

ENGLISH II — ORAL PRESENTATIONS

POLICY PITCH SPRINT | PROJECT-BASED LEARNING ASSESSMENT

Module	Session type	Total time	Recovery
English II	In-class assessed sprint	1 h 40 min	NON-RECOVERABLE

WHAT IS THIS TASK?

You are a team of **technology consultants** working for a digital innovation firm. Your client is a **European institution** evaluating proposals for **new digital policy solutions**.

This task counts toward your final grade and tests knowledge that will reappear in your final exam: oral presentation skills, Digital Decade concepts, AI technologies, sustainability, and professional English for engineering contexts.

SECTION 1 — Phase 1: Video Listening Task (10min)

INSTRUCTIONS

Watch the suggested videos and provide an answer to each of the suggested questions. The task is done in groups, though answers **MUST** be submitted **individually**.

Access [HERE](#)

In case you need it, this is the class code for EdPuzzle: **vopulni**

SECTION 2 — Problem Scenarios (Each team selects one)

HOW TO SELECT YOUR PROBLEM

Each scenario sits at the intersection of digital technology, mental health, and the professional/academic life of Telecommunication Engineering students in Spain and internationally. Your pitch must address the problem using at least TWO of the required concepts listed in **Section 3**.

SCENARIO 1 — The Invisible Graduate

Telecommunications Engineering graduates in Spain are facing a paradox: the sector is growing yet many graduates report severe anxiety and depression during the job-search process. ATS (Applicant Tracking Systems) automatically filter out CVs before a human ever reads them, while generative AI tools flood the market with AI-generated applications, making authentic human profiles invisible. Meanwhile, Spanish universities provide little psychological or career-navigation support compared to Nordic or Anglo-Saxon institutions.

Required concept anchors: ATS, Generative AI vs. LLMs, Digital Single Act (DSA), SDG 8 (Decent Work), Digital Passport / Digital ID

Your pitch must propose a digital product or policy intervention that reduces ATS-related anxiety and improves fair access to employment for engineering graduates.

SCENARIO 2 — Burned-Out Smart City Builder

Smart city projects across Spain are understaffed and behind schedule. Telecom engineers working on Digital Twin and IoT deployments report alarming rates of burnout and work-related anxiety, exacerbated by always-on connectivity and poor work-life boundaries. The very technologies they deploy — 5G, edge nodes, real-time monitoring — also monitor their productivity, adding psychological pressure. Spain's Digital Decade roadmap does not include any wellbeing KPI for the digital workforce.

Required concept anchors: Smart Cities, Digital Twin, Digital Europe, SDG 3 (Good Health), SDG 11 (Sustainable Cities), RAG, 2030 Agenda

Your pitch must propose a policy or tool that improves wellbeing monitoring for engineers in smart city projects without creating new surveillance or data-privacy risks.

SCENARIO 3 — The Algorithm That Failed My Exam

Spanish engineering students are increasingly anxious about AI-based assessment systems used in online exams, automated grading platforms, and proctoring software. Many feel surveilled, distrusted, and academically penalised by systems trained on non-representative data. Compared to students in Germany, Sweden, or the Netherlands, Spanish students have significantly less access to digital ID verification tools and data portability rights that would allow them to contest algorithmic decisions affecting their academic records.

Required concept anchors: Digital ID, Digital Passport, RAG, AI Act, DSA, SDG 4 (Quality Education), Digital Europe

Your pitch must propose a student-rights framework or digital tool that ensures transparency, contestability, and fairness in AI-based academic assessment.

SCENARIO 4 — Disinformation, Deepfakes, and Depression

Generative AI tools are producing increasingly convincing deepfakes and synthetic media targeting university students and young professionals. A growing body of research links exposure to AI-generated disinformation — particularly fake academic credentials, manipulated professional profiles, and synthetic social media content — to clinically significant anxiety and depression in 18–27 year olds. Spain ranks among the EU countries with the lowest media literacy levels, while the DSA and AI Act are still being implemented. Engineering students, who are both creators and victims of this technology, are uniquely positioned to propose solutions.

