long and short term timetables.
Two hours of school work require about one hour of homework.	For every one-hour lecture or tutorial about two hours of private study will be necessary.
Teachers set and correct your homework frequently (daily, weekly).	Assignments are longer but less frequent. They may be set many weeks ahead.
You have daily interaction with teachers.	Lecture groups may be large. It is up to you to approach your lecturer or tutor if you are having difficulties.
Teachers guide your reading. Set texts are prescribed for each subject. Reading only the set texts is often enough for essay preparation.	You may be given a reading list from which you select, or you may have to search for relevant material in the library. Wide reading is essential.
Teachers may provide outline notes and will indicate the most important ideas and information.	You will have to identify and make notes on the main points in lectures and texts.
In essays, you refer to the set texts, but need not acknowledge all the sources of your ideas and information.	You must acknowledge all your sources. To avoid plagiarism, you will need to learn referencing skills (footnotes, author-date references, bibliographies).

After

New study patterns <i>Quick study guide</i>	
Secondary school study	Tertiary study
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Teachers guide your reading. Set texts are prescribed for each subject.	You may be given a reading list from which you select, or you may have to search for relevant material in the library.



SOME EXAMPLES

Before

Learning in labs

In many Science and Engineering units, you will undertake experiments in a laboratory as part of the course. This experimental work is fundamental to developing your understanding of the theoretical knowledge in the subject and thus is integral to the coursework. Lab work also gives you practical, "hands on" experience in the use of equipment and the experimental techniques common in your field.

The lab work may consist of a number of tasks: preliminary work to be completed before the beginning of the lab, the experiment itself, questions asked by the demonstrator at the end of the experiment to check that you have understood the theory behind the experiment, and a lab report written either during the lab time or to be handed in at a later date.

You will be given detailed guidelines about what is expected in labs in particular subjects, but here is some general advice about how to learn most effectively from the lab work.

Preparation for the lab

- **Read the lab notes** a few days before you attend the lab session so that you can discuss any problems with the lecturer. Become familiar with the theory behind the experiment by reading the relevant sections of your textbooks and lecture notes.
- **Understand clearly what you are investigating in each lab.** If you are not sure about any aspect of the theory or the experiment, ask your lecturer to give you a brief explanation.
- **Complete any preliminary work** set out in the lab notes. This may include reading set chapters of your textbooks, or doing some calculations or problems.

Preview the experiment so that you know exactly what you are going to be doing during the lab. Be clear about each step in the experiment, the equipment which you will need to use and what data you will need to record. You may need to make a table to record your raw data.

During the lab

- **Arrive on time** so that you can listen carefully to the demonstrator's explanation of the experiment and demonstration of any new equipment.
- If you are not clear about anything, **ask your demonstrator.** During the experiment, you can check with your demonstrator that you are on track and getting reasonable results.
- **Be involved;** ask yourself questions about what is happening and make predictions about what you will discover. Make sure you can explain any unexpected results to yourself.

Note down any problems you have. You may need to discuss why you had these problems in the discussion of your results in the written lab report.

After the lab

- **Clarify any important points you didn't understand** by discussing the experiment with other students, reading your textbook, or consulting your lecturer.
- **Revise to consolidate what you have learned** (concepts and theory) from the experiment. Writing a lab report is a good way to do this.

