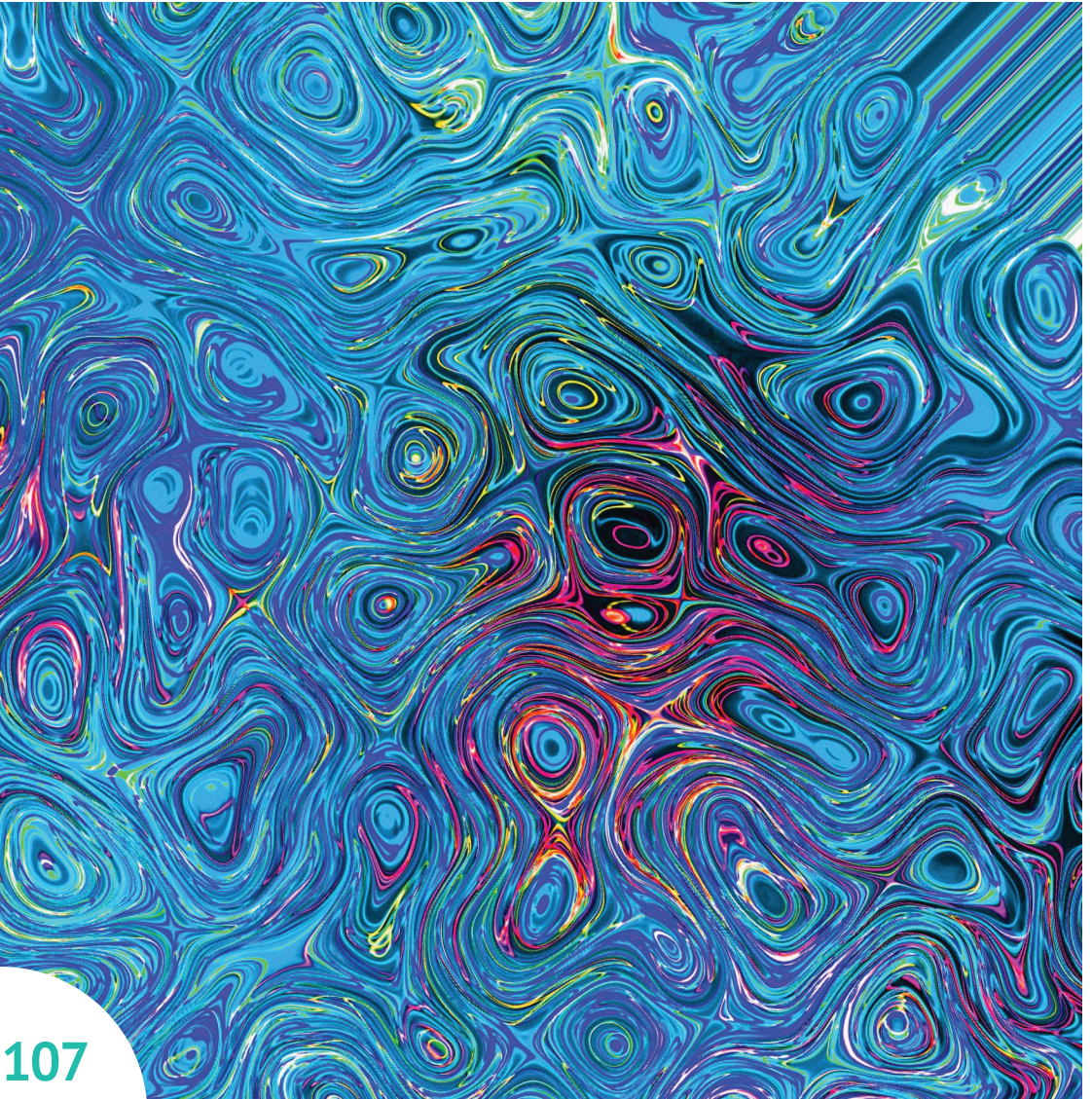


Communication in Mobile and Virtual Work – Teacher's handbook



Kavander, P., Rännäli, M. & Wielgus, J. (eds.)

CoMoViWo – Teacher's handbook

Authors:

The CoMoViWo team:

Inmaculada Barbasán Ortuño, Alicja Dereniowska, Carmen Herrero, Agnieszka Jachowicz, María José Labrador Piquer, Kalliopi Skarli, Agnieszka Kamińska, Urszula Kamińska, Pirjo Kavander, Penny MacDonald, Laura Martín-Cisneros, Begoña Montero-Fleta, José Oliver, Carmen Pérez-Sabater, Marjatta Rännäli, Leena Seilonen, Katriina Vesanen, Jolanta Wielgus & Rob Williams.

Course Material from Turku University of Applied Sciences 107

Turku University of Applied Sciences
Turku 2017

ISBN 978-952-216-625-8 (printed)

ISSN 1457-7933 (printed)

Printed by: Juvenes Print – Suomen Yliopistopaino Oy, Tampere 2017

ISBN 978-952-216-626-5 (pdf)

ISSN 1796-9972 (electronic)

Distribution: <http://loki.turkuamk.fi>



Contents

1	Introduction	14
2	Background information	17
3	HEIs and Enterprise cooperation	20
4	Rights.....	23
5	CoMoViWo course description.....	25
6	Module descriptions	28
7	Teacher resources	36
8	Description of pedagogical methods.....	46
9	Description of learning environments.....	55
10	Descripción de los módulos en español.....	59





Inmaculada Barbasán Ortuño

Teacher of Italian and Spanish as a second language in the department of Applied Linguistics at the Universitat Politècnica de València. Her research is mainly focused on interlanguage transfer between languages and teaching/learning Spanish as a second language. Since 2012, she is the co-editor of *RutaEle*, a journal dedicated to new approaches on teaching Spanish as a second language. She has been collaborating in the European project CoMoViWo (Communication in Mobile and Virtual Work) since 2016.

Alicja Dereniowska

Alicja Dereniowska has 20-year experience of teaching English as a foreign language. As a teacher at Gdansk University of Technology Language Centre, she conducts courses of general, technical and business English as well as courses preparing for IELTS examination. She is experienced in applying modern media in teaching, as most of her classes are conducted in the system of blended learning. Apart from teaching students, she also runs courses for the University employees – academic teachers and members of administrative staff.



Carmen Herrero

Dr Carmen Herrero is a Principal Lecturer and Spanish section lead in the Department of Languages, Information and Communication at the Manchester Metropolitan University. Her research specialisms include communication, new literacies and virtual/mobile working, and intercultural and multimodal communication applied to the learning and teaching of second languages. Her current research focuses on online professional learning communities and communities of practice for language teachers, and the use of film and audiovisual media in language teaching. She has published articles on different aspects of Contemporary Spanish cinema and film in language teaching. Carmen is the director of the Research group for Film, Languages And Media in Education (FLAME) <https://www2.mmu.ac.uk/languages/flame/>. She is also the co-director and co-founder of FILTA (Film in Language Teaching Association) www.filta.org.uk, an association with over 3,600 members from over 100 countries. She regularly leads teacher training workshops in this area and contributes to the educational film programme of Home Manchester. She is a programme advisor for Viva! Spanish and Latin American Film Festival at Home (Manchester) and curator of the Beyond Babel Multilingual Film Festival. For further information on her research and publications: http://www2.mmu.ac.uk/languages/staff/profile/index.php?profile_id=184



Agnieszka Jachowicz

Agnieszka Jachowicz has been an English teacher for over 20 years now, at Gdansk University of Technology Language Centre since 1998. She conducts courses in general, technical and business English as well as courses preparing for IELTS and BEC examinations. She also runs courses for members of administrative, library and reception staff of the University.



María José Labrador Piquer

Teacher of Spanish for Academic Purposes and Spanish as a foreign or second language, School of Computing, Department of Applied Linguistics, Universitat Politècnica de València. Her special interests are didactics and teaching communication on the Internet. Now, she is supervising one PhD. dissertation on written communication and technology. Her research on language learning has been published in prestigious journals. She has participated in several research projects on specialised language teaching. Since February 2016, she has been collaborating actively in CoMoViWo.



Kalliopi Skarli

MA in International Education, Lecturer at Turku University of Applied Sciences, Business, ICT and Chemical Engineering, English language and communications. Co-developed Module 3 Online Corporate Communication for the CoMoViWo Canvas course.



Agnieszka Kamińska

Teacher of English at Gdańsk University of Technology specialising in ESP and teaching English for work and professional purposes. One of her special interests is helping her students to broaden their knowledge in the field of Mechanical and Power Engineering, Robotics and Biomedical Engineering while mastering their skills in English. She has also experience in business and academic English, teaching University employees how to communicate in their workplace and preparing PhD students for their thesis presentations. As a teacher member of CoMoViWo project, she is a part of an international team working on educational materials in the field of communication in the mobile and virtual workplace.



Urszula Kamińska

Urszula is a teacher of English at The Language Centre at Gdansk University of Technology in Poland. She teaches technical, business and general English there. She partially conducts classes by means of an e-learning platform. In 2013 she published a technical English coursebook entitled 'BioTech English' for students of Biotechnology. In 2016 she published a technical English coursebook entitled 'English for Biotechnology'. Simultaneously, she works for the British Council Examination Centre supervising written Cambridge ESOL examinations. She is a Cambridge ESOL Speaking Examiner for FCE CAE CPE and IELTS. She is also a certified Cambridge ESOL Computer Based Test Administrator. Urszula Kaminska studied British Literature at The Institute of English at The University of Gdansk (1996–2001). Subsequently, she worked at The University of Gdansk teaching English at The Institute of Pedagogy and The Institute of Psychology. In the following years she worked for a private English language school and City&Guilds Examination Centre Access English preparing the students for City&Guilds examinations. She gained a great deal of experience of teaching Business English to the employees of one of the largest Polish pharmaceutical companies Polpharma S.A.



Pirjo Kavander

Language and Communication Teacher in English and Swedish languages at Turku University of Applied Sciences in the faculties of Arts Academy and Business. One of her special interests is teaching the basics of entrepreneurship on the net. She has also a language and communication project background as a teacher member in DiLaPort, as teacher member and second co-ordinator in Pellic and FAB projects and as teacher member in CoMoViWo project.



Penny MacDonald

Teacher of both English for Academic and Professional Purposes to Telecommunications undergraduates and Critical Discourse Analysis to Master's students in the Department of Applied Linguistics, Universitat Politècnica de València. She has a PhD in English Philology from the University of Valencia and has taught English in Spain for the last 25 years. She is interested in all aspects of intercultural communication as well as the analysis of learners' errors in English as a foreign or second language. She has published research work in international journals and has been actively involved in different government-funded research projects centering on learner corpus development and online grammar learning systems for English. She has been collaborating in the European project CoMoViWo (Communication in Mobile and Virtual Work) since 2014.