Required concept anchors: Generative AI vs. LLMs, DSA, AI Act, Digital Europe, SDG 16 (Peace, Justice & Strong Institutions), Digital ID

Your pitch must propose a technical and/or policy solution that uses digital tools to protect citizens from AI-generated disinformation while preserving freedom of expression.

SCENARIO 5 — The Green Guilt Gap

Young engineers are increasingly experiencing eco-anxiety — a form of chronic stress triggered by awareness of environmental collapse. In Spain, this is compounded by the fact that Telecom infrastructure (data centres, 5G networks, edge nodes) is a major CO2 emitter while being promoted as the solution to the climate crisis. Students report feeling personally responsible for the contradictions in their own field. Spain's National Green Algorithms Plan addresses AI sustainability, but does not address the psychological dimension of the green-digital paradox.

Required concept anchors: Digital Europe, SDGs 7 / 13 (Clean Energy / Climate Action), Smart Cities, Digital Twin, RAG, 2030 Agenda

Your pitch must propose a solution that meaningfully reduces the carbon footprint of telecom infrastructure while providing transparent data to engineers and citizens, thereby reducing eco-anxiety through evidence-based reassurance.

SECTION 3 — Key Concepts Glossary

EXAM NOTE

All concepts below will appear in your final exam.

CONCEPT	Definition	Relevance to engineering
RAG (Retrieval-Augmented Generation)	An AI architecture that combines a language model with a real-time external knowledge retrieval system to produce more accurate, up-to-date responses.	Used in AI-powered tutoring, mental health chatbots, and engineering knowledge bases.
Generative AI vs. LLMs	Generative AI creates new content (text, images, code). LLMs (Large Language Models) are the specific neural-network architecture that powers most text-based generative AI. All LLMs are generative AI, not all generative AI uses LLMs.	Distinction critical for understanding ATS bias, deepfakes, exam plagiarism, and AI Act risk categories.
ATS (Applicant Tracking System)	Software used by employers to automatically screen, rank, and filter job applications before human review, typically using keyword matching and machine learning.	Creates anxiety in graduates; raises issues of algorithmic fairness and the DSA's transparency obligations.
Digital Europe Programme	An EU funding programme (2021–2027, budget €7.5bn) focused on HPC, AI, cybersecurity, advanced digital skills, and digitisation of public services.	Funds initiatives directly relevant to Spain's Digital Decade roadmap and engineering career pathways.
SDGs (Sustainable Development Goals)	17 global goals set by the United Nations (2030 Agenda) covering poverty, health, education, climate, and innovation. SDG 3 = Good Health; SDG 4 = Quality Education; SDG 8 = Decent Work; SDG 9 = Industry & Innovation; SDG 11 = Sustainable Cities; SDG 13 = Climate Action.	Engineers must align technology design with SDG targets to ensure digital solutions are socially and environmentally responsible.
Digital ID / Digital Passport	Digital ID = verified electronic identity credential. Digital Passport = a standardised digital record attached to a product, service, or person (e.g. EU Battery Passport, academic credential wallet) enabling data portability and traceability.	Relevant to fair academic records, job applications, cross-border professional recognition, and GDPR rights.
Smart Cities	Urban areas that use ICT, IoT, and data analytics to optimize infrastructure, public services, energy use, and citizen wellbeing. Characterised by interconnected systems and real-time data flows.	Spain's Digital Decade roadmap includes smart city targets. Telecom engineers design and maintain smart city infrastructure.
Digital Twin	A real-time virtual replica of a physical system, process, or environment. Used in infrastructure management, urban planning, healthcare, and manufacturing.	Engineers managing digital twins of city systems face complex, high-stakes workloads linked to occupational stress.
DSA (Digital Services Act)	EU legislation (in force 2024) that regulates online platforms, requires algorithmic transparency, protects users from illegal content, and obliges very large platforms to conduct risk assessments.	Directly affects how ATS, AI grading tools, and social media platforms must operate. Provides legal recourse for users harmed by algorithmic decisions.
2030 Agenda	The United Nations framework adopted in 2015 for achieving the 17 SDGs by 2030, based on the principle of 'leaving no one behind'.	Digital Decade targets are partly aligned with 2030 Agenda. Both frameworks guide EU technology policy and public investment.