After

Learning in labs

Quick study guide

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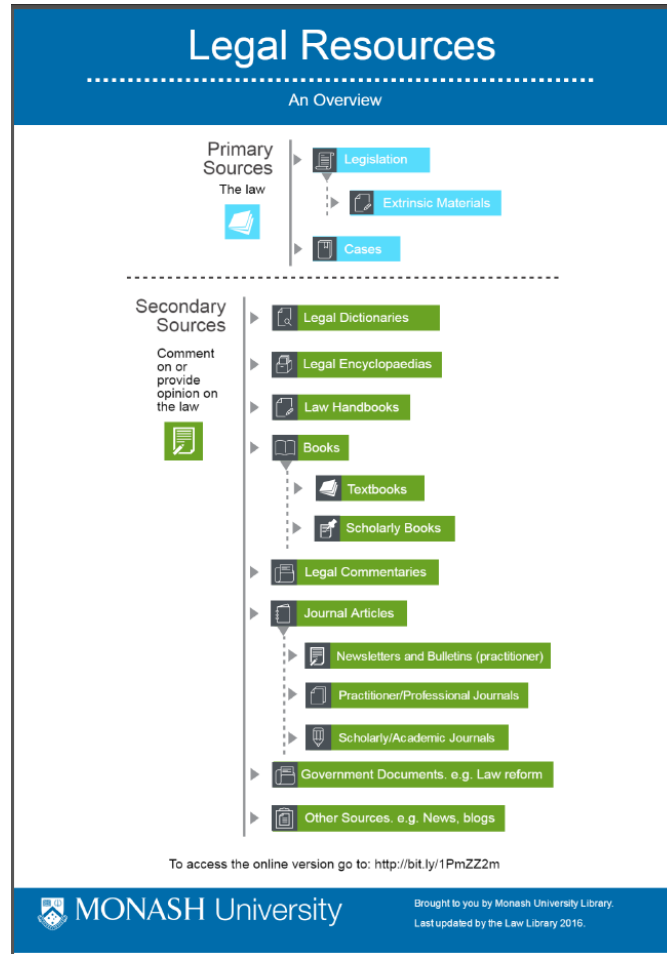
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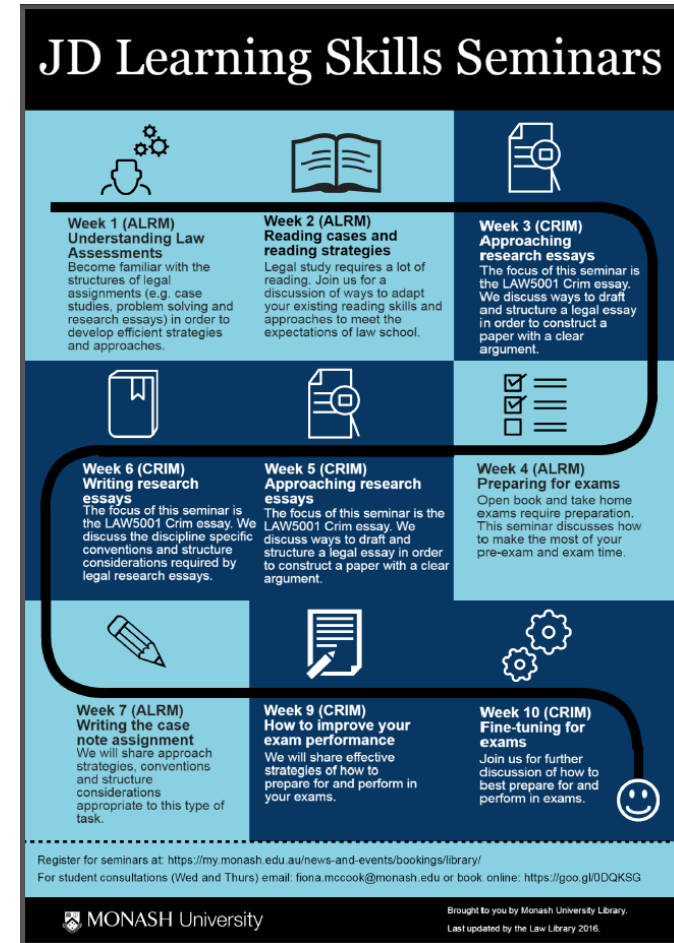


