



# **TELECOLLABORATION**

## **CROSS-CULTURAL PERSPECTIVES ON IMMIGRATION DISCOURSES**

A collaboration project among students from the Universities of Tallinn (Estonia),  
Urbino (Italy) & Utrecht (The Netherlands).

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# TELECOLLABORATION

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# 1. CONTEXT

The universities of Tallinn, Urbino and Utrecht have been collaborating closely in the last few years within the Eurocampus programme. This collaboration will be intensified by a new telecollaboration project, in which master students of Intercultural Communication from the three institutions will telecollaborate in small groups by using different technological tools to experience interculturality and develop intercultural competences: you will learn by doing and reflecting upon it.

*In a telecollaboration project groups of students of different cultural / national backgrounds collaborate in an institutional blended-learning context with the aim of developing, among other things, intercultural communicative competence (Guth & Helm, 2012).*

In this project you will be collaborating with the same international group in a period of five weeks. You will carry out tasks weekly and conduct a small research study on citizens' attitudes towards the presence of refugees in the different countries. Reflection will take an important part in these tasks.

Although we have experience in the team with telecollaboration projects, it is the first time we try to integrate it in the Master's Study on Intercultural Communication. So, your input is highly appreciated.

# 2. PROJECT DESCRIPTION & OBJECTIVES

We seek to take advantage of the opportunity digital collaboration offers to achieve **global goals**:

- (1) To strengthen internationalisation and intercultural experiences in tertiary education.
- (2) To enrich the international experience of students (and researchers) by allowing virtual intercultural exchanges with students studying (researchers working) in other countries.
- (3) To enable internationalisation for everyone. Virtual intercultural exchange or telecollaboration has no additional costs. Anyone with access to a computer or a mobile device and to Internet (at home or at the institution) can participate in intercultural projects: internationalisation for everyone (*inclusive education*).



The **specific project goals** are:

1. Experiencing and reflecting upon intercultural collaboration at an academic level;
2. Becoming aware of diversity in intercultural communicative exchanges in a highly globalised society;
3. Learning to deal with diversity, to mediate in a diverse setting and to cooperate respectfully;
4. Being able to understand others' perspectives;
5. Developing the awareness, understanding, and skills necessary to work (collaborate, communicate) in a diverse world;
6. Developing communicative awareness (the ability to establish relationships between linguistic expressions and cultural contents, to identify, and consciously work with various communicative conventions of foreign partners, and to modify correspondingly one's own linguistic forms of expression)
7. Developing the capacity to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.
8. Learning to tolerate ambiguity (the ability to accept lack of clarity and ambiguity and to be able to deal with it constructively).
9. Developing behavioural flexibility (the ability to adapt one's own behaviour to different requirements and situations)
10. Developing respect for otherness (Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own)
11. Developing empathy (The ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons).
12. Developing digital literacies and competencies for efficient and meaningful collaboration.
13. Learning to undertake research in a plurilingual and intercultural digital setting;
14. Identifying, analysing, comparing and understanding relevant discourses being used to refer to refugees on the media in the different cultures;
15. Identifying, analysing, comparing and understanding attitudes towards refugees in the different cultures;

We draw upon didactic perspectives within *situated* or *experiential learning* (Kolb, 1984). Accordingly, in this course you will not only read about intercultural topics and research, but experience what it means to engage in intercultural discourses by telecollaborating with peers with a different cultural background studying in another country. You will learn by reading, experiencing (creating, communicating, negotiating with your peers in telecollaboration sessions) and by *reflecting* continuously upon emerging *rich points* (Agar, 1984).

*A rich point occurs when one “languaculture” meets another. Languaculture is the idea that language isn’t simply about syntax, spelling and vocab. Speaking is also about background knowledge, cultural translation and local context. Rich points are described as carrying a “heavy cultural load”. They are often the moment where a cultural outsider does not have enough insider knowledge to explain or understand the term, action, or expression happening in front of them, and meaning breaks down.*

*Our day-to-day lives, can be filled with rich points. We often don’t see them that way though. For example, thinking another has made a mistake or error. Or that a phrase or word they use is silly or stupid. Writing off another’s behaviour because you think they don’t know any better. Or being suspicious of people because you think their actions indicate they are being devious. Even being prejudiced against a particular type of person. Many of these situations might be cultural rich points. Moments where people as members of many different cultures at once, bump into each other, and lack elements of the languaculture needed to translate and understand what is going on.*

(Adapted from Kerrigan, 2013)

## 3. PROJECT ORGANISATION

### TELECOLLABORATION GROUPS

A telecollaboration project demands of all participants a highly engaged positive attitude, responsibility, flexibility, open behaviour, fluent communication among the team members and intercultural awareness.

Throughout the project you will be working in a team of three or four students: one from Tallinn, one from Urbino and two from Utrecht. As soon as you know the team you belong to, do please contact your teammates, exchange your mobile phone numbers and create a WhatsApp group. This might be very handy when trying to make appointments for your next video-communication session or whenever anything unexpected arises.

One of the first things you will have to decide in your group is the language in which you will be telecollaborating. For most groups this might be English. But if there is another language you all share in your team and would prefer to use, you might do so, but do first contact your teacher as s/he will have to understand your interactions.

You will also have to agree upon the most suited day and time to carry out the group's telecollaboration task. Try to find a suitable timeslot for the 5 weeks. Do reserve two hours for these meetings. It could well be the case that you are ready after one hour or one and a half hour session, but it is always fine to have extra time, just in case.