SECTION 4 — Role Instructions

Each role has specific deliverables. Failure to complete your role's deliverable will affect the team score. Read your instructions carefully before the sprint begins.



PRODUCT OWNER

- Produce the PRODUCT BACKLOG (written document, minimum one A4 side) containing: (a) a one-sentence problem statement; (b) 4–6 specific challenges the solution must overcome (consider technology, ethics, regulation, psychology, and international comparison with Spain); (c) task assignments for each Designer/Engineer with a clear research question; (d) a proposed solution outline of 3–5 sentences explaining what the product does, who uses it, and which Digital Decade concepts it is built upon.



SCRUM MASTER

- Choose ONE of the following AI tools to build the presentation: NotebookLM, KIMI, Gamma AI, Canva AI, Claude, Gemini 2.0.
- Write a paragraph justifying your choice.
- Design a [Trello wall](#).



DESIGNERS & ENGINEERS

- Follow the research tasks assigned by the Product Owner. Each Designer/Engineer must cover a different research area.
- Do NOT simply copy text. Paraphrase and synthesise. Directly copied content will be penalised.

SECTION 5 — Mandatory Presentation Requirements

IMPORTANT

These requirements are non-negotiable. They will be checked against the rubric. Violating design rules, missing structural elements, or failing to cite sources correctly will reduce your score regardless of the quality of your ideas.

5.1 Mandatory Slide Structure (7 slides minimum, 10 maximum, 1 minute per slide)

#	Slide name	Required content
1	Title slide	Team name Problem scenario title Date AI tool used to build the presentation All team members' names and roles
2	Table of contents	Maximum 5 items. Each item must be numbered. Font minimum 24pt. No decorative images.
3	The Problem	Who is affected, where, and why now. Must include at least ONE statistic from a real, cited source (IEEE in-slide citation). Use a chart or diagram — not decorative images. Max 40% text.
4	Context & Comparison	Spain vs. at least one other EU country or international comparison. Connect to Digital Decade KPIs or SDG data. Use a table, graph, or infographic. All data cited.
5	Our Solution	What your product/policy is, how it works, who uses it. Must explicitly name and correctly define at least TWO required concepts from Section 4. Use a diagram or flow chart.
6	Impact, Ethics & SDG Alignment	Projected benefits. SDG(s) addressed. At least ONE ethical risk acknowledged with a mitigation strategy. Reference to DSA, AI Act, or GDPR where relevant.
7	Conclusion & Call to Action	Summary of key argument in max 3 bullet points. ONE clear, specific call to action addressed to the panel (the 'client'). No new information introduced here.
8	References	TWO separate lists: (A) Bibliography in IEEE format; (B) Image sources with URL and licence type. Minimum 4 references total. This slide is shown but NOT read aloud during the pitch.

Items of information you must follow in an introduction considering the “WHO- WHY-WHAT-HOW”:

- Tell them what the presentation is about WHAT
- Tell them what the objectives are WHY
- Tell them who you are WHO
- Tell them why are you giving this presentation WHY
- Tell them what the background of the presentation is WHAT
- Tell them what's in it for the audience (benefits) WHY
- Set the scene for the presentation (perhaps put the agenda on a slide or handout) HOW
- Grab the audience attention HOW
- Set the audience expectation (when you'll finish, whether there will be time for questions afterward) HOW

Opening Techniques: you must use each of them, one per section in your presentation.

Rhetorical/Startling Question

How bad does your customer service have to be to turn a potential client into a competitor?

Did you know that in all the major golf tournaments over the last 25 years the margin of victory has been less than 3 strokes?

Interesting Fact(s)

A life expectancy shorter than that of their parents and 30,000 deaths for every man, woman, and child. This is the nightmare world we are passing on to our kids.

Challenging statement

"No risk no win".

Short quotation or illustration with examples

"Either this airline is incredibly busy or incredibly inefficient." X In formula 1 motor racing so far this season, the average time difference between first and second place has been just over 7 and a half seconds.

