**Ex 11 Communication Introductory Activities - Solutions**

The following is a list of acronyms. Without using any other sources of information, identify what each acronym stands for. Complete as many as you can.

|  |  |
| --- | --- |
| **Acronym** | **Meaning** |
| OIAS | OFFICE OF INDIGENOUS ACADEMIC SUPPORT |
| S2 | SEMESTER 2 |
| BAT | BATCHELOR |
| VET | VOCATIONAL EDUCATION AND TRAINING |
| OLR | ONLINE RELIANT |
| ALLSP | ACADEMIC LANGUAGE AND LEARNING SUCCESS PROGRAM |
| SS | SUMMER SEMESTER |
| OL | ONLINE |
| ASP | ALICE SPRINGS |
| HE | HIGHER EDUCATION |
| ALU | ACADEMIC LIAISON UNIT |
| DPC | DESERT PEOPLE’S CENTRES |
| PB | PRINT BASED |
| S1 | SEMESTER 1 |
| CAS | CASUARINA |
| CDU | CHARLES DARWIN UNIVERSITY |

**Activity 1: 10 minutes**

Read the following paragraph. It contains several acronyms. Identify what each acronym stands for. Complete as many as you can.

Here at Charles Darwin University (CDU), we offer students a range of study options. Students can choose to study face to face (internally) at one of our four Northern Territory campuses/centres: CAS, ASP, BAT and DPC. Alternatively, students can choose to study externally in a fully online environment. All units are categorised as OLR, OL or PB depending on whether they are offered fully online, partially online or rely on written materials. Students also have the option of enrolling in three different semesters: S1, S2 and SS. To assist students in being successful with their studies, CDU provides a range of academic support services: the ALU assists students with study plans and timetables; the OIAS provides Indigenous students with academic support; and ALLSP is a program that provides all students with learning support. CDU also offers two different educational pathways: a HE pathway for those students wishing to obtain a degree; and a VET pathway for those students wishing to obtain a certificate for various vocations and training requirements (eg for a trade).

|  |  |
| --- | --- |
| **Acronym** | **Meaning** |
| CDU | CHARLES DARWIN UNIVERSITY |
| CAS | CASUARINA |
| ASP | ALICE SPRINGS |
| BAT | BATCHELOR  |
| DPC | DESERT PEOPLE’S CENTRE |
| OLR | ONLINE RELIANT |
| OL | ONLINE |
| PB | PRINT BASED |
| S1 | SEMESTER 1 |
| S2 | SEMESTER 2 |
| SS | SUMMER SEMESTER |
| ALU | ACADEMIC LIAISON UNIT |
| OIAS | OFFICE OF INDIGENOUS ACADEMIC SUPPORT |
| ALLSP | ACADEMIC LANGUAGE AND LEARNING SUCCESS PROGRAM |
| HE | HIGHER EDUCATION  |
| VET | VOCATIONAL EDUCATION AND TRAINING |

* Did you find the second task easier than the first task? If so, why?
* Context – key words within sentences provided the context for the acronyms
* Acronym explained when first used
* Assumptions about audience – CDU students should know CDU-related acronyms.

*Lessons learned:*

* *be wary of using acronyms*
* *contextualise and explain any terms (whether they be acronyms, technical terms or topic-specific terms) you may need to use*
* *be conscious of who your audience is and what assumptions you are making about them (in terms of their knowledge of the topic/content)*

**Activity 2: 5 minutes**

Using *Today’s Meet*, in 140 characters or less, explain your research project application topic to someone who has never heard of remote sensing.

<https://todaysmeet.com/rs>

* How easy or difficult did you find this task?
* What did you have to think about before writing your post?

****

*Lessons learned:*

* *Simple, clear language*
* *Brevity – being brief and concise is key when explaining a concept*
* *Avoid jargon*
* *The intended audience was clearly defined for you: someone who has never heard of Twitter/social media*
* *Your purpose was clearly identified: you had to explain what a ‘tweet’ is*

*Hence, it is important to know who your audience is, to understand their context (i.e. what do/don’t they know) and what your purpose is.*