Laura Martín-Cisneros

Martín-Cisneros is a Spanish language tutor at Manchester Metropolitan University, where she coordinates and delivers the undergraduate language courses. Previously, she worked, among other institutions, for the University of Manchester and Instituto Cervantes, where she collaborated in numerous projects related to language acquisition. She is actively involved in the field of teacher training, and she regularly develops and delivers workshops for language teachers. She was the overall languages coordinator and main Spanish materials developer and deliverer for the Aim Higher Project 'Making Foreign Languages an Option', targeted at secondary school children from deprived areas in the North West. She is very active in the field of testing and assessment, and has worked as senior assessor for several exam boards, where she is, among other things, one of the key members in the exam creation and production teams. She is a key contributor and Spanish editor for the resource website Teachitlanguages (<http://www.teachitlanguages.co.uk/index.php?logaction=login>), where she is currently involved in a project for developing Spanish language audio-visual materials, and using video and tablets in the language classroom. She has published Spanish materials and resources for the Spanish Consejería de Educación, publishing house SGEL, ASELE and FILTA, among others. She is a member of MATSDA and ASELE. She is specially interested in fomenting creativity in the language classroom and the use of culturally relevant resources through film, music, literature, media, etc. She has a BA in English studies, and postgraduate qualifications in Literature, Translation, and Spanish Language Teaching.



Begoña Montero-Fleta

Begoña Montero-Fleta has a wide experience as a teacher and material developer of English for Computer Science, School of Computing, Department of Applied Linguistics, Universitat Politècnica de València. Her recent participation in European Projects has contributed to the development of innovation competence (INCODA), the assessment of innovation competence (FINCODA), the creation of an online self-teaching language system (ALEGRO), and communication in mobile and virtual work (CoMoViWo). Her research has been disseminated in high impact journals and well established international conferences.



José Oliver

He teaches Computer Networks in the Degree of Computer Science, at the School of Computing, and Multimedia Networking in the master's degree in Computer and Network Engineering, at the Department of Computer Engineering, Universitat Politècnica de València. He has supervised several MSc and PhD dissertations on image and video coding and transmission. He has published several papers in major conferences and journals about wavelet-based image coding and signal processing. He has participated in several projects about wireless signal transmission and hardware optimization and led a project about low-memory design of wavelet-based video encoders. His research interest includes learning management systems (LMS) and, in this field, he currently participates as a researcher in the European project CoMoViWo (Communication in Mobile and Virtual Work).



Carmen Pérez-Sabater

Language teacher of English for specific Purposes, School of Computing, and of Computer-mediated Discourse Analysis, master's degree in Languages and Technology, Department of Applied Linguistics, Universitat Politècnica de València. One of her special interests is teaching the basics of communication on the Internet. At the moment, she is supervising two PhD. dissertations on the communication practices of the multilingual Internet. Her research on language learning through technology and on online discourse analysis has been published in prestigious journals. She also has a language research project background as member of several projects on corpora and languages for specific purposes. Since 2014, she has been leading the UPV team of the European project CoMoViWo (Communication in Mobile and Virtual Work).



Marjatta Rännäli

Lic.Phil., Senior Lecturer at Turku University of Applied Sciences, Business, ICT and Chemical Engineering. She teaches English language and communication and leads a research group called Global Gateway, which focuses on cross cultural communication, language learning and e-learning. She has worked in several international projects both as a teacher member and a coordinator. She is the coordinator of the CoMoViWo project.



Leena Seilonen

Online learning specialist and trainer at Turku University of Applied Sciences' Corporate Services. One of her special interests is developing the open badge concept and ePortfolios at TUAS. She has an online learning project background as one of the coordinators in the Future e-Teacher project, as specialist in the O365 project and as IT specialist in CoMoViWo and Viedex projects.



Katriina Vesanen

M.A., works as a Lecturer of English Language and Communication at Turku University of Applied Sciences. She has extensive experience in teaching professional language and communication skills to degree programme students and corporate clients. One of her special interests is online education. She is currently participating in CoMoViWo and FAB projects.



Jolanta Wielgus

Language teacher of English for Specific Purposes (engineering), Business English and English for Academic Purposes. Since 2005 deputy head for education at Gdansk University of Technology Language Centre, coordinator of the LC Quality Assurance Team and LC certification activities. Since 2014 vice-president of the Association of Academic Foreign Language Teaching Centres (SERMO) in Poland, and national coordinator of HEI language testing network ACERT. As a member of the European Confederation of Language Centres in Higher Education CercleS, responsible for the GUT Language Centre cooperation with academic language centers in Europe. Since 2014 the GUT team leader involved in the European project Communication in the Mobile and Virtual Work CoMoViWo.



Robert Williams

Rob is a Principal Lecturer at the University of Westminster in London. There he is Course Leader of the MA International Liaison and Communication and teaches modules on Current Developments, Testing and Assessment and Intercultural Communication on the MA TESOL. He was also Director of the UoW Ministry of Defence Languages Examinations Board until 2013 designing mediation testing in over 40 languages. Prior to this he has worked as a language teacher, teacher trainer, interpreter, translator and intercultural consultant. Rob serves on the Board of the ICC International Language Association, which he chaired from 2010–2013. He regularly speaks at conferences and runs workshops in the UK, across Europe and further afield and has been a participant in and co-ordinator of a number of EU co-funded projects, most recently PICT (Promoting Intercultural Competence in Translators) and CoMoViWo (Communication in Mobile and Virtual Work). As another aspect of communication, Rob teaches singing and writes and records music, some of which has found its way into educational publications and conferences.

1

Introduction

The CoMoViWo, Communication in Mobile and Virtual Work, project idea originated from the need to learn what kinds of online communication skills are required in a corporate environment. This need was addressed by an international consortium of language and communication specialists working in higher and adult education throughout Europe. The consortium consisted of Turku University of Applied Sciences (TUAS) from Finland, Universitat Politècnica de València (UPV) from Spain, Manchester Metropolitan University (MMU) from the UK, Gdansk University of Technology (GUT) from Poland and the International Language Association ICC, based in Germany. An additional aim was to develop the teaching of these skills and ensure that the competences that are taught are relevant in the age of globalisation and digitalisation. CoMoViWo was granted Erasmus+ funding in Finland in 2014.

The aim of CoMoViWo is to prepare students for the challenges of an increasingly virtual and international work environment. The handbook offers teachers and group tutors ideas on how to apply the course materials available on the Canvas learning environment with their students. <https://learn.canvas.net/courses/1302>

Virtual communication can be defined as interaction between networks and includes an ethical dimension i.e. the appropriate action. An expert operating in virtual networks must therefore be able to recognise the risks of communicating online, manage user accounts, as well as know and comply with the organisational rules of functioning on the Internet. Knowledge sharing and successful written interaction are considered the most important competences. It is also considered important that the experts know how to negotiate and manage oral interaction virtually through technology. An expert also needs to know how to choose the right means of communication taking into account the situation, the language used and the cultural background of the communicators. In addition, understanding cultures is undoubtedly connected to specialist communication and communication technology. Language skills cannot be ignored when contemplating communication skills, and ever more internationally-operating environments (Varhelahti & Mikkilä-Erdmann 2016).

More information about the project, e.g. links to the articles published and other materials related to virtual intercultural communication at work can be found on the project website (<http://www.comoviwo.eu>). In addition, CoMoViWo has a LinkedIn

group (<https://www.linkedin.com/groups/6788401>) and can be followed on Twitter (@comoviwo). The videos produced for the CoMoViWo modules can be found on YouTube as well (https://www.youtube.com/results?search_query=Comoviwo).



2

Background information

The project was designed to boost the communication literacy needed by employees and managers to be successful in the virtual and mobile work environment when operating in an international context. The idea of the course was developed based on the results of the surveys conducted in five European countries (Finland, Germany, Great Britain, Poland and Spain) among international business executives and employees. The surveys examined the present level of communication skills and the areas that need further development.

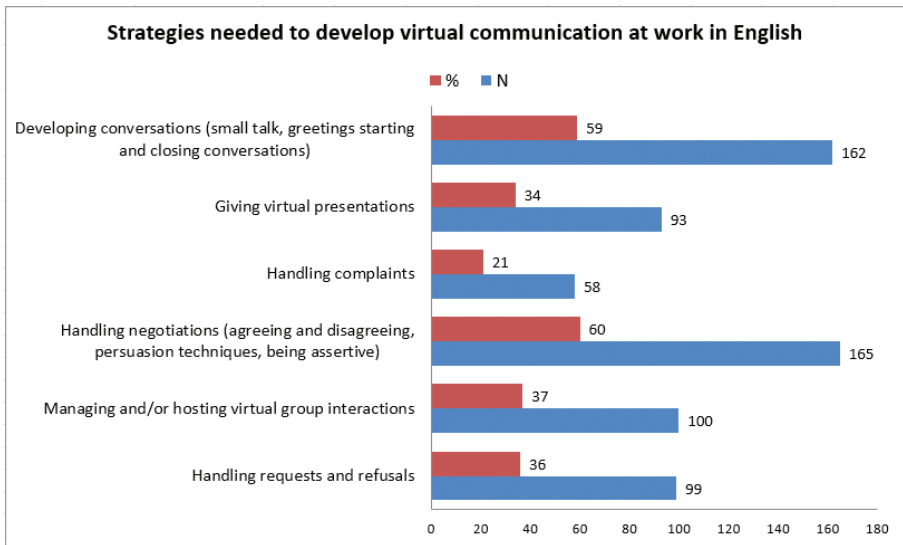


Fig. 1 Strategies needed to develop virtual communication at work in English (N=273).

In the modern world, the literacy required of managers and employees includes integration of communication, cultures, new technologies, as well as virtual and mobile work life. To meet the needs, joint training modules in English and in Spanish for higher education students and business representatives were developed by the international project partners.

Digitalisation and globalisation are changing the operational environments in working life. These changes have made work multi-locational and increased the share of virtual work. Technology-mediated communication skills and understanding different cultures have become increasingly important in virtual work. HEIs need to provide working life with skilful professionals who have the competences vital on

the market, and therefore virtual communication competence as well as language and cultural skills have to be taken into account in teaching and curricula at HEIs.

Due to the increase in video conferencing in working life communication, there is a need to develop the skills necessary in virtual synchronous conversations and negotiations. In addition, people at all organisational levels in working life ought to be aware of cultural differences in virtual communication and adapt their own communication style according to the other party.

