

11/17/2025

Supplementary Research Archive:

**The Complete Set of CLIL Lesson Plans Used in
the Doctoral Study**

Full Pedagogical Intervention Materials

Audio Visual Communication / Graphic Design

Supporting the Thesis:

Thesis Title: Collaborative teaching in higher education:

A case study examining the decision-making process of English for specific purposes and content teachers involved in collaborative teaching

Author: Isabele Maria Nunes Lavado

Institutional Affiliation: Faculdade de Letras da Universidade do Porto

Isabele Maria Nunes Lavado

Table of Contents

I. Introductory Materials and Context

- Origin and Purpose (Foreword)
- Thesis Details and Access
- Structure and Design: A CLIL Approach
- Language Focus Terminology (Table 1)
- Note on Predictive Language (Methodological Rationale)
- Utility for Educators and Researchers

Audio Visual Communication / Graphic Design (AVC/GD) Lesson Plans

- AVC/GD Lesson 1: Brands and Logos
- AVC/GD Lesson 2: ISO
- AVC/GD Lesson 3: Wayfinding
- AVC/GD Lesson 4: Wayshowing

Foreword and Research Context

This document contains the complete collection of lesson plans developed as the core pedagogical intervention for a dedicated PhD research project.

- **Materials Contained:** Lesson Plans, Handouts, Resources, and Activity Instructions.
- **Research Context:** Content and Language Integrated Learning (CLIL) Methodology.

Origin and Purpose

The materials presented here were designed, piloted, and refined during the practical phase of my doctoral research. This project sought to examining the decision-making process of English for specific purposes and content teachers involved in collaborative teaching, focusing on the implementation and outcomes of the collaboration. The lesson plans served as one of the critical operational frameworks for this study, providing a standardized, replicable sequence of instruction necessary to test one of the hypotheses of the dissertation.

In the final submission of the PhD thesis, only a single representative example of these annexed documents was included due to their extensive volume. This publication now provides the complete, unabridged set of lesson plans.

Thesis Details and Access

The research documented in these lesson plans culminated in the following thesis:

- **Thesis Title:**

Collaborative teaching in higher education:

A case study examining the decision-making process of English for specific purposes and content teachers involved in collaborative teaching

- **Access/Repository:** The full thesis can be accessed and downloaded via the institutional repository at: <https://hdl.handle.net/10216/168641>

Structure and Design: A CLIL Approach

Organisation and Scope

All lesson plans adhere to a template commonly used in Content and Language Integrated Learning (CLIL) contexts. These documents are extensive in scope: they include not only the step-by-step instructions but also all supplementary resources, handouts, and materials required for implementation.

The lessons are organized thematically, meaning that a single plan may cover instructional time ranging from 90-minute periods to more extensive durations. All logistical and timing details are included within each plan's respective document.

Language Focus Terminology

As these plans were designed to integrate subject matter with explicit language development, specific CLIL terminology is used throughout. Understanding these terms is crucial for effective use of the materials: Table 1 below outlines this terminology.

Table 1

CLIL Language triptych: Definitions and focus areas

Category	Description	Examples
Language of Learning	The specific content, concepts, and vocabulary of a subject area.	In a science class: "balloon," "sticky tape," "egg," "in," "on," "under."
Language for Learning	The language skills, such as verbs and phrases, that students need to complete the lesson's tasks and activities (instructional language).	"Label," "describe," "design," "modify," "experiment," "explain."
Language through Learning	The spontaneous use of new language that emerges as students make deeper connections and communicate their understanding (articulating their own thoughts).	A student saying, "I think that..." or "What if...?" to explore an idea, or using the language to ask questions about their discoveries.

Language through learning

The inclusion of the "Language through Learning" section within these lesson plans is critical but requires a specific understanding from the reader. By its very definition, *Language through Learning* refers to the spontaneous, self-initiated use of language by students as they internalize new subject concepts and articulate their understanding. This emergence of language is, by nature, unpredictable.

Therefore, within these documents, the content listed under this heading should be viewed as an informed prediction of student behaviour; it represents the nuanced linguistic structures and communicative functions that the instructor anticipates or hopes will emerge as evidence of deeper cognitive processing.

This feature highlights a key tension in pedagogical design: planning for emergent communication. The detailed items in this section are not resources to be explicitly taught, but rather a set of desired student communicative outcomes that serve as benchmarks for the lesson's success in fostering autonomous language use within the subject matter. This proactive, predictive approach was a deliberate methodological choice during the development phase of the PhD project.

Utility for Educators and Researchers

- For Educators: They provide detailed, ready-to-use instructional sequences that have been rigorously field-tested within an academic research environment. We encourage adaptation and modification to suit diverse learning environments and student needs.
- For Researchers: They offer transparent documentation of the research methodology's intervention phase, enabling replication, comparison, or further study.

It is my hope that by making this full body of work accessible, I can contribute to the dissemination of evidence-based pedagogical practices and foster continued innovation in the classroom.

Brands &

Logos

Curricular Unit:

Date: 23/11/ 2022 07/12/2022

Time: 15:00

Lessons: 1 & 2	Level: Master's degree	Duration:90 + 90 mins X2
----------------	------------------------	--------------------------

Aims / Learning Outcomes

1. Integrate Language and Content: Develop students' language proficiency while teaching them about the concepts, issues, and definitions of brands and logos.
2. Explore Topics: Engage students in understanding the technical language
3. Facilitate Group Discussions: Encourage collaborative learning through group discussions where students can exchange ideas, share findings, and explore different perspectives on the use of brand and logo.
4. Promote Critical Thinking: Encourage students to think critically about the need for the correct use of technical language.
5. Apply Language Patterns: Practice using language patterns for describing, informing, contrasting, adding, and explaining various aspects of standardisation and technical language.
6. provide students with a comprehensive understanding of technical language specific for Branding and logos

Assessments

Teacher, peer- and self-assessment processes will be used
Participating the class activities
Writing down the keywords and vocabulary
Gap fill activity following the class discussion
Final project work on the development of company logos and branding in a specific context

Content	Cognition
<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Define the importance of precise terminology in design. • Discuss the interdisciplinary nature of design and how it intersects with language. 2. Exploring Key Terminologies: Brand, Logo, and Branding <p>Define 'Brand':</p> <ul style="list-style-type: none"> • Emphasise its holistic nature beyond a mere visual identity. • Discuss brand values, perception, and emotional connections. <p>Define 'Logo':</p> <ul style="list-style-type: none"> • Differentiate between a brand and its visual representation (logo). • Discuss the logo's role in brand recognition and association. <p>Define 'Branding':</p> <ul style="list-style-type: none"> • Explain the strategic and ongoing process of creating, shaping, and managing a brand's perception. • Discuss the multidimensional aspects of branding beyond visual identity. 	<ol style="list-style-type: none"> 1. Comprehension: the nuances and distinctions between technical terms like brand, logo, and branding within the context of design communication. 2. Application: encourages students to apply their understanding by engaging in interactive activities and practical exercises. This involves analysing real-world examples, discerning which term applies to specific scenarios, or working on design projects that require the correct use of these terms. 3. Critical Thinking: develop critical thinking skills by evaluating and comparing various brand examples and their respective strategies. analyse the impact of branding choices on consumer perception and the strategic implications for design communication. 4. Reflection: students reflect on the importance of precise terminology in design communication. consider how misinterpretation or misuse of technical language could affect professional communication and branding strategies. 5. Synthesis: synthesise their knowledge and apply it in a practical context. Demonstrate their ability to differentiate between brand, logo, and branding, and effectively communicate these distinctions within the realm of design communication.

Culture
<p>Brands often embody cultural values, societal norms, and collective identities. Requires an understanding of how these elements reflect and interact with different cultures. For instance, colours, symbols, and even font choices can carry diverse cultural meanings, and their interpretation can vary significantly across different regions or demographics.</p> <p>Globalisation and Branding: In an interconnected world, brands transcend borders. Understanding the cultural implications of branding becomes crucial when designing for global markets. Acknowledging cultural sensitivities, adapting branding strategies to diverse audiences, and navigating potential cultural clashes or misinterpretations.</p> <p>Cultural Influence on Perception: Cultural backgrounds shape individual perceptions and interpretations of brands and their associated elements. Discussions on brand perception and consumer behaviour should consider how cultural contexts influence the way people perceive logos, brand messages, and overall branding strategies.</p> <p>Ethical Considerations: Cultures often have differing ethical standards and sensitivities. Teaching about branding includes addressing ethical implications related to cultural appropriation, stereotyping, or inadvertently offending cultural sentiments through branding strategies. Students need to understand the ethical responsibilities associated with creating culturally sensitive and respectful designs.</p>

Communication		
Language OF Learning	Language FOR Learning	Language THROUGH Learning
<p>1. In-depth Analysis of Brand Terminologies</p> <ul style="list-style-type: none"> • Brand • Branding • Visual identity • Logo • Symbol • Logotype • Multidimensional meanings <p>2. Cultural and Linguistic Nuances in Translation</p> <ul style="list-style-type: none"> • Challenges in • Linguistic variations • Impact on design strategies • Consumer perceptions <p>Session 2: Strategies and Applications</p> <p>Focus on Trademarks and Design Elements</p> <ul style="list-style-type: none"> • Trademark • Brand protection 	<p>1. Introducing the Topic:</p> <ul style="list-style-type: none"> • "Today, we'll be delving into the translation of technical terms in brand design to Portuguese." • "We'll explore the nuances of technical language and its impact on visual communication." <p>2. Defining Technical Terms:</p> <ul style="list-style-type: none"> • "The term 'brand' can be translated as..." • "When referring to 'visual identity,' we mean..." • "A 'logo' is defined as..." <p>3. Discussing Challenges in Translation:</p> <ul style="list-style-type: none"> • "Cultural differences significantly influence the translation of specific terms." • "Considering linguistic nuances is crucial when translating into Portuguese." • "Variations in interpretation can greatly affect design strategy." <p>4. Analysing Case Studies:</p> <ul style="list-style-type: none"> • "Let's analyse a case study of a brand that successfully translated for Portuguese-speaking markets." • "How did mistranslations impact consumer perception?" <p>5. Engaging in Translation Exercises:</p> <ul style="list-style-type: none"> • "Try translating 'visual identity' into Portuguese, and let's discuss the different options." • "What are possible translations for 'logotype' that retain the essence of the term?" <p>6. Exploring Design Impact:</p> <ul style="list-style-type: none"> • "How does translating terms affect design decisions in Portuguese-speaking markets?" • "We need to balance brand consistency with cultural adaptation." <p>7. Reflecting and Concluding:</p> <ul style="list-style-type: none"> • "What lessons were learned about the importance of accurate translation in brand design?" • "How can we apply these insights in future design projects?" <p>1. Describing and Defining:</p> <ul style="list-style-type: none"> • Vocabulary: Terminologies like 'brand,' 'logo,' 'visual identity.' 	<p>Language Objectives:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduce key vocabulary terms at the beginning of the lesson using visuals and contextual examples. • Provide a vocabulary list with definitions and encourage students to incorporate these terms in discussions and written responses. <p>Language Functions:</p> <ul style="list-style-type: none"> • Explaining: • Comparing and Contrasting: • Expressing Opinions: • Speaking and Listening: • Group Discussions: Organise class discussion • Reading and Writing: <p>Grammar and Language Structures:</p> <p>Language Support Strategies:</p> <ul style="list-style-type: none"> • Provide sentence frames to scaffold students' explanations and opinions about concepts. <p>Pre-teaching Vocabulary: Provide a glossary of key technical terms with translations to Portuguese. Introduce new vocabulary before the lesson through handouts or online resources.</p> <p>Visual Aids and Contextualisation: Use visual representations, diagrams, or infographics to illustrate concepts. Provide real-life examples or case studies to contextualise the language in practical settings.</p> <p>Language Frames and Sentence Starters: Offer sentence starters or language frames for discussions and presentations. Model sample sentences to express opinions, define terms, or compare concepts.</p> <p>Scaffolded Activities:</p>