SOME EXAMPLES

Handouts

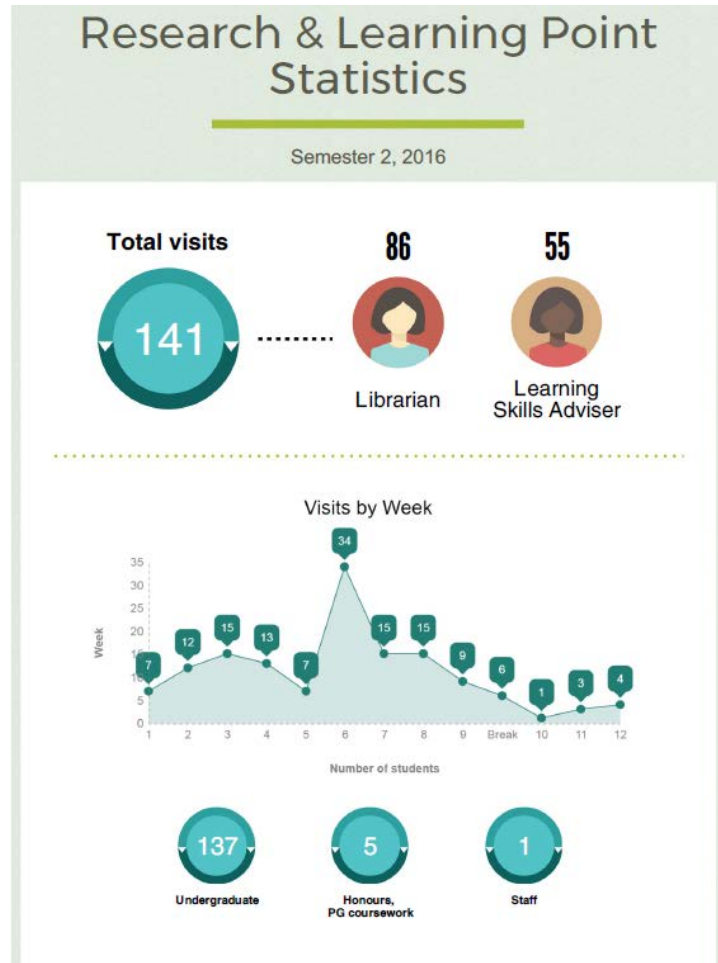


Timelines



SOME EXAMPLES

Reports



Instructions

Creating a Reverse Skeleton Outline



Having trouble with the structure of your paper? Try reverse outlining! Reverse or Skeleton outlines are ways to manage restructuring the argument in a large piece of writing.

Organise

Using the topic sentence as a label for each paragraph, copy and paste the labels into a separate word document.

Arrange the labels as an outline.

Analyse your existing structure.

What can you do better?

#1

Start with a full draft

Highlight the topic sentence in each paragraph.

Is it too long? Too short?
Is there more than one topic sentence in the paragraph?

If the paragraph does not have a topic sentence; do you need it?



#2

Design the basic structure

Divide the list of labels into three sections; Introduction, Body, Conclusion

Categorise the main stages of your argument - for example, by theme or chronology.

#3





800 study seats



360 powered
tables



682,420 visits
(2016)

Monash Library collection

Access to over four million items



3.1 million
physical items



1,914
databases



116,322
eJournals



1,199,150
eBooks



Major Law
Databases



Lexis Premium

Key jurisdictions covered



Key areas covered

- ▶ Human Rights
- ▶ Corporations Law
- ▶ Intellectual Property
- ▶ Commercial Law
- ▶ Tax
- ▶ Property Law
- ▶ Industrial Law
- ▶ Clinical Legal Education
- ▶ International Law
- ▶ Criminal Law
- ▶ Family Law
- ▶ Administrative Law
- ▶ Constitutional Law
- ▶ Non-adversarial justice

Law Research & Learning Point consultations

Research skills

Study skills

Writing advice

Citing and referencing

Understanding assignments



eLearning



Interactive
tutorials



Videos



Quizzes

Research & Learning classes in Law units

Foundations of Law

Public Law & Statutory
Interpretation

Criminal Law

Corporations Law

Research Project

Clerkship Masterclass



SOME EXAMPLES

Posters



IMPETUS

Law Admissions
Consultative
Committee (LACC)



"Use appropriate legal research techniques to locate, for the purposes of solving a problem, the text of a legislative provision in force at a particular time in a particular jurisdiction."

Practice Guide to
Teaching Statutory
Interpretation



"Students are to locate the legislation themselves. This way, students practise and, if necessary, develop their research skills. It also prepares them for practice."

"Of equal importance to establishing a solid foundation is what is taught throughout the degree by way of refreshing and deepening knowledge that is imparted in the first year of study."

Bachelor of Laws
Learning and Teaching
Academic Standards
Statement



Threshold Learning Outcomes - TLO4
Research

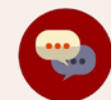
"Graduates of the Bachelor of Laws will demonstrate the intellectual and practical skills needed to identify, research, evaluate and synthesise relevant factual, legal and policy issues."

Law firms and courts

Feedback to law schools that students need better Statutory Interpretation skills.

Practice Makes Perfect: Building Statutory Research Skills for Students

PEDAGOGY IN THE LL.B (HONS)



Workshops

Scenario-based
Embedded
Team work



eLearning

Moodle
Lessons
Clips
Self-test



Assessments

Kay Tucker
Sandra Pyke

Caroline Knaggs
Michelle De Aizpurua

EVALUATION

89%

of respondents think that the online quiz should continue to be assessed

67%

of respondents agreed or strongly agreed that the online quiz improved their understanding of commencement dates for legislative amendments

65%

of respondents agreed or strongly agreed that the online quiz improved their understanding of how legislation is amended



It was very interesting to have the skills we learned in first year applied to something that we were studying; it really put it into context!