Other 21st century skills that need to be paid attention to are, for instance, project planning skills, time management, how to manage one's online identity, online presence, social media policy, copyright, analytical and critical thinking. The CoMoViWo course aims to address these needs by providing various resources and exercises.

The international piloting was conducted in two stages and each stage took one semester. Each partner conducted it on the basis of the whole material available on the platform. Subsequently, the modules were modified based on the feedback from the students.

The participants included business representatives, undergraduate students, graduates, as well as international exchange students. At the end of the piloting, the participants filled in the Student Satisfaction Survey in which they were asked to share their comments on the following points: structure, content, form, tasks, language level and video/audio.

Overall, the modules were perceived as appropriate in content, level and topics. The short movies and animations were a good way to encourage students to learn and the up-to-date materials were appreciated. The participants found the topics of the modules useful and interesting and would like to study them in more depth. Moreover, they enjoyed the communication parts.

On the other hand, some students suggested that it would be good to have an online teacher at hand to give them immediate feedback on the communication tasks. The users also suggested adding more quizzes checking their knowledge, some links to online dictionaries and libraries and more vocabulary exercises to enrich their vocabulary. Additional activities on Canvas are a response to this request.

3

**HEIs and
enterprise
cooperation**

The initial stage of the project involved carrying out a needs analysis of employees in both multinational and local businesses with a view to establishing the use of different virtual communication tools for inter and intra-company matters; formal and informal registers online; political correctness within companies and finally, for identifying current practices related to intercultural awareness. The results of the survey, which involved 273 employees, show that email, videoconferencing and document-sharing platforms are the most used communication tools, and when using these, formal registers are used virtually more than informal registers.

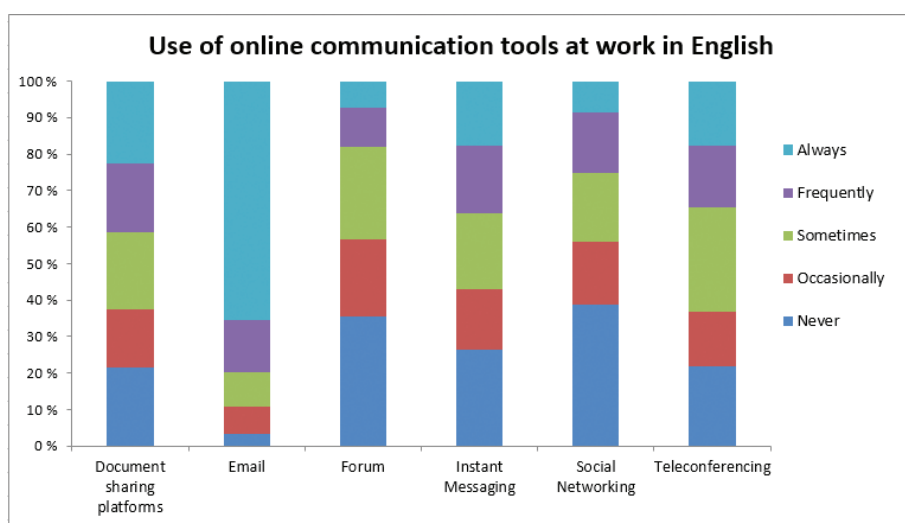


Fig. 2 Use of online communication tools at work in English (N=273).

There is a general tendency to actively apply the norms of political correctness in the companies that do actually have them. There was also an apparent awareness and respect for the cultural values and beliefs of others and willingness to adjust communication strategies in order to bridge the gap when communicating across cultures. The aspects that the employees themselves thought most needed improvement for virtual communication in the workplace centred on negotiating skills, conversation, giving presentations, handling requests and refusals which, to a greater or lesser extent, are related to the development of pragmalinguistic competence. These results have been published in several articles, see for example, Pérez-Sabater et al. (2017).



Fig. 3 Interview with Wendy Boscá.

Interview with Wendy Boscá, head of Human Resources in CELESTICA, a multinational company, as part of the needs analysis carried out by UPV on the strategies needed by virtual workers. This video is titled *Entrevista a jefa de recursos humanos de una empresa internacional*, and it is available at: <https://www.youtube.com/watch?v=KOswFJtgGtA&feature=youtu.be>



Fig. 4 Interview with Amanda Robinson, administrator with an extensive career working for international organisations.

4 Rights

This project has been funded with support from the European Commission.

This work is protected under copyright.

The use of all the materials included in the course was granted permission from the copyright holders.

You are granted the right to extract, reuse, reproduce, and share all or a substantial portion of the course contents for noncommercial purposes only and provided you do not share Adapted Material;

If you share the Licensed Material, you must include the following:

1. identification of the creators of the Licensed Material
2. a URL or hyperlink to the Licensed Material

You do not have permission to share Adapted Material.

5 CoMoViWo course description

The focus of the CoMoViWo course is on communication, particularly on online communication, and the special challenges that we meet when communicating with people representing different linguistic and cultural backgrounds using modern technology. The core materials can be used independently, but they can also be supplemented with teacher-led activities when supervised by a teacher.

As the target group is students at B1/B2 level, according to the Common European Framework of Reference for Languages (CEFR) the main focus of the course is on improving communication skills, additional activities are provided for practising general vocabulary and grammar.

It is recommended to go through all the three modules in the order they are numbered. However, it is also possible to concentrate on one particular aspect of the course content.

Course participants are also encouraged to compile an ePortfolio where they can showcase their course work. The ePortfolios can be created and edited, and later on downloaded, or shared with others. A User Guide to creating an ePortfolio in Canvas can be found at <https://community.canvaslms.com/videos/1129>.

The course participants can design and structure their ePortfolios as they wish but for the purposes of this course the ePortfolio should contain the following two compulsory sections: Quiz Reflection and End of Unit Reflection.

The modules have been produced in two languages English and Spanish as these are two of the leading world languages. The course provides students with a lot of practice in the following areas:

- expressing opinions, negotiating and group discussions in the work environment,
- language registers used in virtual communication,
- company policies concerning political correctness and cultural awareness,
- virtual communication strategies in virtual and multicultural teams, especially using e-mails, video conferencing and document sharing platforms,
- critical thinking.



Fig. 5 Canvas sample screenshot.

The course is aimed at three types of participants:

- individual students wishing to improve their competences in business communication in an international virtual environment,
- people currently in working life who would like to upgrade their skills, gain confidence and become aware of possibilities and challenges in communicating in online business environments,
- teacher-led groups.

The age of students is not specified. However, the main focus group is aspiring young professionals about to enter the work market.

6

**Module
descriptions**

The modules take the learner through the concepts of intercultural communication and virtual communication, and place them in a work environment. At the same time the course offers practice in both the intercultural skills and exercises to help build relevant sets of expressions in the target language. The course can function as a set of self study modules, but these can also be incorporated into a taught course. There is a range of activities that teachers can use to supplement the main elements of each module and a series of grammar and vocabulary activities which enable learners to consolidate and expand their knowledge in business-related language.

The course consists of three modules whose extent varies between one ECTS (Module 1) to three credits (Modules 2 and 3) provided that all the tasks are completed.

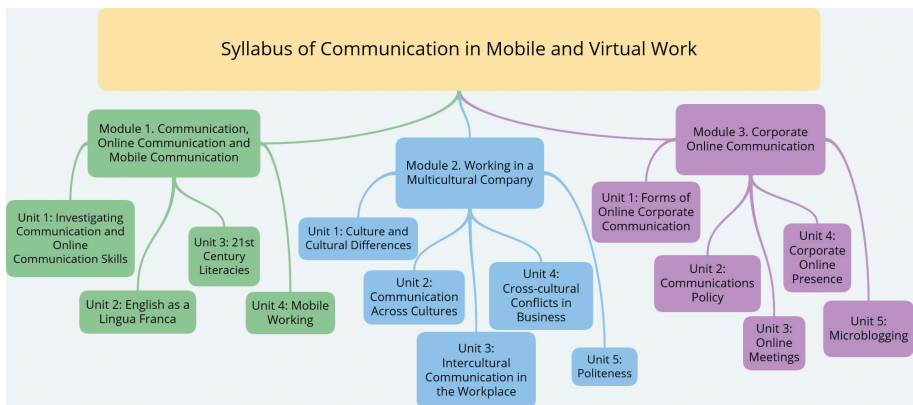


Fig. 6 CoMoViWo syllabus.

With a view to ensuring transparency and facilitating the use of materials presented in the learning modules, the learning objectives are clearly placed at the beginning of each unit. Authentic reading materials taken from articles, webpages and books have been incorporated to present language in a meaningful context. Language practice and vocabulary exercises are directly connected with the other activities devised.

Authentic materials have been adapted respecting at all times their authenticity and integrity. Permissions have been granted and sources have been cited.

Concerning practicality, piloting has ensured that the levels are adequate and that the exercises can be completed successfully. The topics selected after the needs

analysis are attractive, motivating and interesting to learners, according to the opinions expressed by the participants in the piloting tasks. They seek to comply with the needs expressed by the interviewees such as the need to improve strategies involving greetings, virtual presentations and negotiating, among others. To ensure individualisation and adaptability of the modules to meet the learners' needs, flexibility has been aimed at, making sure that the potential users' requirements are clearly specified in terms of the what (content), how (mode), when (timing and sequencing), and where (location) of the tasks and activities in the modules.

The materials were selected in response to the needs expressed by interviewees in the needs analysis and piloting phases. As each learner will have specific needs and interest, the aims of each activity are set out so that a learner can effectively follow their own pathway through the materials. In this way flexibility is maximized.

Some of the units developed aim to raise awareness of cultural stereotyping by pointing out instances of intercultural differences. Non-linguistic aspects such as social and intercultural competences are included throughout the modules. Generativeness, which accounts for the open-ended character of the modules, is the final criterion which has been taken into consideration in several of the tasks, involving cooperation among participants such as interactions on forums or personal blogs on some issues such as the meaning of emoticons, facilitating cognitive development and the transfer of what has been learnt through the modules to other contexts.

The teams creating the modules have carried out listening and video recordings, which, together with authentic source materials already uploaded on the Internet, make up the audio/visual content. These varied sources can better attend to the learning requirements of the users of the modules.

Overview of Unit Content

Each unit comprises a series of comprehension and reflection tasks (text or video based), a range of resources and suggestions for teacher-led activities. The comprehension tasks provide the course participants with an opportunity to check their understanding of key concepts dealt with in the unit, whereas the reflection tasks encourage and prompt the course participants to reflect on their learning or own experiences relating to the topic of the unit. Where appropriate, teacher-led

activities can also be carried out individually by learners doing the course as self study. In addition, there are specific vocabulary and grammar activities at certain points along the course. The vocabulary activities are designed to enlarge a learner's stock of expressions that they can use in intercultural communication situations and the grammar activities are designed to consolidate accuracy.