	<p>Grammar: Presenting definitions using phrases like "A brand is characterised by..." or "The term 'logo' refers to..."</p> <p>Grammar Structures: Present simple for definitions ("A brand represents..."), modal verbs for defining terms ("The term 'logo' can be defined as...").</p> <p>2. Comparing and Contrasting:</p> <ul style="list-style-type: none"> • Vocabulary: Terms with nuanced meanings, highlighting differences or similarities between translations. • Grammar: Employing comparative structures such as "In contrast to..." or "Similarly, the term 'X' differs from..." <p>Grammar Structures: Present simple for definitions ("A brand represents..."), modal verbs for defining terms ("The term 'logo' can be defined as...").</p> <p>3. Explaining Processes and Procedures:</p> <ul style="list-style-type: none"> • Vocabulary: Technical terms linked to translation processes, cultural adaptation, or linguistic nuances. • Grammar: Utilising process-oriented language like "The translation process involves..." or "Cultural adaptation requires..." <p>Grammar Structures: Present simple or present perfect for explaining processes ("The translation process involves..."), passive voice for describing procedures ("Cultural adaptation is achieved by...").</p> <p>4. Giving Examples:</p> <ul style="list-style-type: none"> • Vocabulary: Instances of successful or failed translations, case studies of brands navigating linguistic challenges. <p>Grammar: Introducing examples using phrases like "For instance..." or "Consider the case of..." Grammar Structures: Presenting examples using present or past tenses ("For instance, 'Brand A' represents..."), modal verbs for offering examples ("'Brand B' might exemplify...").</p> <p>5. Expressing Opinions and Evaluations:</p> <ul style="list-style-type: none"> • Vocabulary: Phrases indicating opinion or assessment, focusing on the impact of translations on design and perception. 	<p>Break down complex tasks into manageable steps, providing guidance and support throughout. Gradually increase the complexity of language tasks to build confidence.</p> <p>Language Feedback and Correction:</p> <p>Provide constructive feedback on language use, focusing on accuracy and clarity. Correct errors gently and provide alternative phrases for improvement.</p> <p>Language Extension Tasks:</p> <p>Offer additional tasks or resources for students seeking more language practice. Suggest further reading or research opportunities to deepen language comprehension.</p> <p>Incorporating Multimodal Resources:</p> <p>Use a variety of resources like videos, podcasts, or online interactive tools to cater to different learning styles. Provide access to bilingual dictionaries or language learning apps for reference.</p> <p>Encouraging Active Participation:</p> <p>Foster an inclusive environment where students feel comfortable expressing themselves in English. Prompt discussion and participation to engage students actively in using language.</p> <p>Assessment of Language:</p> <ul style="list-style-type: none"> • Evaluate students' ability to accurately use the vocabulary in discussions and written assignments. • Assess their language proficiency through their clarity of explanations, coherent arguments, and comprehension of the technical language and terms.
--	--	---

	<ul style="list-style-type: none"> • Grammar: Expressing opinions through phrases such as "In my view..." or "From my perspective, the translation influences..." <p>Grammar Structures: Modal verbs for expressing opinions ("I believe that..."), conditional structures for evaluative statements ("If translated accurately, the impact could be...").</p> <p>6. Summarising and Paraphrasing:</p> <ul style="list-style-type: none"> • Vocabulary: Terms used to summarise key points or rephrase complex concepts. • Grammar: Employing summarising phrases like "To sum up..." or "In other words..." <p>Grammar Structures: Modal verbs for expressing opinions ("I believe that..."), conditional structures for evaluative statements ("If translated accurately, the impact could be...").</p> <p>7. Questioning and Clarifying:</p> <ul style="list-style-type: none"> • Vocabulary: Question words, terminology related to seeking clarification on translation challenges. • Grammar: Constructing questions using words like "How does...?" or "Can you clarify..." <p>Grammar Structures: Using question words ("How does the translation influence...?"), modal verbs for seeking clarification ("Could you explain the impact of...?").</p> <p>8. Debating and Discussing:</p> <ul style="list-style-type: none"> • Vocabulary: Expressions for disagreement, agreement, initiating discussions on translation strategies. • Grammar: Phrasing arguments with expressions like "I disagree because..." or "I agree with the viewpoint that..." <p>9. Presenting Information:</p> <ul style="list-style-type: none"> • Vocabulary: Technical terms related to translations, cultural nuances, and their impact on design. • Grammar: Structuring presentations using phrases such as "Firstly, let's examine..." or "Next, we'll explore..." <p>10. Academic and Technical Language:</p> <ul style="list-style-type: none"> • Vocabulary: Specialised terminology related to design 	
--	---	--

	<p>communication, translation studies, and branding.</p> <ul style="list-style-type: none">• Grammar: Utilising academic language with phrases like "According to research..." or "Scholars argue that..."	
--	--	--

Procedures	Scaffolding Strategies
<p>Mastering the Translation of Technical Language in Brand Design to Portuguese</p> <p>Objective: To explore the intricacies of translating brand-related technical terms into Portuguese and their profound impact on design communication, specifically focusing on brand, branding, visual identity, logos, symbols, logotypes, and trademarks.</p> <p>Session 1: Understanding the Challenges (90 minutes)</p> <ol style="list-style-type: none"> Introduction to Translating Technical Language in Brand Design <ul style="list-style-type: none"> Discuss the importance of precise technical language in masterful design communication. Highlight the significance of accurate translations, especially in diverse linguistic contexts like Portuguese. In-depth Analysis of Brand Terminologies <ul style="list-style-type: none"> Define and dissect 'Brand,' 'Branding,' 'Visual Identity,' 'Logo,' 'Symbol,' and 'Logotype' in English. Examine the subtle nuances and multidimensional meanings of these terms within design contexts. Cultural and Linguistic Nuances in Translation <ul style="list-style-type: none"> Explore the challenges in translating brand-related terminologies into Portuguese, considering cultural and linguistic differences. Discuss how variations in interpretation can impact design strategies and consumer perceptions. Case Studies and Critical Analysis <ul style="list-style-type: none"> Analyse case studies of brands successfully or unsuccessfully translating their brand-related terms into Portuguese markets. Evaluate the repercussions of mistranslations on brand image and consumer engagement. Interactive Exercise: Translation Challenges <ul style="list-style-type: none"> Engage students in a practical exercise translating brand-related terms into Portuguese. Encourage discussion and debate over the intricacies and potential variations in translation choices. <p>Session 2: Strategies and Applications (90 minutes)</p> <ol style="list-style-type: none"> Focus on Trademarks and Design Elements <ul style="list-style-type: none"> Define 'Trademark' and explore its role in protecting brand elements. Discuss the complexities of translating trademark-related terms and their visual representations into Portuguese. Design Impact of Translations in Portuguese Markets <ul style="list-style-type: none"> Explore how translations of technical terms influence design decisions in Portuguese-speaking contexts. 	<p>Class 1: Introduction to technical language in Brand design</p> <p>Scaffolding Strategy: Visual Aids</p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> Visual aids Diagrams Illustrations Infographics <p><i>Language Examples:</i></p> <ul style="list-style-type: none"> "Let's use this diagram to illustrate the concept of brand identity." "Refer to this infographic for a visual representation of the translation process." <p>Scaffolding Strategy: Think-Pair-Share</p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> Discuss Share Collaborate Exchange ideas <p><i>Language Examples:</i></p> <ul style="list-style-type: none"> "Pair up and discuss your understanding of the term 'branding' before sharing with the class." "Think about your opinion on logo design, then share your thoughts with your partner." <p>Scaffolding Strategy: Sentence Frames</p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> Define Represent Refers to Characterises <p><i>Language Examples:</i></p> <ul style="list-style-type: none"> "The term 'brand' can be defined as..." "When we say 'visual identity,' it refers to..." <p>Scaffolding Strategy: Guided Discussion Questions</p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> Analyse Evaluate Justify Compare Contrast Recommend <p><i>Language Examples:</i></p> <ul style="list-style-type: none"> "Analyse the impact of mistranslations on consumer perception." "Compare and contrast the translation challenges in branding terms." <p>Scaffolding Strategy: Think-Alouds</p>

<ul style="list-style-type: none"> • Discuss strategies to maintain brand consistency while accommodating linguistic and cultural variations. <p>8. Discussion and Synthesis</p> <ul style="list-style-type: none"> • Facilitate a comprehensive discussion on the challenges, strategies, and implications of translating technical language in brand design to Portuguese. • Encourage students to synthesise their learning and propose innovative solutions for effective cross-cultural design communication. <p>9. Conclusion and Reflection</p> <ul style="list-style-type: none"> • Summarise key takeaways and insights from the two sessions. • Encourage reflection on the complexities of translation and its role in mastering design communication in diverse cultural contexts. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Assess • Consider • Reflect • Examine • Determine <p>Language Examples:</p> <ul style="list-style-type: none"> • "Consider how linguistic variations can affect design decisions." • "Reflect on the implications of accurate translations in branding strategies." <p>Discuss / Share / Collaborate / Exchange Ideas:</p> <ul style="list-style-type: none"> • "Let's discuss the different translations of 'brand' and share our insights." • "Could we collaborate on understanding how 'visual identity' varies in Portuguese translations?" • "Let's exchange ideas on the impact of cultural nuances in branding translations." <p>Define / Represents / Refers to / Characterises:</p> <ul style="list-style-type: none"> • "I think 'brand' represents the overall perception of a company." • "Can we define what 'logo' refers to in terms of design communication?" • "In my opinion, 'visual identity' characterises the essence of a brand." <p>Analyse / Evaluate / Justify:</p> <ul style="list-style-type: none"> • "We need to analyse how translations influence consumer perceptions." • "Let's evaluate the effectiveness of different translations in brand strategies." • "Can you justify why accurate translation is crucial in branding?" <p>Compare / Contrast / Recommend:</p> <ul style="list-style-type: none"> • "Let's compare and contrast translations of 'branding' in different contexts." • "I recommend comparing the impact of accurate versus inaccurate translations." • "Can you recommend strategies for handling linguistic variations in translations?" <p>Assess / Consider / Reflect:</p> <ul style="list-style-type: none"> • "Let's assess how mistranslations might impact design decisions." • "Consider the cultural aspects when reflecting on the translation challenges." • "Reflect on how linguistic variations affect brand perception." <p>Examine / Determine:</p> <ul style="list-style-type: none"> • "We should examine how translations shape consumer behavior." • "Let's determine the best approach to ensure accurate translations in design."
---	---

Reading Activity

Trademarks and Design Elements

Trademarks are integral components of a company's identity. They serve as distinctive symbols, designs, or expressions that differentiate products or services from competitors in the market. A trademark can be a logo, a symbol, a phrase, or even a combination of colours. It grants a business exclusive rights over its brand identity, ensuring consumers recognise and associate the trademark with specific goods or services.