Remember last summer's Olympics? In the men's 100 meters butterfly the American swimmer won by one hundredths of a second

Surprising generalization

These days in business as in sport the difference between winning and losing is practically zero

Personal story or anecdote

Sometimes in the early 1980s a business traveler called a low-cost carrier called People Express to reserve a flight. He was kept on hold for so long he thought to himself either this airline is incredibly busy or incredibly inefficient. The flight was never booked and People Express went out of business in 1987. The name of the business traveler was Richard Branson who launched Virgin Atlantic airlines. X

Problem to think about

Environmental degradation, declining economy, crippling taxes, chronic diseases.

I want to talk to you about the kind of world we in the business community are passing on to the next generation

What do you have to do before giving a presentation?

First, find out about the audience and what they need to know. Plan what you want to say and say it clearly and concisely, and make sure to signpost throughout the presentation.

What is signposting?

The term signposting comes from signs posted on street corners which tell travellers where they are and where they are going. In presentations signposting is informing the listener as to what things are going to be talking about and when a section is completed, and new sections are opened. This helps to focus the audience's attention.

How can you begin a presentation?

By introducing a list with the main parts of the presentation.

What phrases can you use to establish a link between the different parts of a presentation?

'That's all I want to say about the development of the product', 'now let's turn to the actual marketing plan', 'let's now take a look at sales results'.

Name some key words to sequence information:

Sequencing follows a logical order usually based on time. So, a project may be described in terms of the past, the present and the future. Keywords are: first, then, next, after that, later, at the end, finally.

Examples of expressions used to emphasize points that have already been mentioned: as I already said, or I would like to reemphasize the main points, as we saw in part two, as covered in our discussion of savings.

Signposting phrases used to guide the listeners through the presentation:


- to move on = which means to go to the next subject,
- to expand on = to give more information on
- to digress (off) = to change to another subject
- to go back = to go to a point earlier in the presentation
- to recap = to repeat a previous part of the presentation
- to conclude = to bring to an end
- to summarize = to give the main points
- to turn to = to move on
- to elaborate on = to give detailed information on
- so = signals the beginning and the end.

Strategies to “sound smart” in the introduction: Pauses, rhetoric questions, stressing important words, playing with the pace and tone of voice, using inspiring images, figures and graphs...

The tone of voice you use in presentations is important: if you stress the important parts of your presentation with your voice, people are more likely to pay attention, and the voice is also used as a visual signpost for signaling the different parts of the presentation. Besides, this must be supported by pacing, hand gestures, eye-contact. Body language contributes 55% toward message impact, Tone of voice contributes 38%, Actual words 7%

- Avoid failing to make eye contact
- Do not look at your notes all the time
- Do not look at the screen or the teacher all the time
- Avoid swaying back and forth like a pendulum
- Avoid leaning against walls
- Be aware of your nervous tics
- Do not fold your arms like a barrier
- Avoid hands in pockets
- Avoid hands or chair movement all the time

<p>What should you put on a visual?</p> <ul style="list-style-type: none"> • Key words • Technical words • Lists • Examples • Diagrams • Charts • Photos/images 	<div> <p>Presentations should</p> <p>Presentations should</p> <p>Show and explain something to an audience.</p> </div> <div> <p>Message should be:</p> <p>Convincing Didactic Brief Clear</p> </div> <div> <p>The rule of 6 X6:</p> <p>Not more than 6 lines Not more than 6 words on each line.</p> </div>
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<ul style="list-style-type: none"> ■ Involve them in the topic ■ Ask for their participation ■ Ask rethorical questions NOT direct ones unless your objective is to teach 	<p>IDENTIFYING THE OBJECTIVE/ PURPOSE Which one will be the objective/ purpose of your presentation?</p> <ul style="list-style-type: none"> • To inform? • To persuade? • To illustrate? • To convince? • To teach? • To lead to action? 
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5.2 Design Rules (All mandatory)

	RULE	REASON
✓	Body text minimum 24pt; titles minimum 32pt	Accessibility and readability. Smaller text signals poor slide design.
✓	No slide may be more than 40% text	Presentations are visual. Reading from slides is a cardinal error in professional communication.
✓	Every image must serve an informational or analytical purpose	Decorative stock images add no value. Use diagrams, charts, maps, data visualisations.
✓	Every statistic, graph, or factual claim must have an in-slide IEEE citation	Academic and professional integrity. Uncited claims cannot be trusted.
✓	Webiography and image sources on the final slide (separate from bibliography)	Visual materials have separate intellectual property rights.