The comprehension activities can be divided loosely into those that are a stimulus for further communicative activities in the classroom and those that introduce learners to key concepts (such as 'knowmads' for example).

These can be used either as lead-in devices for more wide-ranging class activities, as self study or in a flipped classroom (learners working on them before or after the class). A variety of quiz formats are presented so as to maintain learner focus.

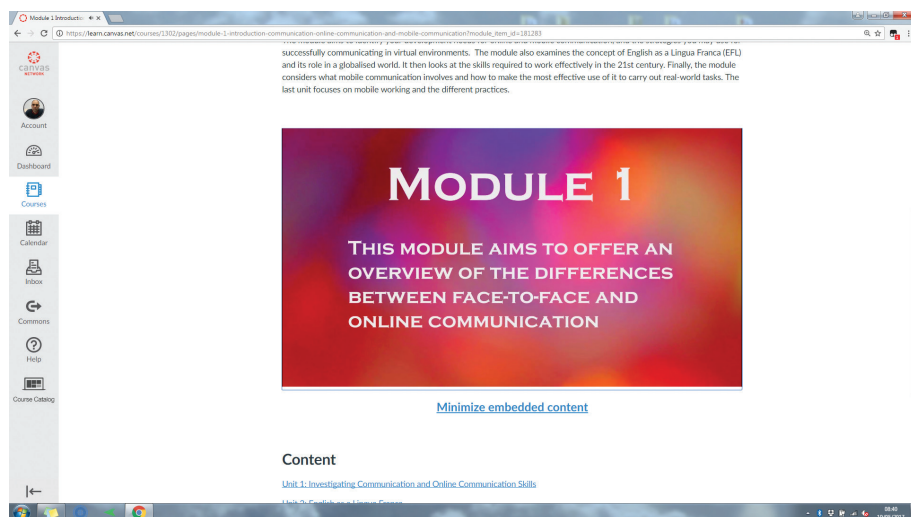


Fig. 7 Module 1 opening video.

English modules description

Module 1 description

The theme of this module 1 is introducing Online Communication. It aims to provide the basic knowledge of the key concepts and competences that will be used during the course.

Unit 1 offers an overview of the differences between face-to-face and online communication. The following unit focuses on the concept of English as a Lingua Franca (ELF) and its relevance for today's work environment as a medium of communication among non-native speakers rather than a tool for communication between native and non-native speakers. Unit 3 looks at the skills required to work effectively in the 21st century. There are different proposals on the content of the 21st century literacies, but they all share similar goals: to prepare global citizens and equip them to succeed in the evolving digital economy. The new skills that complement the core competencies, such as mathematics and writing and reading, include those that will help people to approach complex challenges: creativity, critical thinking, problem solving, communication, collaboration. Others are related to character qualities: curiosity, adaptability, leadership, persistence, initiative, and cultural and intercultural awareness. Finally, in Unit 4, the module also considers what mobile

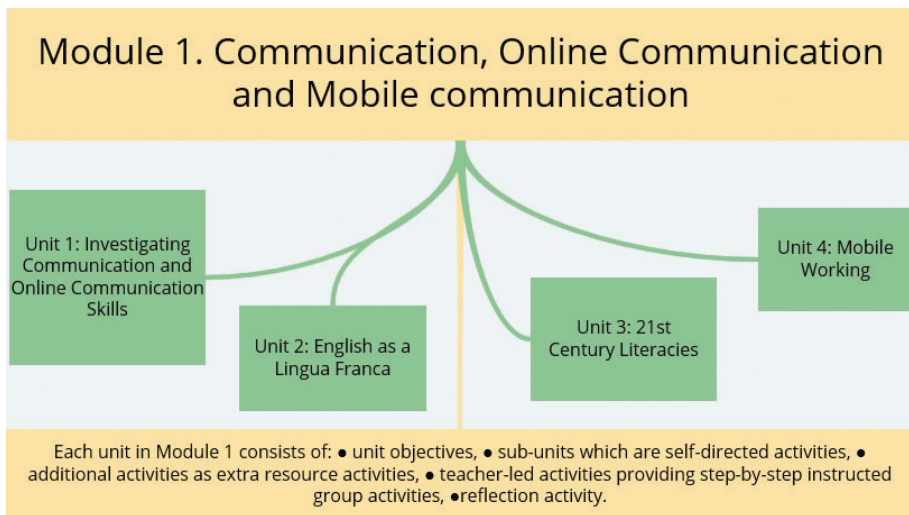


Fig. 8 CoMoViWo syllabus.

working means and how to make the most effective use of mobile communication to carry out real-world tasks. This unit focuses on mobile working and the different practices. It examines the advantages and pitfalls of mobile work, the skills and competences associated with a mobile-mindset and the strategies required to become a *knowmad* worker.

Module 2 description

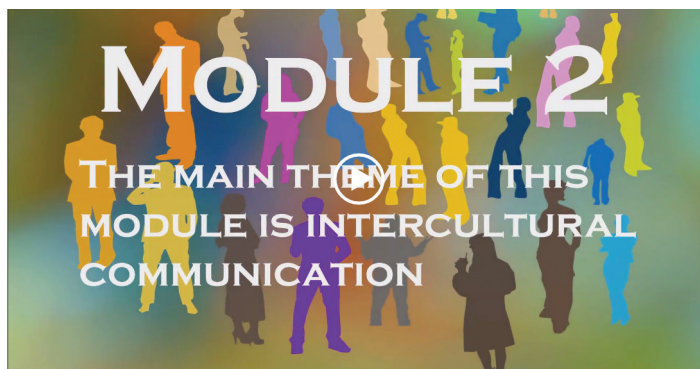


Fig. 9 Module 2 opening video.

The main theme of module 2 is Intercultural Communication. It is divided into five units and each unit explores a different aspect of professional communication across cultures.

The module provides a framework for intercultural communication in the workplace, gives an overview of possible benefits and challenges of working in multicultural and virtual teams, identifies tools and skills for virtual communication and team management and examines possible intercultural clashes in the virtual environment. Finally, the module puts some light on online politeness giving advice on how to behave politely in online situations.

It must be stressed that the module is only a presentation of possible problems and challenges in intercultural and online communication and not a way to stereotype others. Each and every person is unique and but also rooted in his/her culture and thus it is good to know something about cultural diversity.

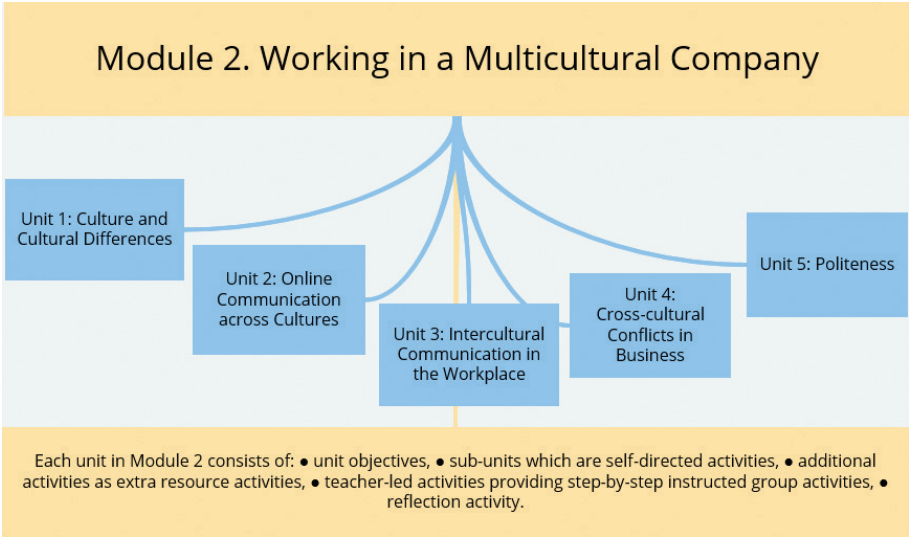


Fig. 10 Module 2 syllabus.

Module 3 description



Fig. 11 Module 3 opening video.

Module 3, Corporate Online Communication, provides a framework for developing advanced online communication skills by using virtual tools in business context.

This module aims to offer an overview of the different forms of online communication in corporations including online meetings, instant messaging, video conferencing, blogging and micro-blogging. The module also examines corporate communication policies and provides opportunities to reflect on ethical and politically correct issues in the use of social media in a business context.

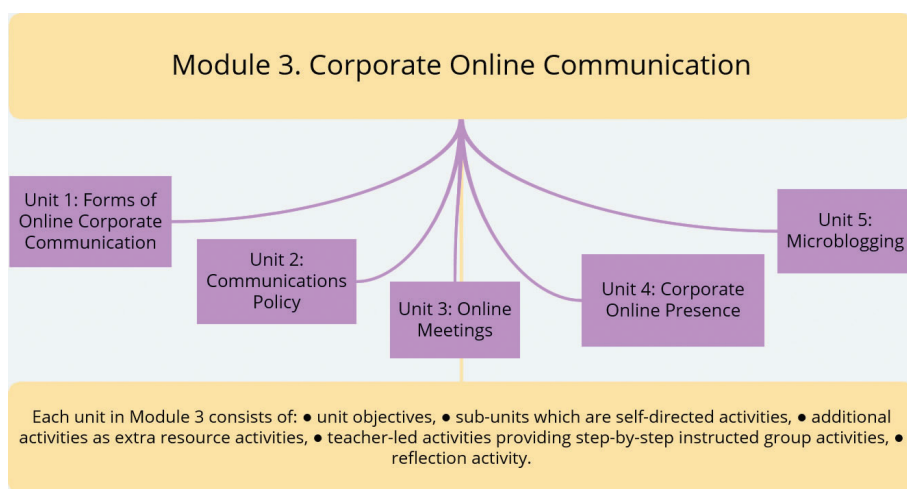


Fig. 12 Module 3 syllabus.

Spanish modules description

The modules are produced in English and Spanish language versions. The Spanish modules have the same structure and contents although adapted into the Hispanic context. A more detailed description of the Spanish modules is provided in Spanish at the end of this handbook in chapter 10.

7

Teacher resources

Although there are some standard activities and content, such as emails and online meetings, in the topic of Communication in Mobile and Virtual Work, it is very important to keep the course content up-to-date, contemporary, meaningful and interactive as well as keep the course participants engaged and 'edutained'. The type of activities, namely, whether the activities are self-regulated or teacher-led, influences the degree of interactivity and course participant engagement. The teacher-led activities and teacher involvement in the activities greatly enhance the learning experience and engagement whether in class or online.