One of the fundamental aspects of trademarks is their role in brand protection. This protection prevents unauthorised use of the trademark by others, safeguarding the brand's integrity and preventing confusion among consumers. Brand protection involves legal measures to defend the trademark against infringement, counterfeiting, or dilution. It ensures that the brand's reputation remains intact and that consumers can trust the authenticity of products or services bearing the trademark.

Trademark registration is a crucial step in brand protection. Registering a trademark provides legal ownership and exclusive rights to use that mark in connection with the goods or services it represents. This registration process involves thorough examination by trademark authorities to ensure the trademark's uniqueness and non-conflicting nature.

Furthermore, design elements play a significant role in trademarks. The visual representation of a trademark, whether it's a logo, symbol, or specific colour scheme, contributes to its distinctiveness and memorability. Design elements are carefully crafted to evoke certain emotions, convey brand messages, and create a lasting impression on consumers.

The challenge in the realm of design elements lies in balancing creativity with the distinctiveness required for trademark protection. A design must be unique enough to qualify for trademark registration while effectively representing the brand identity and resonating with the target audience.

Comprehension Questions:

True or False:

1. Trademarks can include only logos, not phrases or colour combinations.
2. Brand protection allows for clarity among consumers.
3. Registering a trademark doesn't involve examination by trademark authorities.
4. Design elements in trademarks don't contribute to brand memorability.
5. Trademark registration requires no uniqueness in the design.

Wh-Questions:

1. What are trademarks, and how do they differentiate products or services?
2. What is the role of brand protection in maintaining a trademark's integrity?
3. How does trademark registration secure exclusive rights for a brand?
4. What role do design elements play in trademarks, and why are they significant?
5. What challenges exist in balancing creativity and distinctiveness in trademark design?

Gap-fill exercise

Instructions: Fill in the blanks with the appropriate vocabulary terms.

In-depth Analysis of Brand Terminologies:

Branding is creating a unique (1) _____ that distinguishes one product or service from another. It involves establishing a distinctive (2) _____ identity, which includes elements like a recognisable (3) _____, a meaningful (4) _____, and a memorable (5) _____. These components collectively convey the essence and values of the brand. Moreover, a well-crafted (6) _____ represents a brand visually and embodies its story and character, showcasing (7) _____ meanings that resonate with consumers.

Answers:

1. Brand
2. Visual
3. Logo
4. Symbol
5. Identity
6. Logotype
7. Multidimensional

Cultural and Linguistic Nuances in Translation:

(8) _____ arise due to cultural differences, and (9) _____ variations when translating brand-related terms. These nuances significantly impact (10) _____ strategies in different markets. Consumers' perceptions of a brand's message in various cultures are influenced by these **11** _____ perceptions, which may differ based on cultural contexts and language nuances.

Answers: 8. **Challenges**

9. **Linguistic**
10. **Design**
11. **Consumer**

Focus on Trademarks and Design Elements:

Trademarks play a pivotal role in 12 _____, offering legal protection to brands. They ensure 13 _____, safeguarding a brand's unique identity and preventing consumer confusion. Failing to secure a 14 _____ could lead to challenges in maintaining brand integrity and compromise a brand's reputation.

Answers: 12. **Brand protection**

13. **Exclusivity**
14. **Trademark**

ISO

Curricular Unit:

Date: 08/05/2023. 09/05/2023

Time: 11:00 / 15:00

Lessons: 3 & 4	Level: Master's year degree	Duration:90 + 90 mins X2
----------------	-----------------------------	--------------------------

Aims / Learning Outcomes

1. Integrate Language and Content: Develop students' language proficiency while teaching them about the concepts, issues, and impacts of ISO.
2. Explore Topics: Engage students in understanding guidelines and criteria of ISO
3. Facilitate Group Discussions: Encourage collaborative learning through group discussions where students can exchange ideas, share findings, and explore different perspectives on the use of ISO.
4. Promote Critical Thinking: Encourage students to think critically about the need for ISO.
5. Apply Language Patterns: Practice using language patterns for describing, informing, contrasting, adding, and explaining various aspects of standardisation and technical language.
6. provide students with a comprehensive understanding of technical language specific for ISO

Assessments

Teacher, peer- and self-assessment processes will be used
 Participating the class activities
 Doing the group activity and writing down the keywords and vocabulary
 Gap fill activity following the class discussion
 Final project work on the development of signage for a specific context

Content	Cognition
Uses of ISO Standards ISO standard 3864-3 graphical symbols & safety signs Understanding the differences between Icon / Pictogram /Symbol Specific technical language	Understand the meaning of technical language in ISO What are the uses of ISO The impact and challenges of using updated ISO Apply ISO to a creative project

Culture

While ISO itself does not directly create cultural implications, its standards can have cultural impacts in various ways:

Global Communication and Collaboration

Cultural Adaptation of Standards: implement standards while considering local customs, regulations, and practices, which helps maintain cultural integrity

Cultural Exchange and Globalization: As ISO standards are adopted globally, they facilitate the exchange of products, services, and ideas across cultures, contributing to the ongoing process of globalization.

Cultural Challenges and Adaptation: Implementing ISO standards might require cultural adjustments within organizations. Balancing standardization with cultural nuances can present challenges that organizations need to navigate.

The cultural implications of ISO standards will vary depending on the specific context, industry, and region. While ISO standards can offer many benefits, they need to be implemented in a way that respects and integrates with the cultural values, norms, and practices of the specific communities they impact

Communication		
Language OF Learning	Language FOR Learning	Language THROUGH Learning
<ol style="list-style-type: none"> ISO-related Terms and Acronyms: <ul style="list-style-type: none"> ISO (International Organization for Standardization) Standard, specification, guideline, protocol Quality management, environmental management, safety standards Certification, accreditation, conformity assessment Technical committee, working group ISO Numbering and Classification: <ul style="list-style-type: none"> ISO 9001, ISO 14001, ISO 27001, etc. ISO/IEC (International Electrotechnical Commission) standards ISO 9000 series, ISO 14000 series Domain-Specific Vocabulary: <ul style="list-style-type: none"> Terms relevant to the specific field of ISO standards Vocabulary related to quality control, risk management, sustainability, etc. Processes and Procedures: <ul style="list-style-type: none"> Document control, version control, revision history Internal audit, external audit, audit trail Non-conformance, corrective action, preventive action Measurement and Metrics: <ul style="list-style-type: none"> Key Performance Indicators (KPIs) Metrics, benchmarks, targets 	<p><u>Classroom Language:</u> Look at the different images...</p> <p>Setting the Stage:</p> <ol style="list-style-type: none"> Greetings and Welcoming: <ul style="list-style-type: none"> "Good morning/afternoon, everyone!" "Welcome to today's class." Agenda and Objectives: <ul style="list-style-type: none"> "Here's what we'll be covering today." "Our learning objectives for today are..." <p>Instruction and Explanation:</p> <ol style="list-style-type: none"> Introducing the Topic: <ul style="list-style-type: none"> "Today, we're going to examine ISO standards related to..." "Our focus today is on understanding the concept of..." Explaining Concepts: <ul style="list-style-type: none"> "To put it simply..." "Let me break down this concept for you..." Asking Questions: <ul style="list-style-type: none"> "Does anyone have any questions about this?" "Can you share your thoughts on this topic?" Clarifying Doubts: <ul style="list-style-type: none"> "If you're unsure about something, don't hesitate to ask." "Feel free to seek clarification if you need it." <p>Interaction and Collaboration:</p> <ol style="list-style-type: none"> Encouraging Participation: <ul style="list-style-type: none"> "I'd like to hear from different voices in the room." "Who would like to share their perspective?" Turn-Taking and Politeness: <ul style="list-style-type: none"> "Please go ahead." "It's your turn to present." <p>Feedback and Assessment:</p> <ol style="list-style-type: none"> Giving Feedback: <ul style="list-style-type: none"> "Great job on that explanation." "Here's something to consider for improvement." Assessment Guidelines: <ul style="list-style-type: none"> "For the next assignment, make sure to..." "Here's what I'll be looking for in your presentations." 	<p>Language Objectives:</p> <ul style="list-style-type: none"> Develop vocabulary related to ISO standards, including terms like compliance, conformance, accreditation, and quality management. Practice using language functions such as explaining, comparing, and expressing opinions when discussing ISO concepts. Enhance reading and writing skills by analyzing ISO documents and summarizing key points. Improve listening and speaking skills through group discussions, presentations, and peer interactions related to ISO topics. <p>Vocabulary:</p> <ul style="list-style-type: none"> Introduce key vocabulary terms at the beginning of the lesson using visuals and contextual examples. Provide a vocabulary list with definitions and encourage students to incorporate these terms in discussions and written responses. <p>Language Functions:</p> <ul style="list-style-type: none"> Explaining: Model how to explain ISO standards, procedures, and the significance of compliance to ensure clarity in communication. Comparing and Contrasting: Guide students in comparing different ISO standards or discussing the differences between ISO documents and other regulatory guidelines. Expressing Opinions: Encourage students to express their opinions on