There are so many gaps in my research knowledge. Previously, I just went to AustLII or Google. Now I know how to use Lawlex!

I think it's very important that we are taught practical skills that will be useful in the future.

A well styled assessment, it made me pay attention to researching legislation, and especially amendments which were very relevant in Criminal Law this year due to recent changes in the law.

Great way to introduce the nitty gritty aspects of criminal procedure into the course.

Research skills are more important than memorising laws.



LESSONS

- ❖ Link skills to substantive law for meaning
- ❖ Reward the skills task with marks
- ❖ Provide optional workshops and online
- ❖ Small chunks in more units
- ❖ Revise earlier skills at each stage

SOME EXAMPLES

Posters



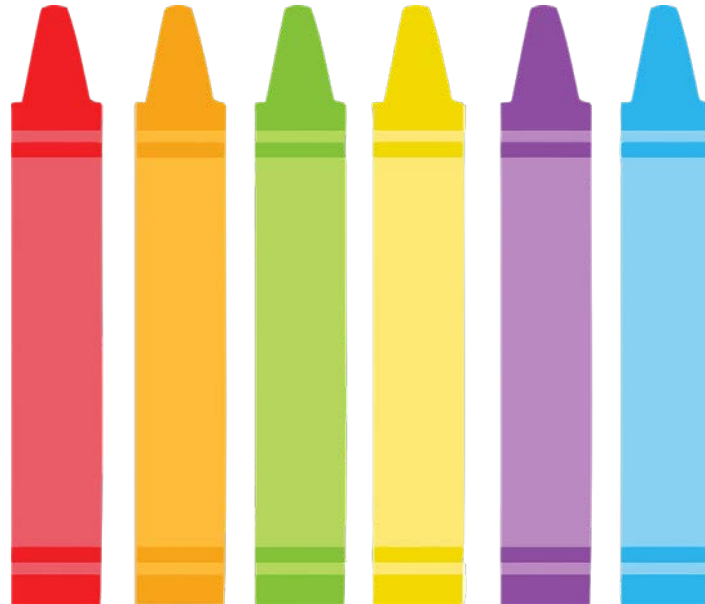


HOW?

Get creative!

BUT I'M NOT CREATIVE!

- You don't have to be a graphic designer! (and everyone's a little bit creative!)
- Give yourself permission to play, experiment and try it out
- Look for inspiration and follow best practice/design principles



POWERPOINT



- Set your page size: A3, A0 etc
- Choose landscape or portrait
- Add and edit images
 - In PowerPoint you can crop, remove backgrounds, alter colours etc
- Use Shapes or SmartArt to create your own images, flowcharts etc
 - [Help adding and editing SmartArt](#)
- Step back and get someone with 'fresh eyes' to look at the design
- Save file as PDF (or JPG depending on printer requirements)



CANVA



- Canva is a great (and free) online design program
- Start with a blank canvas so you can set a custom size, or search their templates
- Use the images provided (some cost \$), or upload your own
- Utilise some of the great tutorials provided on design elements and program usage:
 - Lynda tutorial: <https://goo.gl/q1F48o>
 - <https://www.canva.com/create/infographics/>
 - <https://designschool.canva.com/tutorials/introduction-infographics/>
 - <https://designschool.canva.com/blog/create-amazing-infographics/>



DESIGN PROGRAMS



- There are many more free design websites available to try out, such as:
 - Piktochart
 - Easel.ly
 - Google charts (for data)
 - Venngage
 - Visme
 - Gravit (advanced)
 - Powtoon (for animations)
 - More: <http://www.jeffbullas.com/2015/08/20/20-cool-tools-creating-infographics/>



IMAGE TIPS



- Pay attention to copyright! ©
- How to find copyright free ([creative commons](#)) images?
 - Use [Pixabay](#) and other CC websites
 - Use [CC Search](#) website
 - Use Google image search. Under tools>usage rights you can filter by licence
 - Always check type of licence and if it requires attribution
- Images with a checkerboard background have a transparent background
 - These must be PNG not JPG files
- Size and quality:
 - Printing should use around 300 dpi. Online only needs 72 dpi.
 - Increasing an image's size will lead to pixilation! But you can always make images smaller.