In self-directed activities, the content can be enhanced with the use of video clips and images in quizzes. It is a good idea if the structure of quizzes varies, for instance, True or False or a dropdown menu. Interactivity can be added by writing comments to the answers. Discussion boards is another way of providing interactivity in the course. It is worth noting here that a short introduction to the discussion, a visual or a media stimulus in addition to a well-phrased question can help to keep the course participants engaged. However, asking course participants to provide examples, write their opinions and have a discussion can be tricky and it depends on the motivation, experience, and quality of comments of the course participants and this is where the involvement of the course teacher can add value to the course. Another useful practice for self-directed activities is embedding when possible rather than linking online tools, for example, Padlet which is a visually appealing tool for creating content. The advantage of embedding tools on the learning platform is that the course participants do not have to open a different window on their browser and they do not have to log in.

In teacher-led activities, it is important to give very clear and detailed instructions and never take for granted that the course participants will know how to use a particular tool, for example, Skype. It is good practice to search for official tutorials, usually in the form of YouTube videos. Shorter videos (from 5 to 15 minutes) rather than longer videos are recommended for use.

A great way to get the students involved and enthusiastic about online communication and interaction is to ask them to join forum discussions. In this Teacher Handbook, the term Discussion Forums refers to the Canvas Discussion Activity unless otherwise specified. However, the course participants are encouraged to join the discussion in 'real-life' discussion forums, such as Tapatalk which is an application that connects to over 100,000 online forums worldwide. Using a platform such as Tapatalk would

provide an authentic learning experience and increase the interactivity and learner motivation because the students would select to join forums that they are genuinely interested in.

Searching for suitable content

Searching for suitable content is a time-consuming process. Good sources include Ted Talks, YouTube videos but the tricky part is to use the relevant search words. Other sources may be images, corporate documents (social media policies or personnel handbooks), news, websites (BBC, Forbes, Business Harvard Review), SlideShare, tweets and blog posts. It is also important to take into consideration the level of language used as well as the duration of the source. Finally, some content may have copyright restrictions so it is important to take into consideration the level of these and provide a link to the source and cite the authors or the creator of the source.

Creating authentic content

Creating authentic content is ideal but not always realistic or practical. Its simplest form is creating a video, a presentation with audio or an interview. Authentic examples of emails or screenshots always add value but it must be noted that names have to be blurred/blacked out. For those more adventurous or technically oriented, animation software, such as Powtoon, is a powerful tool to illustrate authentic/realistic scenarios with cartoon characters.

Organising course participants in groups.

In real life, mobile and virtual communication occurs at least between two parties, therefore to create realistic learning activities, for example, simulating an online meeting or creating content collaboratively, course participants need to work in groups. Working in groups can be an enriching and rewarding learning experience but it can also be very challenging due to lack of motivation or commitment. To eliminate such challenges, it is sensible to ask the students to choose their group members instead of the teacher assigning random students to groups.

Online cooperation resources

<https://uni-collaboration.eu/>

This platform is aimed at supporting teachers and trainers to organise and run online intercultural exchanges for their students and help them to find partner teachers and classes in other countries, to read about tasks, successful projects and evaluation tools and to exchange questions and experiences.

<http://loro.open.ac.uk/>

LOORO contains resources for language teaching available to download and reuse, including those used by the Department of Languages at the Open University, UK.

Discussion Platform for CoMoViWo teachers (<http://comoviwo.slack.com>).

Teachers who teach the CoMoViWo course can interact with each other and exchange ideas, practices, and tips on CoMoViWo on Slack. Slack, which stands for Searchable Log of All Conversation and Knowledge, is a cloud-based team collaboration tool which is available as a desktop and mobile app. More information on the Slack features can be found at <https://www.youtube.com/channel/UCY3YECgeBcLCzIrFLP4gblw> and Slack Guides can be found at <https://www.youtube.com/playlist?list=PLWlXaxtQ7fUb1WqLJDqJFGQsAXU7CjoGz>. Slack is introduced in Module 1: unit 4 as part of the Teacher-led activities.

Further reading, video and listening for:

English modules:

Module 1

- The 7 Cs of Communication. A Checklist for Clear Communication
https://www.mindtools.com/pages/article/newCS_85.htm

- Social Media Netiquette. How Different Rules of Netiquette Apply to Social Networking Sites
<http://www.learnthenet.com/learn-about/social-netiquette/>
- David Crystal's video: World Englishes
https://www.youtube.com/watch?v=2_q9b9YqGRY
- German comedian and broadcaster Henning Wehn explores the fast-growing use of English as a lingua franca: This Is Me Totally Sausage
<http://bbc.in/1MOIg5z>
- English accents from around the world via the Global Map - IDEA International Dialects of English Archive
www.dialectsarchive.com/globalmap
- Network Literacy. A blog entry from the Mediafactory
<http://www.mediafactory.org.au/luke-egan/tag/network-literacy/>
- 10 Reasons Social Media Should Rock Your World
http://humanresources.about.com/od/careernetworking/a/social_media.htm
- LinkedIn Profile Areas You Need To Improve
<http://www.realmenrealstyle.com/linkedin-profile-presentation/#>
- 9 Simple Tips to Make a Better LinkedIn Profile
<http://jobsearch.about.com/od/linkedin/ss/linkedin-profile-tips.htm>
- 39 Companies Share Their Secrets to Remote Work Success
<http://blog.proven.com/remote-work>
- Mobile Worker (2007). Understanding and Managing the Mobile Workforce.
https://newsroom.cisco.com/dlls/2007/eKits/MobileWorkforce_071807.pdf
- 6 Millennial Motivators: a Guide to What Motivates Millennials at Work
<http://blog.ryan-jenkins.com/2015/05/21/6-millennial-motivators-a-guide-to-what-motivates-millennials-at-work>
- 5 Essential Qualities to Look for in an Remote Worker
<https://www.socialtalent.co/blog/5-essential-qualities-to-look-for-in-a-remote-worker>
- Video Introducing the Report [The mobile multiplier](#) (BT, 2016)

- *Knowmad Society* (Moravec, J.W. (ed.) 2013). A book written by nine authors (ranging from academics to business leaders) sharing their visions for the future of learning and work

<https://educationfutures.com/knowmad/>

Module 2

- Effective Communication: Cultural Sensitivity
https://www.youtube.com/watch?v=VBbRT__uypp&index=5&list=PLBC977EB3F9D13667
- Secrets of Cross-Cultural Communication
https://www.youtube.com/watch?v=kujUs_6qeUI
- Cultural Differences in Negotiations and Conflicts
<https://www.youtube.com/watch?v=rSDntIn6ekE>
- Cultural Difference in Business
<https://www.youtube.com/watch?v=VMwjscSCcf0>
- Lewis, R. (2000). *When Cultures Collide*. London: Brealey.
- Dignen, B. (2011). *Communicating Across Cultures*. Cambridge: Cambridge University Press.

Module 3

- The Line between Work and Personal Life in the Age of Connectivity
<http://www.bbc.com/news/magazine-26958079>
- Harassment through Social Media
<http://hr.blr.com/HR-news/Discrimination/Sexual-Harassment/zns-Social-Media-Takes-Workplace-Harassment-New-Le#>
- Social Media Affecting Productivity at Work
<https://www.forbes.com/sites/jeannemeister/2013/04/18/want-to-be-a-more-productive-employee-get-on-social-networks/>

- The Link between Social Media Activity and Company Reputation
<https://www.forbes.com/sites/onmarketing/2014/07/14/the-link-between-social-media-activity-and-corporate-reputation/>
- Five Great Corporate Social Media Policy Examples
<http://blog.hirerabbit.com/5-great-corporate-social-media-policy-examples/>

Spanish modules:

Módulo 1

- La planificación de la comunicación como estrategia fundamental en las organizaciones
<http://www.monografias.com/trabajos103/planificacion-comunicacion-como-estrategia-fundamental-organizaciones/planificacion-comunicacion-como-estrategia-fundamental-organizaciones.shtml>
- 7 estrategias de comunicación para tu empresa
<https://www.weforum.org/es/agenda/2015/06/7-estrategias-de-comunicacion-para-tu-empresa/>
- La comunicación estratégica en la empresa intercultural dentro del mundo digital (2012)
<http://www.ujen.es/revista/reid/monografico/n2/REIDM2art7.pdf>
- Estrategias de comunicación para hacer efectivo el trabajo en red (2012)
<http://www.redjovesolidos.org/sites/default/files/CUADERNO%20DE%20CODESARROLLO%205.pdf>
- El español, lengua global. La economía
http://cvc.cervantes.es/lengua/espanol_economia/
- Español, lengua en expansión
http://www.exteriores.gob.es/Portal/es/SalaDePrensa/Multimedia/Publicaciones/Documents/2014_IDIOMA_ES.pdf

- Competencias digitales, desarrollo profesional y transformación de las organizaciones
<https://carlosmagro.wordpress.com/2014/04/13/competencias-digitales-desar-rollo-profesional-y-transformacion-de-las-organizaciones/>
- Cómo pueden ayudarme las competencias digitales a encontrar empleo
<http://www.belenclaver.com/competencias-digitales-encontrar-empleo/>
- 'Knowmads', 'e-nomads' y otras tribus que revolucionan el trabajo
<http://www.expansion.com/emprendedores-empleo/desarrollo-carrera/2016/03/02/56d73794268e3e0f148b4638.html>
- Knowmads: Los trabajadores del futuro
<http://www.economista.es/blogs/empresamientos/?p=548>

Módulo 2

- El espíritu de los negocios en Tailandia
https://www.youtube.com/watch?v=aLIAGx67MCg&coref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DaLIAGx67MCg&has_verified=
- ¿Cómo romper el hielo?
<https://www.youtube.com/watch?v=fIM8beec2f4>
- Lo que nunca debes hacer en una entrevista de trabajo
<https://www.youtube.com/watch?v=CyErcTXEfdM>
- 30 años de emoticonos
https://elpais.com/sociedad/2012/10/26/actualidad/1351249789_481252.html
- Las nuevas tecnologías y la forma de comunicarse
http://www.protocolo.org/miscelaneo/videos/las_nuevas_tecnologias_y_la_forma_de_comunicarse.html
- Varios materiales sobre emoticonos y otros temas relacionados con la escritura en la red: Fundéu
<http://www.fundeu.es/>

- La web de Teresa Baró para problemas de comunicación
<http://www.teresabaro.com/>
- El blog de Marcelo Baudino sobre inteligencia cultural
<https://bloginteligenciacultural.com/tips-culturales/>
- La plataforma Uni-Collaboration
<http://uni-collaboration.eu/>, dirigida a favorecer proyectos colaborativos interculturales.
- Vídeos grabados por el equipo de la UPV sobre entrevistas de trabajo así como entrevistas a reconocidos profesionales en varios campos sobre sus experiencias de trabajo virtual: canal de YouTube CoMoViWo. Véase, por ejemplo
<https://www.youtube.com/watch?v=-YV8sgc2OxI>