<p>6. Compliance and Conformance:</p> <ul style="list-style-type: none"> • Compliance, conformance, non-compliance • Regulatory requirements, legal obligations 	<p>Closing the Class:</p> <p>13. Recap and Summary:</p> <ul style="list-style-type: none"> • "Let's summarize what we covered today." • "To recap, we discussed..." <p>14. Farewells:</p> <ul style="list-style-type: none"> • "Thank you for your participation today." • "See you all in our next class!" <p>Language Skills and Structures:</p> <p>1. Describing and Defining:</p> <ul style="list-style-type: none"> • Expressions for defining terms, concepts, and standards • Using language for clear and concise definitions <p>2. Comparing and Contrasting:</p> <ul style="list-style-type: none"> • Language for comparing different ISO standards • Expressing similarities and differences <p>3. Explaining Processes and Procedures:</p> <ul style="list-style-type: none"> • Sequencing language (first, next, then, finally) • Describing step-by-step processes <p>4. Giving Examples:</p> <ul style="list-style-type: none"> • Using phrases like "For instance," "For example," "Such as" • Providing real-world examples of ISO implementations <p>5. Expressing Opinions and Evaluations:</p> <ul style="list-style-type: none"> • Vocabulary for expressing agreement, disagreement, and uncertainty • Hedging language (e.g., "It appears that," "It is likely that") <p>6. Summarizing and Paraphrasing:</p> <ul style="list-style-type: none"> • Techniques for summarizing lengthy ISO documents • Paraphrasing to restate ideas in different words <p>7. Questioning and Clarifying:</p> <ul style="list-style-type: none"> • Using question words (who, what, when, where, why, how) to inquire about ISO concepts • Seeking clarification and elaboration <p>8. Debating and Discussing:</p> <ul style="list-style-type: none"> • Expressions for stating opinions, presenting arguments, and counterarguments • Language for initiating and maintaining discussions 	<p>the importance of ISO standards in different industries and cultures.</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Group Discussions: Organize group discussions on specific ISO standards, allowing students to exchange ideas, share perspectives, and practice using the vocabulary. • Debates: Arrange a debate where students argue for or against the necessity of ISO certification in a particular industry, fostering critical thinking and argumentation skills. • Presentations: Have students present their research on how ISO standards impact different sectors, emphasizing clear communication and effective presentation skills. <p>Reading and Writing:</p> <ul style="list-style-type: none"> • Reading ISO Documents: Assign reading tasks involving excerpts from ISO standards. Guide students in identifying key information, summarizing main points, and discussing the implications. • Writing Assignments: Ask students to write short essays or reports discussing the benefits and challenges of implementing ISO standards in real-world scenarios. Provide language frames to support structured writing. <p>Grammar and Language Structures:</p> <ul style="list-style-type: none"> • Focus on accurate use of verb tenses when describing ISO processes
--	--	---

	<p>9. Presenting Information:</p> <ul style="list-style-type: none"> • Effective language for giving presentations on ISO topics • Using visuals and data to support presentations <p>10. Academic and Technical Language:</p> <ul style="list-style-type: none"> • Formal academic language appropriate for higher education • Technical language required for discussing ISO standards accurately 	<p>or historical developments.</p> <ul style="list-style-type: none"> • Introduce relative clauses to provide additional information about ISO standards and their applications. <p>Language Support Strategies:</p> <ul style="list-style-type: none"> • Provide sentence frames to scaffold students' explanations and opinions about ISO concepts. • Encourage peer interactions by having students work in pairs or groups to discuss ISO-related topics and share their findings. <p>Assessment of Language:</p> <ul style="list-style-type: none"> • Evaluate students' ability to accurately use ISO-related vocabulary in discussions and written assignments. • Assess their language proficiency through their clarity of explanations, coherent arguments, and comprehension of ISO documents.
--	---	--

Procedures	Scaffolding Strategies
<p>Class 1: Introduction to ISO for Signage and Graphical Symbols Duration: 90 minutes Objective: Students will understand the basics of ISO standards related to signage and graphical symbols and their significance in communication and safety. Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation • Handouts with key vocabulary and ISO examples • Whiteboard and markers <p>Procedures:</p> <ol style="list-style-type: none"> 1. Introduction (10 minutes): <ul style="list-style-type: none"> ○ Greet students and introduce the topic of ISO standards for signage and graphical symbols. ○ Explain the objectives of the class. 2. Vocabulary Warm-up (10 minutes): <ul style="list-style-type: none"> ○ Review key terms related to signage and graphical symbols. ○ Distribute handouts with new vocabulary and definitions. ○ Have students match terms with definitions in pairs. ○ Review answers as a class. 3. Presentation on ISO for Signage (25 minutes): <ul style="list-style-type: none"> ○ Present a PowerPoint on ISO standards for signage and graphical symbols. ○ Cover: <ul style="list-style-type: none"> ▪ Importance of standardized symbols for effective communication. ▪ ISO 7010 and its role in safety signage. ▪ Examples of graphical symbols and their meanings. ○ Use images and real-life examples to illustrate concepts. 4. Group Activity: Analyzing ISO Symbols (25 minutes): <ul style="list-style-type: none"> ○ Divide students into small groups. ○ Distribute various ISO symbols to each group. ○ Groups analyze the symbols' meanings and present their findings to the class. ○ Discuss the universality of symbols and the challenges of cultural adaptation. 5. Language Practice: Symbol Interpretation (15 minutes): <ul style="list-style-type: none"> ○ Provide a set of symbols with meanings. ○ Have students describe the meanings of symbols using appropriate language. ○ Encourage discussion and clarifications. 6. Reflection and Summary (5 minutes): <ul style="list-style-type: none"> ○ Ask students to share one new thing they learned during the class. 	<p>Class 1: Introduction to ISO for Signage and Graphical Symbols</p> <p>Scaffolding Strategy: Visual Aids Vocabulary:</p> <ul style="list-style-type: none"> • Symbol • Pictogram • Convey • Universal • Interpretation • Visual communication <p>Language Examples:</p> <ul style="list-style-type: none"> • "As you can see in this image, the symbol represents..." • "Visual communication relies on symbols that convey meanings universally." • "The pictogram's simple design allows for quick interpretation." <p>Scaffolding Strategy: Think-Pair-Share Vocabulary:</p> <ul style="list-style-type: none"> • Interpret • Connotation • Context • Symbolism <p>Language Examples:</p> <ul style="list-style-type: none"> • "Take a moment to interpret the meaning of this symbol individually." • "Now, discuss your interpretations with your partner and consider the connotations." • "Share your insights with the class. How does the context influence the symbolism?" <p>Scaffolding Strategy: Sentence Frames Vocabulary:</p> <ul style="list-style-type: none"> • This symbol represents... • It is commonly used in... • In this context, it signifies... • The connotation of this symbol is... <p>Language Examples:</p>

- Summarize the key points covered.
- 7. **Assignment (5 minutes):**
 - Assign a short written reflection on the significance of standardized symbols in everyday life.

Class 2: Importance of Implementing ISO Standards for Signage

Duration: 90 minutes

Objective: Students will understand the importance of implementing ISO standards for signage and graphical symbols in ensuring safety, consistency, and effective communication. **TESTING**

Materials:

- PowerPoint presentation
- Handouts with case studies and discussion questions
- Whiteboard and markers

Procedures:

1. **Review and Introduction (10 minutes):**
 - Start by reviewing key points from the previous class.
 - Introduce the topic of the importance of ISO implementation for signage.
2. **Case Studies and Discussion (30 minutes):**
 - Present case studies involving real-world situations where ISO signage standards were implemented.
 - Divide students into groups to analyze the cases and discuss the impact of ISO implementation.
 - Each group presents their analysis to the class, highlighting benefits and challenges.
3. **Language Practice: Discussing Benefits (15 minutes):**
 - Engage the class in a discussion about the benefits of ISO implementation for signage.
 - Encourage students to use appropriate language to express opinions, advantages, and disadvantages.
4. **Presentation on ISO Implementation (20 minutes):**
 - Present a PowerPoint on the process of implementing ISO standards for signage.
 - Cover:
 - Steps involved in adopting ISO standards.
 - How organizations ensure compliance and conformity.
 - Training and communication strategies for effective implementation.
5. **Group Activity: Implementation Plan testing (15 minutes):**
 - Divide students into groups.
 - Assign each group a scenario where ISO standards need to be implemented for signage.

- "This symbol represents safety precautions and is commonly used in industrial settings."
- "In this context, it signifies the presence of emergency exit routes."
- "The connotation of this symbol is a warning for potential hazards."

Class 2: Importance of Implementing ISO Standards for Signage

Scaffolding Strategy: Jigsaw Discussion

Vocabulary:

- Implementation
- Compliance
- Standardization
- Implication
- Best practice
- Impact

Language Examples:

- "Discuss the implications of non-compliance with ISO standards in your assigned case study."
- "In your expert group, analyze the impact of implementing ISO standards for signage."
- "Share the best practices highlighted in your case study with your new discussion group."

Scaffolding Strategy: Guided Discussion Questions

Vocabulary:

- Analyse
- Evaluate
- Justify
- Compare
- Contrast
- Recommend

Language Examples:

- "Analyse how the implementation of ISO standards affected communication in the workplace."
- "Evaluate the benefits and challenges of using standardized symbols in public spaces."

<ul style="list-style-type: none"> ○ Groups brainstorm an implementation plan, considering challenges and strategies. <p>6. Reflection and Summary (10 minutes):</p> <ul style="list-style-type: none"> ○ Have each group share one key point from their implementation plan. ○ Summarise the main takeaways from the class. <p>7. Homework Assignment (5 minutes):</p> <ul style="list-style-type: none"> ○ Assign a written assignment where students analyse a real-life example of ISO signage implementation in their community. <ul style="list-style-type: none"> ● <i>Provide opportunities for students to practice using the target language patterns and encourage active participation in group discussions and class activities.</i> ● <i>Incorporate language skills alongside the content on urbanization, students can develop a deeper understanding of the subject matter while enhancing their language proficiency.</i> 	<ul style="list-style-type: none"> ● "Justify your recommendation for implementing ISO standards based on the case study's context." <p>Scaffolding Strategy: Think-Alouds</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Assess ● Consider ● Reflect ● Examine ● Determine <p>Language Examples:</p> <ul style="list-style-type: none"> ● "Let's consider the implications of implementing ISO standards for safety signage." ● "Reflect on the role of standardised symbols in conveying critical information." ● "As we examine this case study, let's determine how ISO implementation contributed to effective communication."
---	--

Gap-fill exercise:

Gap Fill Exercise: Vocabulary for ISO Standards

Fill in the blanks with the appropriate words from the word bank below.

Word Bank: conformity | implementation | universal | pictograms | standards | communicate | regulation | implications | guidelines | compliance

1. ISO _____ play a crucial role in ensuring consistency and quality across different industries.
2. The _____ of ISO 9001 requires organisations to meet specific quality management criteria.
3. _____ are graphical symbols that convey information universally, transcending language barriers.
4. The _____ of ISO standards is essential for organisations to maintain customer trust and confidence.
5. Non-_____ with safety _____ can result in penalties and compromised workplace safety.
6. The _____ of ISO symbols allows for quick and easy understanding, regardless of cultural differences.
7. The _____ of ISO 14001 helps organisations manage their environmental responsibilities effectively.
8. The _____ of ISO 27001 addresses information security _____ for data protection.
9. ISO standards provide _____ that help organisations achieve best practices and improve processes.
10. The _____ of ISO standards for signage can have significant safety and communication _____.