✗	Do NOT combine red and green in the same visual element	Colour-blindness (red-green) affects ~8% of males. Prohibited in accessible design.
✗	Do NOT use yellow text on white or light yellow backgrounds	Insufficient contrast ratio — fails WCAG 2.1 accessibility standards.
✗	Do NOT use light grey text on white backgrounds	Common AI-generated slide error. Always check contrast before submitting.
✗	Do NOT use more than 3 font types per presentation	Visual consistency is a hallmark of professional design.
✗	Do NOT use clip art, generic stock photos, or purely decorative borders/dividers	Associates the presentation with low-quality communication. Every visual element must earn its place.
✓	Include a table of contents or outline	This guides the listener on what you are going to explain
✓	Number your slides	If the listener has a question based on a specific slide, it is easier to track it if it is numbered.
✓	Include number, title and caption for all figures, images, tables, graph...	This gives a sense of formality and rigour.

5.3 Oral Delivery Requirements (All mandatory)

Each speaker must use a minimum of TWO signposting phrases from the list below. Your teacher will tick them off during delivery.

OPENING: "Good morning/afternoon. I'm [name] from [team]. Today we're going to present our solution to..." | "Let me begin by giving you a brief overview of our presentation."

SIGNPOSTING: "This brings me to my next point..." | "As I mentioned earlier..." | "Let me now turn to..." | "Moving on to..." | "With regard to..." | "I'd like to draw your attention to..."

DESCRIBING VISUALS: "As you can see in this chart..." | "This diagram illustrates..." | "According to this graph..." | "I'd like to highlight the following figure..."

RECAPPING: "To briefly summarise what we've covered so far..." | "Before I move on, let me recap the main points..."

CONCLUDING: "To conclude..." | "In summary..." | "Our key recommendation is..." | "We'd like to invite you to consider..."

SECTION 6 — Assessment Rubric

CRITERION	EXCELLENT (4)	GOOD (3)	DEVELOPING (2)	INADEQUATE (1)
A — CONTENT, CONCEPTS & ARGUMENT (40% of total)				
A1. Correct use of Digital Decade / AI concepts	All required concepts correctly defined and applied. Precise language throughout.	Most concepts correct. Minor inaccuracies that do not mislead.	Some concepts correct. At least one significant error or confusion.	Concepts absent, incorrectly defined, or not applied to the scenario.
A2. Problem analysis — depth and evidence	Problem is clearly defined, supported by specific, cited data, and analysed from multiple angles (technical, ethical, psychological).	Problem well defined with data. Limited multi-angle analysis.	Problem stated but vague. Data missing or uncited.	Problem not clearly identified. No evidence provided.
A3. Solution: originality, feasibility, and concept integration	Solution is innovative, realistic, and explicitly integrates ≥ 2 required concepts in a meaningful way.	Solution is feasible and uses concepts, but integration could be deeper.	Solution is generic or only superficially connected to required concepts.	Solution is absent, unrealistic, or shows no understanding of required concepts.
A4. Ethics, SDG alignment, and regulatory awareness	Explicitly addresses ≥ 1 ethical risk with mitigation. Correctly cites relevant SDG(s). References DSA, AI Act, or GDPR accurately.	Ethics and SDGs addressed. Regulatory reference present but brief.	Ethics or SDGs mentioned but superficially. Regulation not referenced.	No ethics, SDG, or regulatory content.
A5. Spain vs. international comparison	Clear, data-supported comparison between Spain and ≥ 1 other country. Differences and implications explained.	Comparison present. Limited data or unclear implications.	Comparison vague or only mentioned without supporting evidence.	No comparison made.
B — PRESENTATION DESIGN & STRUCTURE (25% of total)				
B1. Mandatory slide structure (all 7 elements present)	All 7 required slides present with all specified content.	6 of 7 required slides present.	5 of 7 required slides present.	4 or fewer required slides present.
B2. Design rules compliance	All 10 design rules followed. No violations. Professional, consistent visual style.	1–2 minor rule violations (e.g. slightly small font on one slide).	3–4 rule violations. Accessibility or readability noticeably affected.	5+ rule violations. Design is inconsistent, unreadable, or unprofessional.
B3. Data visualisation (no decorative images)	All visuals serve a clear analytical purpose. No decorative images. Charts/diagrams effectively illustrate data.	Mostly effective visuals. 1 decorative image present.	Some visuals are decorative or irrelevant. Data not well visualised.	Presentation relies on decorative stock images. No data visualisation.
B4. Citations (IEEE in-slide) and reference slide	All claims cited in IEEE format within slides. Final slide has two separate lists (bibliography + image sources). Minimum 4 references.	Most claims cited. Minor IEEE formatting errors. Reference slide present.	Some citations missing. IEEE format inconsistent. Reference slide incomplete.	No in-slide citations. Reference slide absent or contains fewer than 2 sources.
C — ORAL DELIVERY (25% of total)				