Módulo 3

- Dónde reside la frontera entre la vida personal y la laboral en esta era de conectividad
<https://www.pymesyautonomos.com/tecnologia/adios-al-correo-electronico-despues-de-la-jornada-laboral-al-menos-en-francia>
- Cómo combatir el acoso laboral
<http://www.cnnexpansion.com/opinion/2014/01/17/como-combatir-el-bullying-laboral>
- Cómo afectan las redes sociales a la productividad de los empleados
<http://www.reclutando.net/%C2%BFpueden-las-redes-sociales-mejorar-la-productividad-de-los-empleados/>
- Problemas de reuniones virtuales que tienen solución
<https://www.wrike.com/es/blog/problemas-de-las-reuniones-virtuales-que-tienen-solucion/>
- Procedimiento de una reunión virtual
<http://www.emprenderalia.com/como-conseguir-que-una-reunion-online-sea-un-exito/>

- Claves para lograr una reunión online eficaz
<http://gestion.pe/empleo-management/como-manejar-entrevistas-reuniones-via-skype-2141834>
- Reportaje sobre reuniones virtuales y presenciales
<https://www.youtube.com/watch?v=S5ZMsS0Ko7M>
- Reuniones virtuales efectivas
https://www.youtube.com/watch?v=t_Bjcx38rG8

8 Description of pedagogical methods

The course consists of three modules that take participants from a general concept of online communications to specific use in a business context. Therefore, it is recommended that the course participants follow them in order. However, they can also choose which ones they engage in based on their interest and experience. There is no requirement for participants to possess prior knowledge or experience of online communication, but the course, however, requires B1–B2 level English or Spanish skills, which also means that the focus is on developing online interaction and communication skills rather than the mechanics of the target language. This course is relevant for those:

- who wish to continue their professional development and increase their relevance and value to the contemporary workplace.
- who are learning and teaching professionals (education developers, instructional designers, etc.).

This section presents an overview of the framework, learning theories and pedagogic models that underpin the CoMoViWo resources.

Connectivism

CoMoViWo adopts connectivism as the main learning theory in which the project is based. Connectivism is defined by Stephen Downes (2007) as ‘the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks.’ It is important to highlight that the learning model proposed by connectivism has significant implications for teaching as well. The role of instructors has to change to support connectivist learning. In addition to the teacher’s traditional instructional design role, Siemens (2008: 3) puts emphasis on the ‘curatorial, atelier, concierge, and networked roles of educators, in order to assist learners in forming diverse personal learning networks for deep understanding of complex fields.’

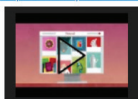
Module 1 Unit 3: Teacher-Led Introduction to an Online Tool

Familiarise yourself with the following RSS readers/ aggregators: [Pinterest](#) and [Scoop.it](#)

Choose one or both for your students to build up their Personal and Professional Learning Network to collect bookmarks on the areas of your interest (e.g.: English language learning; one of their hobbies; their professional/study area):

Here are some links that can help you to understand some of these tools:

- What's Pinterest?
<https://www.youtube.com/watch?v=1QkMOdW0Kyc>



- Pin tip: How to Pin things you find around the web:
<https://www.youtube.com/watch?v=OxPKSoxpQVI>



- Eric Sheninger's board on Personal learning networks: <https://www.pinterest.com/esheninger/personal-learning-networks/>
- it. How it works? [video]
<https://youtu.be/p3wMwNxcTU>

Fig. 13 Canvas sample screenshot.

Project-Based Learning

The pedagogical approach adopted by the CoMoViWo training modules is based on the task-based learning (TBL) theory that proposes the acquisition of a foreign language based on tasks (Nunan 1989), with the emphasis on transferable skills and learning by doing. It also follows the principles of Project-Based Learning (PBL), a model to organise learning around 'complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations' (Thomas 2000, 1). PBL includes authentic content and cooperative learning. Three of the critical concerns for PBL are integrating technology, assessment and scaffolding the learning process. A central goal of this theoretical approach is 'to facilitate the deeper learning process and support students' acquisition of 21st century skills, including complex cognitive competencies such as rigorous content knowledge and critical thinking skills' (Condliffe et al. 2016, 37).

Get started

- Set up your page/profile/blog.
- Build your networks.
- Implement social media strategies.

Review

- Monitor and measure the impact of your strategies.
- Adjust/modify your strategies as needed.

What to do...

- Download our [Social media plan template and guide](#) (Links to an external site.) Links to an external site. to work through these steps in your plan.
- Read [How to write a social media plan](#) (Links to an external site.) Links to an external site. for a web version of our template.
- Search [Advisory Services](#) (Links to an external site.) Links to an external site. to locate your nearest business advisor.
- Search [Events](#) (Links to an external site.) Links to an external site. for mentoring or training events and seminars.

Source to the original article: <https://www.business.gov.au/info/plan-and-start/develop-your-business-plans/marketing/social-media-planning-checklist>

Answer the following Discussion questions:

1. What kind of things would you include in a corporate social media plan?
2. What do you consider as the most important aspect in managing corporate social media?
3. Could you share any other noteworthy tips for corporate online presence based on your own experience?

Fig. 14 Canvas sample screenshot.

21st Century Skills

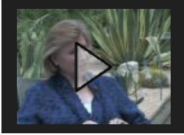
Advances in ICTs have revolutionised the way we access and share information. These technical advances encourage participatory and collaborative practices and sharing with others, giving more value to the distribution of information and knowledge than to the recognition of authorship (Lankshear & Knobel 2003; Jenkins et al. 2009).

3.2.2 Visual and Media Literacies 2

Visual literacy is linked to 'media literacy' that comprises access, analyse, evaluate and create media messages, as well as the critical reflection of one's personal media use and the context of media consumption and production.

Watch the first part of the video (3:30')

[Generation M - Media Literacy, Education & Choice from the Challenging Media](#) [↗]



in which Tessa Jolls, President of the [Center for Media Life](#) proposes different definitions of media literacy and key questions related to the critical consumption of media literacy.

After watching the video, complete the gaps with the missing words:

Fig. 15 Canvas sample screenshot.

In response to all these changes, stakeholders in education and business in the European Union agree that 21st century skills and competences pertaining to a global, mobile and intercultural mindset are of growing importance for success in the 21st century workplace (European Commission 2017). The new skills required to be successful in the evolving digital economy include adaptability, creativity, critical thinking, curiosity, problem-solving, communication, collaboration, initiative, leadership; persistence; initiative (P21).

Module 3 Unit 1: Teacher-led Introduction to an Online Tool



Familiarise yourself with [Piktochart](#) [↗], a free infographic tool. Here's [a tutorial](#) [↗] to help you get started. [↗]

Use Piktochart to illustrate your answers to the following questions :

1. Which online communication tools do you use on a daily basis?
2. How much time do you spend online related to studies and work? How much time do you spend online pursuing personal interests? What would be the ideal division of your time?
3. What kind of news do you follow as part of your work or your studies? Which channels do you use to read those news?

Upload your Piktochart (or link to your Piktochart) in the [Piktochart Assignment](#).

Fig. 16 Canvas sample screenshot.

For Dudeney et al. (2013), digital literacy includes knowing how to use the social practices surrounding new literacies in four areas: language (print, code, texting, mobile, gaming, multimedia, hypertext), information (search, tagging, information) connection (personal, participatory, network and inter-cultural) and re-design (remix). The network, mobile and intercultural literacies (Herrero forthcoming) are of particular relevance for the CoMoViWo project. Dudeney et al. define network literacy as ‘the ability to deploy online social and professional networks to filter and obtain information; to communicate with and inform others; to build collaboration and support; and to develop a reputation and spread influence’ (2013: 29). For the same authors, mobile literacy is ‘the ability to navigate, interpret information from, contribute information to, and communicate through the mobile internet, including an ability to orient oneself in the space of *the internet of things* (where information from real-world objects is integrated into the net) and augmented reality (where web-based information is overlaid on the real world)’ (2013: 14).

Unit 2: Online Communication Across Cultures

Cultural differences are reflected to a certain extent in different communication styles. As international business and cooperation grow in importance, it will become increasingly valuable to be aware of these differences. It applies not only to face-to-face contacts but also to online communication.



This unit will focus on:

- explaining the term 'cultural relativity'
- differentiating between direct and indirect communication styles
- identifying cultural differences in making small talk
- exploring problems and benefits of working in multicultural virtual teams

Unit Objectives

- to develop intercultural communication skills
- to raise awareness of different communication styles [Read more here](#)

Fig. 17 Canvas sample screenshot.

Intercultural competence is recognised as a fundamental soft skill to the employment prospects of Higher Education (HE) graduates and is particularly relevant for language learners. Virtual communication adds another layer of complexity to this

literacy when communicating and working online with individuals from different social and cultural backgrounds.

Module 2 Introduction: Starting a New Job in a Multicultural Company

The theme of this module is intercultural professional communication.



Module summary

The module aims at exploring different aspects of professional communication across cultures. It presents the benefits of working in multicultural virtual teams as well as the tools and skills for virtual communication and team management. It also discusses the challenges involved in cross-cultural online communication such as politeness and various types of intercultural clashes.



Fig. 18 Canvas sample screenshot.

Mobile working in the Knowmad society

Flexible working is an important feature of our current and future society. The rise of flexible working responds to the demands by a growing number of workers who are looking for greater work-life balance. These requirements are being recognised by governments and companies. Flexible working goes hand-in-hand with the rise of mobile working. Indeed, due to the development of smart technologies, mobile working is facilitating employees to work effectively without being tied to a physical location or office. Technology allows mobile working as employees are able to connect to the networks and services they need to do their jobs.

4.3. Activity 1.

This section explores the personal qualities and personality traits needed to be a mobile/remote worker. The #1 tip for being successful as a remote employee is communicating effectively. Read the blog entry "[10 Top Personal Traits You Need to Work Remotely](#)" [↗](#), written by Pamela La Gioia from <http://www.teleworkrecruiting.com> [↗](#), to find out other characteristics that companies are looking for when hiring a mobile worker.

Fig. 19 Canvas sample screenshot.

John Moravec (2008) has coined the term knowmads to refer to the nomadic knowledge and innovative workers who can work 'with almost anybody, anytime, and anywhere'. The Knowmad society (Moravec 2013) requires a new mode of working and learning to promote certain skills and competences, such as collaboration and creativity (Cobo 2013).