Answers:

1. **Standards**
2. **Compliance**
3. **Pictograms**
4. **Implementation**
5. **Compliance, regulations**
6. **Universal**
7. **Implementation**
8. **Guidelines**
9. **Conformity**
10. **Implications**

1. Reading Activity: ISO Graphical symbols — Test methods

Introduction: In the field of standardisation, ISO Graphical symbols — Test methods play a vital role in ensuring that graphical symbols used across various industries are clear, understandable, and universally recognised. These test methods help verify the effectiveness of symbols in conveying information, regardless of language or cultural differences.

ISO Graphical symbols — Test methods: ISO has developed a set of test methods to evaluate the comprehensibility and recognition of graphical symbols. These methods involve assessing symbol understanding through various means, such as surveys, observations, and cognitive testing. By subjecting symbols to these tests, designers and standardisation experts can identify potential issues and make necessary improvements before symbols are widely adopted.

Comprehension Questions:

1. **What is the purpose of ISO Graphical symbols — Test methods?**
2. **How do these test methods contribute to graphical symbol effectiveness?**
3. **What are some of the means used to evaluate symbol understanding?**
4. **Why is it essential to identify issues and make improvements before the widespread adoption of symbols?**

Answers:

1. **What is the purpose of ISO Graphical symbols — Test methods?**
 - ISO Graphical symbols — Test methods aim to ensure that graphical symbols used across industries are clear, understandable, and universally recognised.
2. **How do these test methods contribute to graphical symbol effectiveness?**
 - These test methods contribute to graphical symbol effectiveness by evaluating their comprehensibility and recognition, thus verifying their ability to convey information irrespective of language or cultural differences.
3. **What are some of the means used to evaluate symbol understanding?**
 - Some means used to evaluate symbol understanding include surveys, observations, and cognitive testing.
4. **Why is it essential to identify issues and make improvements before the widespread adoption of symbols?**
 - Identifying issues and making improvements before the widespread adoption of symbols helps prevent potential confusion and ensures that the symbols effectively convey their intended messages to a diverse audience.

2. Reading Activity: ISO Graphical Symbols — Judgment Test and Perceptual Quality Testing

Judgment Test: to be familiar with the referent/experts

In this approach, experts or individuals familiar with the subject matter evaluate graphical symbols. These experts provide judgments on the symbol's correctness and appropriateness. Their familiarity with the subject matter allows them to assess whether the symbol effectively represents the intended concept or action.

Graphical symbols — Test methods — Part 2: Method for testing perceptual quality

This part of the ISO standard tests the perceptual quality of graphical symbols. The method involves presenting the symbols to observers who are not necessarily experts in the field. Observers evaluate the symbols based on their ease of recognition, clarity, and overall understanding. This testing process ensures that the symbols can be readily understood by a wider audience and not rely on specialised knowledge.

Comprehension Questions:

1. **What is the purpose of the Judgment Test involving experts or individuals familiar with the subject matter?**
2. **What is the focus of "Graphical symbols — Test methods — Part 2: Method for testing perceptual quality"?**
3. **Who participates in the perceptual quality testing process according to the ISO standard?**
4. **Why is testing perceptual quality important for graphical symbols?**

Answers:

1. **What is the purpose of the Judgment Test involving experts or individuals familiar with the subject matter?**
 - The Judgment Test aims to assess the correctness and appropriateness of graphical symbols by gathering judgments from experts or individuals familiar with the subject matter.
2. **What is the focus of "Graphical symbols — Test methods — Part 2: Method for testing perceptual quality"?**
 - Part 2 of the ISO standard focuses on testing the perceptual quality of graphical symbols, ensuring that they are easily recognisable, clear, and understandable.
3. **Who participates in the perceptual quality testing process according to the ISO standard?**
 - The perceptual quality testing process involves a group of observers who may need to be more experienced in the field.
4. **Why is testing perceptual quality important for graphical symbols?**
 - Testing perceptual quality ensures that graphical symbols can be understood by a broader audience, regardless of their expertise in the subject matter. This widens the symbols' effectiveness and applicability.

Class 2: Importance of Implementing ISO Standards for Signage

Objective: Students will understand the importance of implementing ISO standards for signage and graphical symbols in ensuring safety, consistency, and effective communication.

Activity 1: The Non-Standard Audit (Testing & Application)

Goal: To test students' ability to recognize the characteristics of non-compliant signage and predict the negative consequences of poor standardization.

Materials: Handout with 4-5 photos of *non-compliant* or *poorly designed* signs (these can be real-world examples that violate standard color, shape, or symbol usage). Ask students to find at least 2 more of their own

Procedure (Group Work - 25 minutes):

1. **Analysis (15 mins):** Provide each group with the handout of non-standard signs. Instruct them to perform a "Non-Standard Audit" by answering these three questions for each sign:
 - **Violation:** Which specific ISO standard principle (e.g., color, shape, consistency, clarity) has been violated?
 - **Consequence:** What is the specific potential failure (e.g., safety hazard, communication breakdown, legal risk) that results from this violation?
 - **Correction:** How would you modify the sign, using proper ISO principles, to ensure 100% effective communication?
2. **Report (10 mins):** Each group selects one sign and briefly presents their analysis (Violation, Consequence, and Correction) to the class.

Links to Class Plan: This directly follows the *Case Studies and Discussion* section, providing immediate, focused application of the principles discussed in the case studies.

Activity 2: Role-Play Debate: Standardization vs. Creativity (Language Practice)

Goal: To engage students in a critical debate using persuasive language, exploring the perceived tension between strict standardization and artistic freedom in design. This is ideal for the *Language Practice: Discussing Benefits* section.

Materials: Role cards (Handout with two opposing viewpoints).

Procedure (Paired/Group Role-Play - 15 minutes):

1. **Role Assignment (2 mins):** Divide students into pairs (A and B). Assign roles:
 - **Role A (The Safety Advocate):** Argues that strict adherence to ISO standards is paramount and must outweigh creative design choices to ensure universal safety and compliance.
 - **Role B (The Creative Designer):** Argues that excessive standardization stifles innovation, and that slight deviations are necessary to create engaging, context-specific, and aesthetically superior signage systems.
2. **Debate (10 mins):** Students debate the issue for five minutes each, actively using the B1-level functional language they practiced (e.g., "I disagree because...", "The advantage of creativity is...", "In my opinion, consistency is vital...").
3. **Synthesis (3 mins):** Ask the class to vote on which side presented the strongest argument, concluding that a good designer finds the **balance** between compliance and aesthetic quality.

Links to Class Plan: This replaces the general discussion on benefits with a structured, high-engagement activity that forces students to articulate the *advantages* (Role A) and *disadvantages* (Role B) of strict implementation.

Activity 3: The Conformity Checklist (Assessment & Review)

Goal: To test comprehension of the practical steps an organization takes to implement and maintain ISO compliance, directly assessing the content from the final presentation.

Materials: Handout or projected quick-quiz sheet with true/false and short answer questions.

Procedure (Individual/Peer Assessment - 15 minutes):

- Quiz (10 mins):** After the *Presentation on ISO Implementation* (covering steps, compliance, and training), give students a quick checklist quiz based on the presentation content:
 - *True/False:* "Training is only required for installation teams, not design teams." (False)
 - *True/False:* "ISO standards are a one-time adoption; annual audits are unnecessary." (False)
 - *Short Answer:* List two key steps an organization must take *after* installing new ISO-compliant signage. (e.g., **Documentation/Certification, Regular Maintenance/Auditing**)
- Peer Review (5 mins):** Have students quickly swap papers with a neighbor and peer-grade the checklist. This reinforces the core facts presented in the final section and gives the instructor immediate feedback on comprehension.

Links to Class Plan: This serves as the concluding assessment/wrap-up, ensuring the critical steps involved in implementation and conformity are understood.

Resources

<https://www.caledoniasigns.co.uk/ISO-Compliant-Signs>



Wayfinding

Curricular Unit:

Date: 03/01/2023 / 10/01/2023

Time: 11:00 / 14:30

Lessons: 1 & 2	Level: 3 rd year degree	Duration:90 + 90 mins X2
----------------	------------------------------------	--------------------------

Aims / Learning Outcomes

- To develop students' knowledge and understanding of communication and audio-visual design principles with a specific focus on Wayfinding.
- To enhance students' language proficiency in the target language (e.g., English) by incorporating relevant subject-specific vocabulary and language structures.
- To promote critical thinking and problem-solving skills in the context of Wayfinding design challenges.
- To encourage creativity and innovation in the application of communication and audio-visual design techniques to Wayfinding projects.
- To provide opportunities for collaborative learning and effective communication among students while working on Wayfinding design projects.
- To cultivate an appreciation for the role of Wayfinding in enhancing user experiences and creating effective spatial navigation solutions.

Learning Outcomes:

- Describe the fundamental concepts and principles of Wayfinding, including its role in various environments (e.g., urban spaces, buildings, transportation hubs).
- Analyze and critique existing Wayfinding systems, identifying strengths and weaknesses in terms of design and user experience.
- Apply communication and audio-visual design techniques to develop effective Wayfinding solutions for different scenarios and user demographics.
- Communicate ideas, proposals, and design concepts confidently and effectively in the target language (e.g., English), using appropriate subject-specific terminology.
- Work collaboratively in teams to brainstorm, plan, and execute Wayfinding design projects, leveraging each member's strengths and expertise.
- Evaluate the usability and accessibility of Wayfinding designs and make necessary refinements based on user feedback and real-world testing.
- Demonstrate creative thinking and innovation in proposing unique and original Wayfinding design approaches.
- Present Wayfinding projects professionally and persuasively, both orally and visually, showcasing their design rationale and problem-solving process.
- Reflect on the ethical and cultural considerations that may impact Wayfinding design decisions in diverse contexts.

Assessments

Teacher, peer- and self-assessment processes will be used

Participating the class activities and the group activity

Doing the group activity and writing down the keywords and vocabulary

Gap fill activity following the class discussion

Final project work on signing in an urban area incorporating wayfinding and wayshowing

Content	Cognition
<p>Wayfinding refers to the process of navigating and orienting oneself within an environment to reach a desired destination or goal. It involves understanding and interpreting spatial information to find one's way efficiently and effectively.</p> <p>Wayfinding is about designing and implementing systems that facilitate spatial orientation and navigation, making it easier for people to find their way and reach their destinations without unnecessary confusion or stress.</p>	<p>Understand the meaning of Wayfinding What are the Principles of Wayfinding Design Applying Design to Wayfinding Ethical and Cultural Considerations</p>

Culture
<ol style="list-style-type: none"> 1. Symbolism and Icons: The meanings attached to symbols and icons can vary across cultures. A symbol that is widely understood and accepted in one culture may be confusing or even offensive in another. 2. Language and Script: The use of language and script in signage is critical. In multicultural environments, providing information in multiple languages might be necessary. 3. Spatial Perception: Cultural differences in spatial perception and orientation can influence how individuals navigate through spaces. 4. Color and Aesthetics: Colors can hold cultural significance and evoke different emotions. Careful consideration of color choices is essential in cross-cultural wayfinding design. 5. Hierarchy and Authority: In some cultures, hierarchical structures are more pronounced. Wayfinding design may need to consider appropriate levels of formality and respect in conveying instructions. 6. Social Norms and Personal Space: Cultural norms around personal space and social interactions can influence how people navigate crowded areas. 7. Accessibility and Inclusivity: Cultural attitudes toward disability and inclusivity can impact the provision of accessible wayfinding solutions. 8. Historical and Architectural Significance: Culturally significant buildings or spaces may require sensitive wayfinding solutions that preserve their historical and architectural importance while providing clear navigational guidance.