C1. Signposting and discourse markers	≥2 signposting phrases per speaker, used naturally and accurately. Clear transitions between slides and speakers.	Signposting present but mechanical or limited. Transitions mostly clear.	Minimal signposting. Transitions abrupt or missing.	No signposting. Presentation reads directly from slides.
C2. Fluency, pronunciation, and register	Professional register throughout. Mostly fluent. Technical vocabulary used accurately. No reading from slides.	Mostly professional. Some hesitation or minor errors. Limited reading from slides.	Frequent hesitation or errors affecting comprehension. Slides read extensively.	Incomprehensible delivery or no spoken English.
C3. Time management (5 min limit)	Pitch ends within 4:30–5:00. Content well paced. No information cut short.	Pitch is 4:00–5:30. Minor pacing issues.	Pitch is under 3:30 or over 5:30. Noticeable pacing or completeness issues.	Pitch is under 2:30 or over 6:00.
C4. Q&A response	Answers panel questions clearly, using appropriate English and concept knowledge. Engages constructively.	Answers mostly satisfactory. Some difficulty with follow-up questions.	Answers vague or evasive. Limited use of required vocabulary.	Unable to answer questions or does not engage.

D — VIDEO LISTENING TASK (Individual) (10% of total)

D1. Literal comprehension (Parts A questions)	All Part A answers accurate, detailed, and expressed in the student's own words.	Most Part A answers correct. Minor omissions.	Some Part A answers correct. Significant gaps or errors.	Mostly incorrect or copied directly from the video.
D2. Inferential & critical thinking (Parts B and C questions)	Strong connections made between video and required concepts. Critical stance clearly expressed and justified.	Connections made but not fully developed. Some critical thinking evident.	Connections superficial. Answers mostly descriptive.	No connection to required concepts. No critical engagement.

COMPONENT	WEIGHT	MAX SCORE	ASSESSED
A — Content, Concepts & Argument	40%	5 criteria × 4 = 20 pts (weighted)	Team
B — Presentation Design & Structure	25%	4 criteria × 4 = 16 pts (weighted)	Team
C — Oral Delivery	25%	4 criteria × 4 = 16 pts (weighted)	Individual + Team
D — Video Listening Task (individual)	10%	2 criteria × 4 = 8 pts (weighted)	Individual only
TOTAL	100%	—	—

GRADE CONVERSION NOTE

Each criterion is scored 1–4. Component totals are scaled to their percentage weight. Final grade is expressed as a mark out of 10 following your institution's grading scale. A score of 1 on any mandatory criterion (e.g. Reference slide absent; no signposting; time under 2:30) will trigger a flag for review.

SECTION 7 — Product Backlog Template (Product Owner completes)

Complete this section during Phase 2. Hand in to the teacher before pitches begin.

FIELD	PRODUCT OWNER COMPLETES	
Team name		
Scenario selected		
Problem statement (1 sentence)		
Challenges (4–6)	1. 2. 3. 4. 5. 6.	
Task assignments (Designer/Engineer names + research question)	Name: Research question: Name: Research question: Name: Research question:	
Solution outline (3–5 sentences)		
Required concepts to be used (min. 2)	1.	2.
SDG(s) addressed		