4.3. Activity 2.

A *knowmad*, according to John Moravec, is a *nomadic knowledge and innovation worker*. Knowmads are creative, imaginative, and innovative people who can work with almost anybody, anytime, and anywhere. Knowmads are the new paradigm of mobile workers as they can adapt easily and "recontextualize their work environments". The "passport of skills for a knowmad" outlines nine key characteristics of knowmads in Society 3.0 (Moravec and Cobo).

Watch the video, and complete the skills of a knowmad.

[Rise of knowmads: John Moravec at TEDxUMN](#) [↗](#)



Fig. 20 Canvas sample screenshot.

In summary, the framework, learning theories and pedagogic models that underpin the CoMoViWo training modules have taken into account the changes in the concept

of the term literacy due to the new social, cultural and technological practices. CoMoViWo captures the wide range of online and mobile communication skills that are required in a corporate environment.

9

Description of learning environments

Initially the course was planned and implemented in the Discendum Optima virtual environment for pre-piloting purposes. However, Optima is a learning environment with restricted access and as we had promised to produce open access course materials, the materials had to be transferred into an open environment.

The key criteria for choosing a public platform were on the one hand the transparent materials in use and on the other hand cost-effectiveness (no-cost). Based on this, various options were explored and compared before ending up to choose Canvas. Factors influencing the choice were: fast start-up (under a contract), a variety of activity types, distribution of materials at no cost, the use of mobile, as well as Canvas's reputation as an international, trustworthy and high-quality MOOC platform, and on the basis of that, global visibility.

In Canvas all functions are automated. After the publication of the course, it will be listed automatically into the Canvas course catalogue through which the student or other viewer can register and sign up for the course.

Institutions which offer courses can grant the Open Badge characters without costs in Canvas. Canvas has an integrated Badgr.com named programme which can be used for giving and receiving Open Badge characters. The granting process is automated, and an open Badge learning path can be defined for each module.

The CoMoViWo project does not use the Open Badge characters, but the teacher may wish to use them.

The Canvas learning environment offers a Canvas User Orientation to get started with the Canvas Network: How to update your profile and notification preferences, how to search Canvas guides and read the Canvas network code of conduct. The environment offers a Student Guide to help the users get started with the environment. The guide contains information on, for example, the various assignments, tools needed in the course, collaboration, using Canvas on mobile devices, signing up for a Canvas account as a student, etc.

Various study assignments in CoMoViWo include vocabulary practice, reading resources, quizzes, vocabulary work, blogging, co-creative activities, teacher-led discussions and activities.

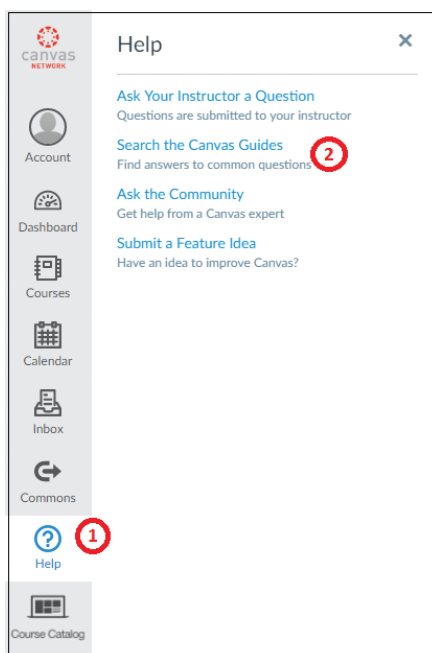


Fig. 21 Canvas guide.

In Global Navigation, click the Help link [1], then click Search the Canvas Guides [2].

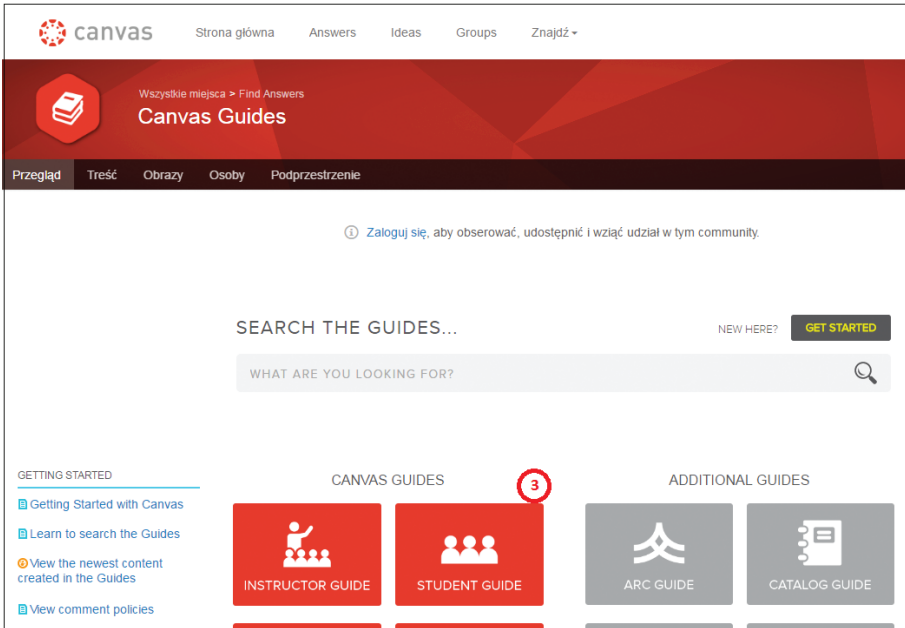


Fig. 22 Canvas guide.

On the Canvas Guides page, click the Student Guide link [3].

10

**Descripción
de los
módulos
en español**

Introducción a la comunicación online

Además de los módulos en inglés, se han creado módulos en español con la misma estructura y contenidos, por supuesto, adaptados al entorno hispanohablante.

CoMoViWo en español ofrece actividades prácticas para ayudarte a mejorar tu conocimiento de diferentes culturas y las destrezas que se necesitan para una buena comunicación intercultural, con especial atención al mundo empresarial y sus interacciones mediante dispositivos electrónicos y móviles.

El curso consta de tres módulos que incluyen principalmente actividades de autoestudio. Sin embargo, al final de cada módulo se han incluido varias *actividades complementarias en clase* concebidas para cursos supervisados por un tutor. Los estudiantes que estén realizando el curso de manera individual pueden hacerlas como actividades de autoestudio.

Todos los módulos están formados por varias unidades didácticas. Cada una incluye, además, varias tareas complementarias de comprensión y reflexión (a partir de un texto o de un vídeo), así como una gran variedad de recursos y propuestas para realizar en clase. Las tareas de comprensión brindan a los usuarios la oportunidad de comprobar el aprendizaje de conceptos clave tratados en cada unidad, mientras que las tareas de reflexión animan a los participantes a revisar lo aprendido en la unidad. Aunque estas actividades se han pensado para cursos supervisados por un tutor, aquellos estudiantes que estén realizando el curso de manera individual pueden hacerlas como actividades de autoestudio.

Igualmente, una buena forma de implicar a los estudiantes en la comunicación e interacción en línea es proponerles que participen en foros de discusión que sean de su interés. A final de cada unidad pueden utilizar Tapatalk, foro de discusión que permite establecer comunicaciones reales entre usuarios, aumentando así la interactividad y la motivación. En este manual del profesor el término Foro de Discusión hace referencia a las actividades de discusión en Canvas.

El Módulo 1

El Módulo 1 introduce la comunicación en línea, y se centra específicamente en introducir los conceptos básicos que se manejarán durante el curso. El módulo consta de cuatro unidades.

La Unidad 1 de este módulo presenta una aproximación a las diferencias entre la comunicación en línea y la comunicación cara a cara. La Unidad 2 se centra en la lengua española como lengua global, en las principales variedades del español a nivel internacional, en su relación con el inglés (y las influencias de este idioma en el español). La Unidad 3 estudia las competencias necesarias para trabajar en la actualidad de forma efectiva. Se tratan también las competencias digitales y la comunicación en el siglo XXI, haciendo hincapié en que es necesario preparar a los ciudadanos de un mundo globalizado, dotándolos de competencias y destrezas para manejarse con soltura en una economía digital en constante evolución. Las nuevas competencias digitales, de la mano de las competencias imprescindibles (conocimiento matemático, lectura y escritura), incluyen destrezas que permiten realizar tareas complejas: creatividad, pensamiento crítico, resolución de problemas, comunicación y trabajo colaborativo. Otras competencias adicionales están relacionadas con ciertas cualidades personales: constancia, iniciativa, capacidad de liderazgo, curiosidad, capacidad de adaptación, sensibilización y conciencia de la interculturalidad. La última unidad del módulo se centra en el trabajo móvil y cómo maximizar la comunicación en entornos virtuales y móviles para la realización de tareas en el mundo real. Se analizan también las ventajas y escollos del trabajo móvil, así como las competencias asociadas a un trabajador “móvil”.

El módulo consta de actividades y recursos destinados a desarrollar un amplio espectro de habilidades y competencias imprescindibles para estudiar y trabajar en entornos virtuales y móviles.

Contenido de los módulos en español

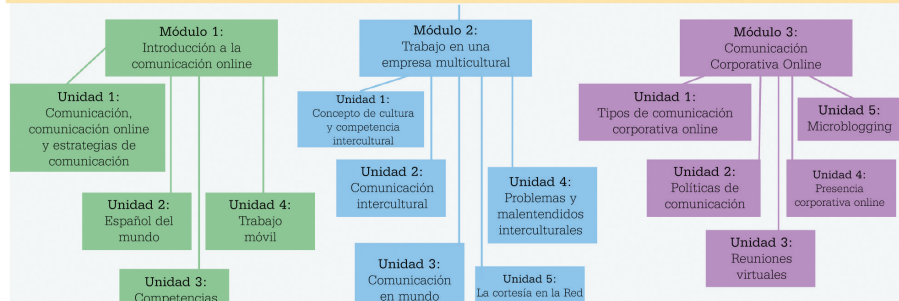


Fig. 23 Módulos en español: contenidos.

Módulo 1: Introducción a la comunicación online

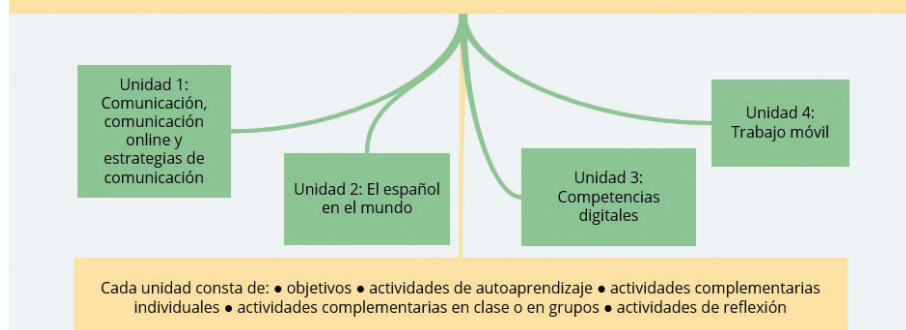


Fig. 24 Módulo 1 en español: contenidos.