Communication		
Language OF Learning	Language FOR Learning	Language THROUGH Learning
<p>Pictograms and Icons: Visual symbols</p> <p>Spatial Orientation: surrounding environment cardinal directions and landmarks.</p> <p>Hierarchy and Legibility: Gestalt Principles visual perception, proximity, similarity, and continuity.</p> <p>Typography: arranging type, including font styles, sizes, and spacing</p> <p>Environmental Graphics: User Person:</p> <p>Wayfinding System: Legibility Studies: Accessibility and Universal Design: Orientation and Mobility: Wayfinding Audit: Cognitive Mapping: Navigation Technology: Design Iteration:</p>	<p><u>Classroom Language:</u> Look at the different images...</p> <p>1. Instructions and Explanations:</p> <ul style="list-style-type: none"> • "Now, let's begin by..." • "To complete this task, you should..." • "First, I want you to..." • "Pay attention to the steps outlined in..." <p>2. Academic Vocabulary:</p> <ul style="list-style-type: none"> • "The term _____ refers to..." • "In this context, _____ means..." • "Can anyone define what _____ means?" • "Use the word _____ in a sentence to demonstrate understanding." <p>3. Concept Check Questions:</p> <ul style="list-style-type: none"> • "What are the main points we just covered?" • "Could you explain _____ in your own words?" • "What do you think is the significance of _____?" • "Can you give an example of _____ to illustrate the concept?" <p>4. Visual Aids:</p> <ul style="list-style-type: none"> • "Please take a look at this image/symbol. What do you observe?" • "Use the visual aid to support your explanation of _____." • "How does this image relate to the topic we are discussing?" <p>5. Group Discussions:</p> <ul style="list-style-type: none"> • "Discuss this topic with your partner and take turns sharing your opinions." • "Each group will discuss _____ and present their findings afterward." • "In your groups, consider the pros and cons of _____." <p>6. Formative Feedback:</p> <ul style="list-style-type: none"> • "Great effort, but remember to use more specific examples to support your point." • "You've grasped the main idea, but try to incorporate the key terms we learned." 	<p>Identify and understand the different vocabulary relating to Wayfinding</p> <p>Draw on and take advantage of vocabulary and language used by the class colleagues/peers</p> <p>. Defining and Describing the Wayfinding Process</p> <ul style="list-style-type: none"> • Wayfinding is the process of finding your way through a physical environment. • The system involves four main stages: Orientation, Route Decision, Route Monitoring, and Destination Recognition. • The key elements are signage, architecture, and lighting. • Signage must be consistent throughout the building or system. • The map tells/shows people where they are right now. • The symbols need to be clear and easy to understand for everyone. • The system's goal is to reduce cognitive load (how much a person has to think). <p>2. Analysing Effectiveness (Success and Failure)</p> <ul style="list-style-type: none"> • This is confusing because the sign has too much information. • There is an ambiguity (unclear meaning) here. • The system fails when the signs are too small to read from a distance. • This sign is effective due to its high contrast and logical placement. • It works well because the map uses colors effectively. • The sign is placed in a crucial decision point. • It is missing at the beginning of the journey, which causes immediate disorientation. • A user will feel lost/frustrated/confident here.

	<ul style="list-style-type: none"> • "Your response is well-structured; consider adding more elaboration." <p>7. Summarizing and Synthesizing:</p> <ul style="list-style-type: none"> • "In a few sentences, summarize the main findings of this study." • "Combine your group's ideas to synthesize a coherent argument for your presentation." <p>8. Language Support Strategies:</p> <ul style="list-style-type: none"> • "If you're unsure about a word, try to rephrase it in your own words." • "Use a synonym for _____ to vary your language." • "When encountering unfamiliar words, look for context clues to understand their meaning." <p>9. Comparisons and Contrasts:</p> <ul style="list-style-type: none"> • "Compare and contrast the theories of _____ and _____." • "How does this concept differ from what we discussed earlier?" • "Discuss the similarities and differences between _____ and _____." <p>10. Critical Analysis:</p> <ul style="list-style-type: none"> • "What are your thoughts on this theory, and can you provide evidence to support your opinion?" • "Critically evaluate the strengths and weaknesses of this argument." • "Do you agree or disagree with the author's perspective? Why or why not?" <p>11. Structured Debates:</p> <ul style="list-style-type: none"> • "Prepare arguments for and against _____ and be ready to present your viewpoints." • "Debate teams, take your positions and begin presenting your arguments." <p>12. Problem-Solving Tasks:</p> <ul style="list-style-type: none"> • "Working in your groups, come up with a solution to this real-world problem related to our topic." • "Discuss potential strategies to address the challenges posed by _____." 	<ul style="list-style-type: none"> • This sign is better/worse than the other one because it uses fewer words. <p>3. Proposing Improvements and Solutions (Design Suggestions)</p> <ul style="list-style-type: none"> • They should add a map or a directional sign here. • They need to change the font, color, or size of the text. • It is essential/necessary to ensure that all symbols follow the international ISO standard. • We must ensure that the lighting is strong enough to read the sign clearly. • The reason for this is to prevent confusion or safety issues. • This _____ change will help foreign visitors who don't speak the local language. • To aid Orientation, they could use unique color zones on each floor. • For better Destination Recognition, the final sign should be large and distinct. <p>4. Group Discussion and Agreement/Disagreement</p> <ul style="list-style-type: none"> • What do you think about the location of this sign? • Do you agree with that assessment of the map's readability? • I completely agree with your point about using floor markings. • That's a good solution. • I see your point, but I think the cost would be too high. • I don't think that would work because the walls are already too cluttered. • So, we agree that the main problem is the lack of information at the entrance. • We can conclude that consistency is the most important factor.
--	---	--

Procedures	Scaffolding Strategies
<p>Materials: PowerPoint presentation, whiteboard or flip chart, markers, handouts with key terms and definitions.</p> <p>Warm-up (10 minutes):</p> <ol style="list-style-type: none"> 1. Start the class with a short video or images displaying various wayfinding systems (e.g., airports, malls, parks). 2. Ask students to share their observations and experiences related to wayfinding in different environments. 3. Facilitate a brief discussion on the challenges people may face when navigating unfamiliar spaces. <p>Introduction to Wayfinding (15 minutes):</p> <ol style="list-style-type: none"> 1. Present a PowerPoint slide with the definition of wayfinding and its primary goal: to aid navigation and provide clear information for users. 2. Explain the significance of effective wayfinding in public spaces, such as airports, hospitals, and universities. 3. Introduce the key components of a wayfinding system: signage, maps, landmarks, and digital navigation tools. <p>The Importance of Wayfinding (15 minutes):</p> <ol style="list-style-type: none"> 1. Discuss the impact of well-designed wayfinding systems on user experiences, safety, and overall satisfaction. 2. Present case studies or real-life examples where efficient wayfinding has positively influenced user behavior and outcomes. 3. Facilitate a class discussion on the consequences of poor wayfinding in public spaces. <p>Academic Vocabulary (10 minutes):</p> <ol style="list-style-type: none"> 1. Introduce relevant academic vocabulary related to wayfinding and navigation, such as "orientation," "wayfinding cues," "spatial awareness," etc. 2. Provide definitions and usage examples for each term. 3. Engage students in short exercises to use the new vocabulary in context. <p>Factors Influencing Wayfinding (15 minutes):</p> <ol style="list-style-type: none"> 1. Explain how environmental design, architecture, and cultural factors can impact wayfinding experiences. 2. Discuss how color, symbols, and layout choices in signage affect users' navigation behavior. 3. Present research on the relationship between user demographics and wayfinding preferences. <p>Activity: Analysing Wayfinding Systems (20 minutes):</p> <ol style="list-style-type: none"> 1. Divide students into small groups. 2. Provide images or case studies of wayfinding systems in different environments (e.g., healthcare facility, shopping mall, city center). 3. Instruct each group to analyze the effectiveness of the wayfinding system and identify its strengths and weaknesses. 4. Each group presents their analysis to the class, focusing on the key findings. 	<p>Warm-up:</p> <ul style="list-style-type: none"> • "Take a moment to discuss with your partner what comes to mind when you hear the term 'wayfinding.'" • "Share your observations about the wayfinding systems you saw in the video or images." • "What challenges do you think people might face when trying to navigate an unfamiliar environment?" <p>Introduction to Wayfinding:</p> <ul style="list-style-type: none"> • "Wayfinding is defined as _____, and its main goal is to _____." • "Let's break down the components of a wayfinding system: signage, maps, landmarks, and digital tools. How do these elements help people find their way?" • "Why is effective wayfinding crucial in places like airports, hospitals, and universities?" <p>The Importance of Wayfinding:</p> <ul style="list-style-type: none"> • "Discuss with your group the ways in which well-designed wayfinding can improve user experiences and safety in public spaces." • "What real-life examples can you think of where efficient wayfinding positively influenced people's behavior and outcomes?" • "Can you identify any negative consequences that may arise from poor wayfinding in public spaces?" <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • "Let's learn some new academic vocabulary related to wayfinding. Repeat after me: 'orientation' means _____." • "Use the term 'wayfinding cues' in a sentence to demonstrate understanding." • "What does 'spatial awareness' refer to in the context of navigation?" <p>Factors Influencing Wayfinding:</p> <ul style="list-style-type: none"> • "How do factors like environmental design and architecture impact the way people navigate through a space?" • "In your groups, discuss the influence of color and symbols in signage on users' wayfinding experiences." • "Share any research findings you came across regarding the relationship between user demographics and wayfinding preferences." <p>Activity: Analysing Wayfinding Systems:</p> <ul style="list-style-type: none"> • "Work with your group to analyze the provided images or case studies. Identify the strengths and weaknesses of each wayfinding system."

Conclusion and Reflection (10 minutes):

1. Summarize the main concepts covered in the lesson and their importance in different settings.
2. Encourage students to reflect on how they can apply the knowledge of wayfinding in their future careers.
3. Facilitate a short discussion on any additional questions or insights that emerged during the lesson.