OTHER IMAGE WEBSITES

- [Open Clip Art Library](#) (CC0 public domain)
- [Wikimedia Commons](#)
- [Wikiart Visual Art Encyclopedia](#)
- [Flickr Commons](#)
- [StockSnap.io](#)
- [Stock.XCHNG](#) (free stock photos for non-commercial use)
- [Startup Stock Photos](#) (all images free)
- [Unsplash](#) (Free high res photos on [Creative Commons 0 \(Zero\)](#) licence - public domain)
- [Gratisography](#) (all images free to use in educational or commercial contexts and products)
- [Kaboompics](#)
- [Life of Pix](#) (free high resolution photos under [Creative Commons 0 \(Zero\)](#) licence - public domain.)
- [Pexels](#)
- [Picture Australia](#)
- [Museum Victoria](#)
- [CSIRO Science Image](#) (all images CC-BY, Creative Commons, attribution only)
- [State Library of NSW](#)
- [Powerhouse Museum](#)
- [Australian War Memorial](#)
- MORE!: <http://blog.visme.co/free-design-resources/>



DESIGN TRICKS



White space

- Make it easy to scan! Chunk info, use headings and dot points

Colour

- Keep it simple (e.g. three colours max, with different shades)
- Think about contrast, readability and printability

Fonts

- Be consistent, use bold and italics

Style

- Use the same style of images and other design elements

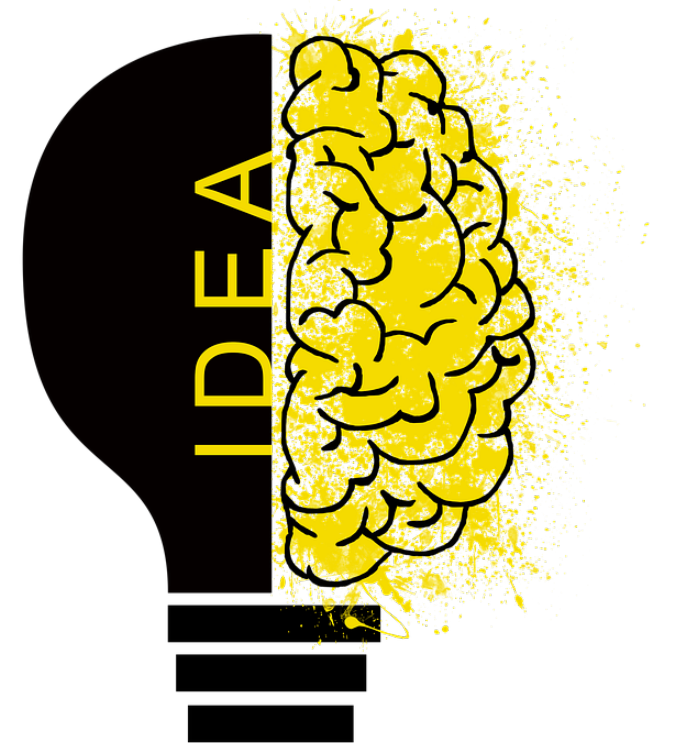
Balance

- Between text and images. Think about your audience, tone, and make every word count



YOUR TURN

1. Read the provided text on Killer Whales
2. In groups, use the skills discussed in this session to improve on the communication of that text. Think:
 - a) Who is your audience?
 - b) What are the key points you want them to take away?
 - c) How could you make this information easier to consume?
 - d) What visual aids could you include?
3. Design your new version on the butchers paper
4. Share and discuss – are others able to identify your key points?



KILLER WHALE

'Orca': the largest member of the oceanic dolphin family

Diet



Killer whales have teeth, and many types of prey. They are apex predators - no animal preys on them.

Location



Found in a variety of environments, from Arctic and Antarctic regions to tropical seas.

Culture



Highly social. They have very stable 'pods' and pass down specific advanced behaviours.

Status



Data is lacking for Orcas generally, but some local populations are threatened or endangered.

From: https://en.wikipedia.org/wiki/Killer_whale

HERE'S ONE I PREPARED EARLIER

Note: This is only one possible example of how this text could be presented visually





POSTER & INFOGRAPHIC COMPETITION

2017 PRM Conference

POSTER & INFOGRAPHIC COMPETITION

- Part of the 2017 PRM Conference
- Consider conference theme when choosing a topic: *Connect & Collaborate:
Working together innovatively*
- Guidelines to be circulated shortly will full details and entry requirements
- Submissions close **Friday, 1 September** (Title & Description) and final poster/infographic in electronic form by **Friday, 22 September**
- See handout for poster design tips (applicable to Infographics also!)
- Check out the Library's Research and Learning Online page on Poster Presentation and Design:
 - <https://www.monash.edu/rlo/assignment-samples/assignment-types/poster-presentation/designing-the-poster>



QUESTIONS?