Módulo 2 en español: Trabajo en una empresa multicultural

El foco temático del Módulo 2 es la comunicación en entornos laborales multiculturales. El módulo se divide en cinco unidades, cada una dedicada a aspectos diferentes de la comunicación multicultural en el ámbito laboral. Se presenta, a través del módulo, un modelo de comunicación multicultural en contextos profesionales, analiza el concepto de comunicación multicultural e intercultural y ofrece una visión panorámica de los posibles retos y beneficios de trabajar en entornos virtuales multiculturales. Se identifican las herramientas y competencias necesarias para comunicarse en entornos multiculturales virtuales así como el trabajo en equipo en

estos entornos laborales; además, se analizan los potenciales choques y malentendidos multiculturales que se pueden dar en el entorno virtual. La unidad 3 está dedicada a las entrevistas de trabajo, mientras que la unidad 4 trata la importancia del lenguaje corporal y los emoticonos en la comunicación profesional. Por último, el módulo dedica una unidad a la cortesía en entornos virtuales.

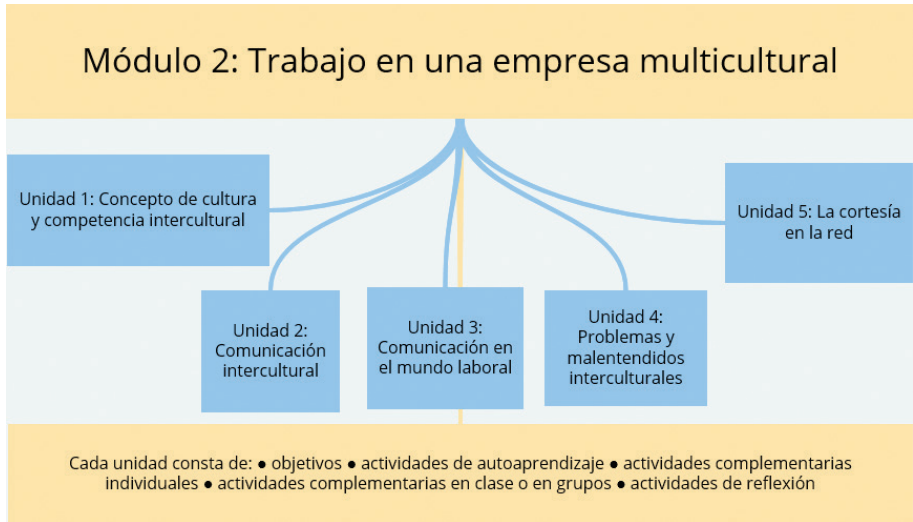


Fig. 25 Módulo 2: contenidos.



Fig. 26 Captura de pantalla de una mala entrevista de trabajo realizada por el profesor José Ricardo March y Silvia Tarín, estudiante de la Escuela de Arte Dramático de Valencia, incluido en la Unidad 3.

2017-Q3

Página de Inicio

Anuncios

Módulos

Foros

Páginas

Archivos

Evaluaciones

Programa de Estudio

Personas

Tareas

Calificaciones

Resultados

Colaboraciones

4.2 Comunicación no verbal: cinésica y proxémica. Los emoticonos

⚠ Esta es una vista previa de la versión publicada de la evaluación

Comenzado: 18 mar en 3:49

Instrucciones de la evaluación

Emoticonos

En el mundo real, los gestos nos ayudan a expresar lo que queremos comunicar con las palabras. Cuando no podemos ver a la persona con la que hablamos, los emoticonos son una opción comúnmente usada para comunicarnos de manera más efectiva.

En lo que respecta a la palabra emoticóno, según el diccionario de la Real Academia Española, se trata de un préstamo del inglés *emoticon* y este de *emotion*, emoción, más *icon*, icono. Lo define como «representación de una expresión facial que se utiliza en mensajes electrónicos para aludir al estado de ánimo del remitente».

Se recomienda utilizarlos en comunicaciones coloquiales (chat, correo electrónico, WhatsApp, etc.) pero no en situaciones formales académicas o profesionales. Si bien Ignacio Bosque (Agencia Efe, 2010) afirma que los emoticones y la escritura abreviada pueden convivir con el uso del idioma en paralelo porque «existe una conciencia muy extendida sobre el empleo correcto de los registros idiomáticos, no creo que haya ninguna limitación».

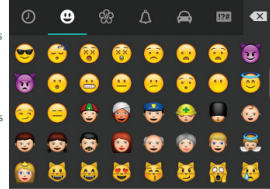


Fig. 27 Unidad 4. Ejemplo de ejercicios sobre el uso de emoticonos.

Módulo 2 Unidad 2: Actividades complementarias. Material audiovisual

Enlaces de interés sobre los temas que se han tratado en esta unidad:

Consulta esta web donde Teresa Baró describe la comunicación intransigente, qué tema tratar cuando no sabemos de qué hablar, la también llamada 'charla de ascensor':



Fig 28 Unidad 2. Ejemplo de una actividad adicional.

Módulo 3: Comunicación corporativa online

El tema principal del Módulo 3 es la comunicación corporativa en entornos virtuales. Ofrece un modelo para desarrollar competencias virtuales especializadas, como la escritura de blogs y la gestión de redes sociales como Twitter en el ámbito laboral.

El módulo tiene como objetivo analizar algunos medios de comunicación *online* en el trabajo, como la mensajería instantánea, las reuniones virtuales, videoconferencias,

blogs y microblogs. En el módulo, además, se examinan protocolos de comunicación *online* y se promueve la reflexión sobre el uso ético y la corrección política de las redes sociales en el contexto empresarial.

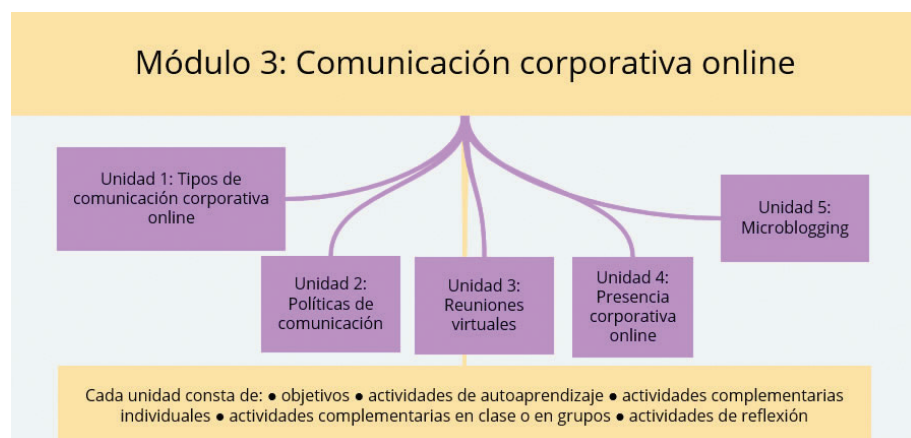


Fig. 29 Módulo 3: contenidos.

Animamos a los participantes en el curso a elaborar un portafolio electrónico donde se recoja el trabajo realizado. Se pueden crear portafolios electrónicos, editarlos y luego descargarlos, o compartirlos con otros usuarios. El siguiente enlace contiene una guía para su creación en Canvas.

<https://community.canvaslms.com/videos/1129>

El diseño y estructura del portafolio se deja a criterio de los participantes. Deberá contener las siguientes secciones obligatorias para satisfacer los objetivos de este curso: reflexión final en clase y evaluación final del módulo.

References

- Byram, M., Holmes, P. & Savvides, N. (2013). Intercultural Communicative Competence in Foreign Language Education: Questions of Theory, Practice and Research. *The Language Learning Journal*, 41(3), 251–253.
- Cobo, C. (2013). Skills and Competencies for Knowmadic Workers. In J. W. Moravec (ed.), *Knowmad Society* (pp. 57–88). Minneapolis: Education Futures. Retrieved from <http://www.knowmadsociety.com>
- Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). *Project-based Learning: A Literature Review*. MDRC, Lucas Education Research, USA.
- Dervin, F. & Liddicoat, A, eds. (2013). *Linguistics for Intercultural Education*. Amsterdam and Philadelphia: John Benjamins Publishing.
- Downes, S. (2007). What is Connectivism? Retrieved from <http://halfanhour.blogspot.fi/2007/02/what-connectivism-is.html>
- Dudeney, G., Hockly, N. & Pegrum, M. (2013). *Digital Literacies: Research and Resources in Language Teaching*. London: Pearson.
- European Commission (2017). *Learning and Skills for the Digital Era*. Retrieved from <https://ec.europa.eu/jrc/en/research-topic/learning-and-skills>
- Herrero, C. (forthcoming). The CoMoViWo Project: Multiple Literacies and the Mobile Working.
- Jenkins, H., Purushotma, R., Weigel, M., Clinton, K. & Robison, A. J. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press.
- Jones, E. 2013. Internationalization and Employability: the Role of Intercultural Experiences in the Development of Transferable Skills. *Public Money & Management*, 33(2), 95–104.
- Lankshear, C. & M. Knobel (2003). *New Literacies: Changing Knowledge and Classroom Learning*. Buckingham: Open University Press.

Moravec, J. W. 2008. Toward Society 3.0: A New Paradigm for 21st Century Education. Presented at the ASOMEX Technology Conference: Education for Children of the 21st Century, Monterrey, Mexico.

Moravec, J. W. ed. (2013). *Knowmad Society*. Minneapolis: Education Futures. Retrieved from <http://www.knowmadsociety.com>

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Pérez-Sabater, C, Montero-Fleta, B., MacDonald, P., Varhelahti, M., García-Carbonell, A. & Conchado-Peiró, A. (2017). Hosting Virtual Group Interactions: Language Needs. *ESP World*, 52, 1-8.

Siemens, G. (2008). Learning and Knowing in Networks: Changing Roles for Educators and Designers. Paper 105: University of Georgia IT2. Retrieved from <http://it.coe.uga.edu/itforum/Paper105/Siemens.pdf>

Thomas, J. W. (2000). A Review of Research on Project-Based Learning. Retrieved from http://www.bie.org/index.php/site/RE/pbl_research/29

Varhelahti, M., & Mikkilä-Erdmann, M. (2016). Viestintää teknologian välityksellä asiantuntijaverkostoissa. *Media & viestintä*, 39(3).