Homework Assignment (optional):

1. Ask students to conduct a wayfinding analysis of a public space in their local area and write a brief report on their findings.

Assessment:

1. Informal assessment through class discussions and group activities to gauge students' understanding of the general concept of wayfinding.
2. Review of language use and vocabulary development during the class activities.

- "In your presentation, highlight the key findings from your analysis and support them with evidence from the images or case studies."

- "Encourage questions and discussions from the class after each group presentation."

Conclusion and Reflection:

- "In a few sentences, summarize the main concepts we covered in today's lesson on wayfinding."
- "Reflect on how understanding the concept of wayfinding can be valuable in your future career in communication and audio-visual design."
- "Is there anything you'd like to share or ask related to wayfinding that came up during the lesson?"

Homework Assignment (optional):

- "For your homework, conduct a wayfinding analysis of a public space in your local area. Write a brief report summarizing your findings and any recommendations for improvement."

Links to videos:

What is Wayfinding?

<https://www.youtube.com/watch?v=2kefSUBwgC0&t=9s>

Create Memorable Places with Wayfinding

https://www.youtube.com/watch?v=Mzq_gxnAkSs

MAYNARD DESIGN - THE ART OF WAYFINDING (2018)

<https://www.youtube.com/watch?v=EQGVL1T-6Rc>

10 Common Mistakes in Wayfinding Design

<https://www.youtube.com/watch?v=6kRhn3R655A>

Reading Comprehension: Wayfinding and Cultural Implications

Introduction: Wayfinding is more than just navigating through physical spaces; it also involves understanding the cultural contexts in which individuals interact with their surroundings. Effective wayfinding systems must consider the cultural implications to ensure inclusivity and accessibility for diverse user groups. This reading comprehension will explore the relationship between wayfinding and cultural factors.

Reading Passage: Wayfinding and Cultural Implications

Wayfinding involves navigating from one location to another, often within unfamiliar environments. It involves using cues such as signage, landmarks, and maps to orient oneself and reach the desired destination. While wayfinding may seem straightforward, cultural factors can significantly influence its effectiveness.

Cultural diversity affects how people interpret and interact with wayfinding elements. Symbols and colours, for example, carry different meanings in various cultures. What may be universally understood as a symbol for "restroom" in one culture might be perceived differently in another. Therefore, designing wayfinding systems that employ culturally sensitive symbols and colours is essential to avoid confusion or misinterpretation.

Language is another crucial cultural consideration in wayfinding. Multilingual environments require signage and information to be presented in multiple languages to accommodate speakers of different languages. Failing to do so could lead to language barriers, hindering users' ability to navigate effectively.

Spatial perception varies across cultures as well. Some cultures rely more on cardinal directions (north, south, east, west) for orientation, while others use landmarks or spatial cues. Incorporating cardinal directions and landmark-based cues may enhance user experiences when designing wayfinding systems for culturally diverse spaces.

In addition to these considerations, cultural norms and values play a significant role in wayfinding. Religious or sacred sites, for instance, require navigation solutions that respect cultural sensitivities. Designing signage and maps that align with local customs is crucial for creating a positive and respectful visitor experience.

The impact of culture on wayfinding extends beyond design elements. Cultural norms also influence user behaviour and expectations. Understanding how different cultures approach navigation can help designers tailor wayfinding solutions that align with users' preferences.

In conclusion, wayfinding is integral to human interaction with the built environment. Acknowledging and addressing cultural implications in wayfinding design is crucial for creating inclusive and effective navigation solutions that respect diverse cultural backgrounds.

Comprehension Questions:

1. What is wayfinding, and why is it important?
2. How can cultural factors influence the effectiveness of wayfinding systems?
3. Provide an example of how symbols and colours in wayfinding may be perceived differently in different cultures.
4. Why is language an essential consideration in culturally diverse wayfinding environments?
5. How does spatial perception vary across cultures, and why is it relevant to wayfinding design?
6. Why is it crucial to design navigation solutions that respect cultural norms and values?
7. How can understanding cultural implications in wayfinding benefit user experiences?

Conclusion: Understanding the cultural implications of wayfinding is vital for creating maritime solutions that are accessible, inclusive, and respectful of diverse cultural backgrounds. By considering cultural factors in wayfinding design, we can enhance user experiences and ensure effective navigation in multicultural environments.

Gap Fill Exercise: Wayfinding Technical Language

Instructions: Fill in the blanks with the appropriate technical terms for wayfinding. **Use the word bank provided below.**

Word Bank: orientation, landmarks, signage, spatial perception, user-centric navigation, symbols, multilingualism, accessibility, environmental design.

1. Wayfinding is the process of _____ from one location to another, using cues such as _____, maps, and _____ to guide individuals through unfamiliar environments.
2. Cultural diversity can influence the interpretation of _____ used in wayfinding systems. Designers must choose _____ that are easily recognisable and culturally appropriate.
3. In a _____ approach to wayfinding design, users' needs and preferences are prioritised, ensuring that the navigation system meets their requirements.
4. Consideration of _____ is essential in creating inclusive wayfinding solutions that accommodate diverse needs and abilities.
5. _____ varies across cultures; some rely on cardinal directions (north, south, east, west), while others use _____ or contextual references for _____.
6. In _____ environments, information and signage should be presented in multiple languages to ensure effective communication with speakers of different languages.
7. Understanding cultural norms and values is vital when designing wayfinding systems for sacred or historical sites, as these require a respectful approach to _____ and design.
8. Effective wayfinding design must take into account _____ factors that influence how individuals perceive and interact with their surroundings.

Answers:

1. navigation, landmarks, signage
2. symbols, symbols
3. user-centric
4. accessibility
5. spatial perception, landmarks, orientation
6. multilingualism
7. environmental design
8. cultural

Wayshowing

Content	Cognition
<p>The design and implementation of visual communication elements and information systems that facilitate wayfinding. It focuses on the physical and visual aspects of guiding people through spaces. Wayshowing includes the creation of clear and intuitive signs, symbols, maps, and other visual aids that provide navigational information to users. The goal of wayshowing is to support and enhance the wayfinding process by making it easier and more efficient for individuals to understand and follow directions within a given environment.</p>	<p>Understand the meaning of Wayshowing What are the Principles of Wayshowing Design Applying Design to Wayfinding and wayshowing Ethical and Cultural Considerations</p>

Culture
<ol style="list-style-type: none"> 1. Symbolism and Icons: The meanings attached to symbols and icons can vary across cultures. A symbol that is widely understood and accepted in one culture may be confusing or even offensive in another. 2. Language and Script: The use of language and script in signage is critical. In multicultural environments, providing information in multiple languages might be necessary. 3. Spatial Perception: Cultural differences in spatial perception and orientation can influence how individuals navigate through spaces. 4. Color and Aesthetics: Colors can hold cultural significance and evoke different emotions. Careful consideration of color choices is essential in cross-cultural wayfinding design. 5. Hierarchy and Authority: In some cultures, hierarchical structures are more pronounced. Wayfinding design may need to consider appropriate levels of formality and respect in conveying instructions. 6. Social Norms and Personal Space: Cultural norms around personal space and social interactions can influence how people navigate crowded areas. 7. Accessibility and Inclusivity: Cultural attitudes toward disability and inclusivity can impact the provision of accessible wayfinding solutions. 8. Historical and Architectural Significance: Culturally significant buildings or spaces may require sensitive wayfinding solutions that preserve their historical and architectural importance while providing clear navigational guidance.

Communication		
Language OF Learning	Language FOR Learning	Language THROUGH Learning
Legibility: Information Design: Navigation System: Symbolism: User Experience (UX): Wayfinding Elements: Hierarchical Signage: Cognitive Mapping: Iconography: Visual Hierarchy: Wayshowing Strategy: Orientation: Wayfinding Behavior: Universal Design: Environmental Psychology:	<p><u>Classroom Language:</u> Look at the different images...</p> <p>1. Instructions and Explanations:</p> <ul style="list-style-type: none"> • "Now, let's begin by..." • "To complete this task, you should..." • "First, I want you to..." • "Pay attention to the steps outlined in..." <p>2. Academic Vocabulary:</p> <ul style="list-style-type: none"> • "The term _____ refers to..." • "In this context, _____ means..." • "Can anyone define what _____ means?" • "Use the word _____ in a sentence to demonstrate understanding." <p>3. Concept Check Questions:</p> <ul style="list-style-type: none"> • "What are the main points we just covered?" • "Could you explain _____ in your own words?" • "What do you think is the significance of _____?" • "Can you give an example of _____ to illustrate the concept?" <p>4. Visual Aids:</p> <ul style="list-style-type: none"> • "Please take a look at this image/symbol. What do you observe?" • "Use the visual aid to support your explanation of _____." • "How does this image relate to the topic we are discussing?" <p>5. Group Discussions:</p> <ul style="list-style-type: none"> • "Discuss this topic with your partner and take turns sharing your opinions." • "Each group will discuss _____ and present their findings afterward." • "In your groups, consider the pros and cons of _____." <p>6. Formative Feedback:</p> <ul style="list-style-type: none"> • "Great effort, but remember to use more specific examples to support your point." • "You've grasped the main idea, but try to incorporate the key terms we learned." • "Your response is well-structured; consider adding more elaboration." <p>7. Summarizing and Synthesizing:</p>	<p>Wayshowing focuses on identity, emotion, and creating a strong memory of a place.</p> <p>1. Defining and Describing the Wayshowing Experience</p> <p>Wayshowing is the process of celebrating the identity and character of a place.</p> <p>It is about experiential design, focusing on feeling rather than just function. It involves telling a story using design, art, and architecture.</p> <p>The system helps create a strong sense of place or identity.</p> <p>The goal is to make a place memorable and unique. It uses local history or cultural themes to connect with visitors.</p> <p>The installation makes a statement about the organization's values.</p> <p>It engages the viewer emotionally, not just logically.</p> <p>2. Analysing the Effectiveness of Wayshowing</p> <p>This design successfully reflects the history of the building.</p> <p>The color palette gives the space a warm/cold/vibrant identity.</p> <p>The art installation is unique and unforgettable (a great landmark). The system works well because it makes the visitor feel a strong connection.</p> <p>The design is too generic and fails to tell a story.</p> <p>The narrative is unclear; I don't understand the purpose of this element.</p> <p>A user will feel inspired/welcomed/curious here.</p> <p>This visual element reinforces the brand identity.</p> <p>3. Proposing Wayshowing Design Solutions</p> <p>They should use a local artist to create a unique landmark.</p> <p>They need to incorporate the brand colors into the floor design.</p> <p>It is essential to celebrate the historical use of this space.</p>

	<ul style="list-style-type: none"> • "In a few sentences, summarize the main findings of this study." • "Combine your group's ideas to synthesize a coherent argument for your presentation." <p>8. Language Support Strategies:</p> <ul style="list-style-type: none"> • "If you're unsure about a word, try to rephrase it in your own words." • "Use a synonym for _____ to vary your language." • "When encountering unfamiliar words, look for context clues to understand their meaning." <p>9. Comparisons and Contrasts:</p> <ul style="list-style-type: none"> • "Compare and contrast the theories of _____ and _____." • "How does this concept differ from what we discussed earlier?" • "Discuss the similarities and differences between _____ and _____." <p>10. Critical Analysis:</p> <ul style="list-style-type: none"> • "What are your thoughts on this theory, and can you provide evidence to support your opinion?" • "Critically evaluate the strengths and weaknesses of this argument." • "Do you agree or disagree with the author's perspective? Why or why not?" <p>11. Structured Debates:</p> <ul style="list-style-type: none"> • "Prepare arguments for and against _____ and be ready to present your viewpoints." • "Debate teams, take your positions and begin presenting your arguments." <p>12. Problem-Solving Tasks:</p> <ul style="list-style-type: none"> • "Working in your groups, come up with a solution to this real-world problem related to our topic." • "Discuss potential strategies to address the challenges posed by _____." 	<p>We must ensure that the design feels unique to this city. The reason for this is to create a powerful first impression. We can use large-scale graphics or artistic patterns to define zones. To aid memorability, they could add a unique scent or sound element.</p> <p>Comparison: Wayfinding vs. Wayshowing Understanding the difference is key. Wayfinding and Wayshowing often use the same physical tools (like signs), but for different purposes.</p> <p>Wayfinding is about function; Wayshowing is about emotion.</p> <p>Wayfinding directs people; Wayshowing engages people. Wayfinding must be standardized (like ISO); Wayshowing can be creative and unique. The aim of Wayfinding is efficiency (getting there fast); the aim of Wayshowing is experience (enjoying the journey). Wayfinding uses universal symbols for clarity; Wayshowing uses artistic elements for identity. Wayfinding focuses on the path; Wayshowing focuses on the sense of place (the feeling of being there). A good Wayfinding system is invisible when it works; a good Wayshowing element is a memorable feature. We use Wayfinding to solve a routing problem; we use Wayshowing to enhance the brand or culture.</p>
--	--	--

Procedures	Scaffolding Strategies
<p>Materials:</p> <ol style="list-style-type: none"> 1. Presentation slides or whiteboard and markers 2. Handouts with examples of wayshowing systems and case studies 3. Wayfinding and wayshowing terminology list 4. Visual aids (maps, signage examples, icons, etc.) 5. Access to a campus or an environment for a practical observation (if possible) <ol style="list-style-type: none"> 1. Introduction (10 minutes): <ul style="list-style-type: none"> • Begin the lesson by defining wayshowing and its significance in communication and audio-visual design. • Discuss the difference between wayshowing and wayfinding, emphasizing that wayshowing is the design aspect of guiding people through spaces. 2. Terminology Review (15 minutes): <ul style="list-style-type: none"> • Review the technical language related to wayshowing and wayfinding, using the terminology list. • Engage students in a short discussion about the importance of using precise terminology in the field of communication and audio-visual design. 3. Principles of Effective Wayshowing (20 minutes): <ul style="list-style-type: none"> • Present the key principles of effective wayshowing, including legibility, clarity, consistency, and adaptability. • Use visual aids and real-life examples to illustrate how these principles are applied in various wayshowing systems. 4. Case Studies (15 minutes): <ul style="list-style-type: none"> • Distribute handouts with examples of wayshowing systems from different contexts (e.g., transportation, museums, hospitals). • In small groups, have students analyze and discuss the strengths and weaknesses of each case study in terms of its wayshowing design. 5. Practical Observation (if possible) (20 minutes): <ul style="list-style-type: none"> • If access to a campus or an environment is available, take students on a practical observation tour to identify and analyze existing wayshowing systems. • Students should take note of successful design elements and areas that could be improved. 6. Designing a Wayshowing System (10 minutes): <ul style="list-style-type: none"> • In groups, assign each group a specific environment (e.g., university campus, shopping mall, public park) to design a wayshowing system for. • Provide students with maps and relevant information about the chosen environment. 7. Group Presentations (10 minutes): 	<p>Warm-up:</p> <ul style="list-style-type: none"> • "Take a moment to discuss with your partner what comes to mind when you hear the term 'wayfinding.'" • "Share your observations about the wayfinding systems you saw in the video or images." • "What challenges do you think people might face when trying to navigate an unfamiliar environment?" <p>Introduction to Wayfinding:</p> <ul style="list-style-type: none"> • "Wayfinding is defined as _____, and its main goal is to _____." • "Let's break down the components of a wayfinding system: signage, maps, landmarks, and digital tools. How do these elements help people find their way?" • "Why is effective wayfinding crucial in places like airports, hospitals, and universities?" <p>The Importance of Wayfinding:</p> <ul style="list-style-type: none"> • "Discuss with your group the ways in which well-designed wayfinding can improve user experiences and safety in public spaces." • "What real-life examples can you think of where efficient wayfinding positively influenced people's behavior and outcomes?" • "Can you identify any negative consequences that may arise from poor wayfinding in public spaces?" <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • "Let's learn some new academic vocabulary related to wayfinding. Repeat after me: 'orientation' means _____." • "Use the term 'wayfinding cues' in a sentence to demonstrate understanding." • "What does 'spatial awareness' refer to in the context of navigation?" <p>Factors Influencing Wayfinding:</p> <ul style="list-style-type: none"> • "How do factors like environmental design and architecture impact the way people navigate through a space?" • "In your groups, discuss the influence of color and symbols in signage on users' wayfinding experiences." • "Share any research findings you came across regarding the relationship between user demographics and wayfinding preferences." <p>Activity: Analysing Wayfinding Systems:</p> <ul style="list-style-type: none"> • "Work with your group to analyze the provided images or case studies. Identify the strengths and weaknesses of each wayfinding system."

<ul style="list-style-type: none"> • Each group presents their wayshowing system design, explaining their choices and how they applied the principles discussed in the lesson. • Encourage peer feedback and constructive criticism. <p>8. Conclusion (5 minutes):</p> <ul style="list-style-type: none"> • Summarize the key points covered in the lesson, highlighting the significance of wayshowing in communication and audio-visual design. • Provide students with additional resources for further study and exploration. <p>9. Homework Assignment:</p> <ul style="list-style-type: none"> • Assign students a reflection essay on the importance of wayshowing in creating accessible and user-friendly environments, drawing on the concepts learned in the lesson and practical observation (if conducted). 	<ul style="list-style-type: none"> • "In your presentation, highlight the key findings from your analysis and support them with evidence from the images or case studies." • "Encourage questions and discussions from the class after each group presentation." <p>Conclusion and Reflection:</p> <ul style="list-style-type: none"> • "In a few sentences, summarize the main concepts we covered in today's lesson on wayfinding." • "Reflect on how understanding the concept of wayfinding can be valuable in your future career in communication and audio-visual design." • "Is there anything you'd like to share or ask related to wayfinding that came up during the lesson?" <p>Homework Assignment (optional):</p> <ul style="list-style-type: none"> • "For your homework, conduct a wayfinding analysis of a public space in your local area. Write a brief report summarizing your findings and any recommendations for improvement."
--	--

Communication Design (BA) - A Dynamic Wayshowing System for the Metro System of HK
<https://www.youtube.com/watch?v=vDSsnC0IG8>

¿Sabes que son wayfinding y wayshowing?
https://www.youtube.com/watch?v=QYBsOhH_I0c

Table: Wayfinding vs. Wayshowing - Technical Language Comparison

Use the table below and underline the technical language in the two concepts.

Category	Wayfinding	Wayshowing
Definition	The cognitive process of navigating through spaces, involving problem-solving, memory, and spatial awareness.	The design and implementation of visual communication elements to aid and support the wayfinding process.
Goal	To enable individuals to understand their current location, determine their destination, plan a route, and reach their desired endpoint.	To create a user-friendly and efficient navigational experience by providing clear and intuitive visual cues and information.
Techniques	Mental tasks, memory recall, spatial orientation, decision-making.	Graphic design, information design, map creation, signages, symbols, colors, and other visual aids.
Focus	Psychological and cognitive aspects of navigation.	Physical and visual aspects of guiding people through spaces.
Examples	Using landmarks, maps, and cognitive mapping to find directions.	Designing directional signs, information boards, and digital displays to guide users through a museum.
Key Factors	User's cognitive abilities and spatial awareness.	Clarity, legibility, cultural sensitivity, and accessibility for diverse users.
Application	Navigation in an unfamiliar city, finding a specific room in a building, following directions on a hiking trail.	Navigating through an airport, wayfinding in a shopping mall, guiding visitors in a theme park.
Importance	Helps individuals feel confident and less disoriented in unfamiliar surroundings.	Enhances user experience, reduces confusion, and improves spatial orientation in complex environments.

Language Students should underline:

- Wayfinding includes cognitive processes, problem-solving, memory, spatial awareness, navigation, landmarks, maps, cognitive mapping, directions, the user's cognitive abilities, and spatial orientation.
- Wayshowing: design, implementation, visual communication elements, user-friendly, efficient navigational experience, graphic design, information design, map creation, signages, symbols, colours, visual aids, clarity, legibility, cultural sensitivity, accessibility, etc.

Wayfinding vs. Wayshowing - Gap Fill Activity

Instructions: Fill in the blanks with the appropriate technical terms related to wayfinding or wayshowing to demonstrate your understanding of the concepts. Choose from the word bank provided below.

Word Bank: Wayfinding, Cognitive, Design, Symbols, Navigating, Visual, Spatial, Memory, Information, User-friendly, Efficiency, Signages, Legibility, Cultural, Accessibility.

1. _____ is the process of _____ through physical spaces, involving problem-solving and _____ awareness.
2. The primary goal of _____ is to enable individuals to understand their current location, determine their destination, plan a route, and reach their desired endpoint.
3. _____ techniques, such as using landmarks, maps, and _____, help people find directions in unfamiliar surroundings.
4. Wayshowing, on the other hand, focuses on the _____ and _____ aspects of guiding people through spaces.
5. Effective _____ involves the _____ and implementation of visual communication elements to support the wayfinding process.
6. The use of clear and intuitive _____, _____, and colours are crucial factors in wayshowing design to ensure _____ and _____.
7. Designing _____ that consider _____ sensitivity and _____ for diverse users is essential in complex environments.
8. Wayshowing aims to create a _____ and _____ navigational experience for users, reducing confusion and improving spatial orientation.

Answers:

1. Wayfinding, navigating, spatial
2. Wayfinding
3. Cognitive, symbols
4. Wayshowing, visual
5. Wayshowing, design
6. Signages, symbols, legibility, accessibility
7. Signages, cultural accessibility
8. User-friendly, efficient