## ASSIGNMENTS AND TASKS

You will be working on a research project encompassing five assignments:

- One introductory task, where you get acquainted with your teammates, share your personal language and cultural biographies and exchange your views on the telecollaboration project.
- Three assignments related to the case-study and paper you will carry out in your team on citizens' attitudes towards refugees in the European context:
  - In the first task you will compare how left and right oriented newspapers portray the refugee issue in the different countries represented in your group
  - In the second task you will agree upon the focus of your research study that will analyse attitudes towards refugees by conducting interviews. You will decide upon the target group you will be interviewing, the topics you will be addressing in the interviews and the interview questions you will be using.
  - In the third task you will compare the results of the analysis of your interviews and write these down in a short paper.
- A final task in which you will create a short group videoclip where you describe and reflect about the whole experience.

The tasks have the same structure:

1. A preparatory phase where you prepare individually the main group task. Depending on the task you will read a paper, will write down your thoughts or ideas concerning the task and will share this with your teammates using the discussion forum in Moodle (the environment we will be using for the telecollaboration project).
2. A second phase where you will read your teammates' texts, look for similarities and differences and prepare the group's session always looking for common ground.
3. A third phase that involves the telecollaboration group sessions in the video-communication environment of Moodle.
4. The last phase where you will be reflecting on the task, the communication, the collaboration and intercultural concerns. You will also provide a score according to your satisfaction level.

## REFLECTION

After each task, you will reflect on some aspects of the experience. Specific questions are formulated (see template). All students should answer these questions individually in the blog, after each task. This reflection has an obligatory character, as it plays an important role in your learning process. Answering these questions is prerequisite for assessing you on this course (15 course credits), but your answers (for instance, whether you are more or less satisfied with some aspects) do not have any influence in your score. We urge you to be as honest as possible when writing your reflections, in order for you to learn and benefit most from it.



	Reflection: look back	Look forward	Level of satisfaction (1-10)
About task	Was the task appropriate for this first encounter? Did you meet the task goals? Were there any challenges related to the task content and procedure?	<ul style="list-style-type: none"> <li>• What would I do different the next time? (individually and as a team)</li> <li>• What would I keep for the next time? (individually and as a team)</li> </ul>	
About communication	How did communication evolve? Could you make yourself understood? Could you understand the others? Were all of you communicating on an equal foot? Were there challenges?	<ul style="list-style-type: none"> <li>• What would I do different the next time? (individually and as a team)</li> <li>• What would I keep for the next time? (individually and as a team)</li> </ul>	
About collaboration	Were you able to collaborate appropriately? Had everybody a place in the interaction? How does your position influence your position in the team? How can you use your position to work on the research task with your team?	<ul style="list-style-type: none"> <li>• What would I do different the next time? (individually and as a team)</li> <li>• What would I keep for the next time? (individually and as a team)</li> </ul>	
About the intercultural experience	what were the rich points of this first TC session? Were there communication breakdowns due to intercultural mismatches? What did you do to overcome possible communication breakdowns? In your opinion, what role does your own culture play in the team? How can you make productive use of this role?	<ul style="list-style-type: none"> <li>• What would I do different the next time? (individually and as a team)</li> <li>• What would I keep for the next time? (individually and as a team)</li> </ul>	
About the digital tools	What tools did you use? Did you feel comfortable using those tools? How did the environment work? How did the digital environment help to collaborate with your online peers? What could be improved? What challenges did you face? What did you do (are you planning to do) to overcome those challenges?	<ul style="list-style-type: none"> <li>• What would I do different the next time? (individually and as a team)</li> <li>• What would I keep for the next time? (individually and as a team)</li> </ul>	

## 4. PROJECT SCHEDULE

Tasks	Deadline	Upload
<ul style="list-style-type: none"> <li>• Create an account in the Moodle platform</li> <li>• Contact your teammates per email</li> <li>• <a href="#">Survey 1</a></li> </ul>	14 November 14 November 14 November	<a href="http://tecola.eu/moodle/login/index.php">http://tecola.eu/moodle/login/index.php</a> E-mail <a href="#">Link per e-mail</a>
Test de video-communication connection	16 November	Moodle
<b>Task 1: Language biography &amp; acquaintance</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Reflection</li> </ul>	15 November 20 November 20 November	Discussion forum (Moodle) Discussion forum (Moodle) Personal Blog (Moodle)
<b>Task 2: Mediating media images on refugees</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Reflection</li> </ul>	22 November 27 November 27 November	Discussion forum (Moodle) Discussion forum (Moodle) Personal Blog (Moodle)
Survey 2	<a href="#">4 December</a>	<a href="#">Link per email</a>
<b>Task 3: Interview attitudes towards refugees</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Reflection</li> <li>• Conducting the interview</li> </ul>	29 November 4 December 4 December 8 December	Discussion forum (Moodle) Discussion forum (Moodle) Personal Blog (Moodle)
<b>Task 4: Interview analysis &amp; Short Paper</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group (analysis)</li> <li>• Group (short paper)</li> <li>• Reflection</li> </ul>	8 December 11 December 23 December 23 December	Discussion forum (Moodle) Discussion forum (Moodle) Assignment (Moodle) Personal Blog (Moodle)
<b>Task 5: The making of</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Reflection</li> </ul>	13 December 23 December 23 December	Discussion forum (Moodle) Youtube and link in DF (Moodle) Personal Blog (Moodle)
Survey 3	<a href="#">10 January</a>	<a href="#">Link per e-mail</a>

You will complete the tasks weekly. Tasks will most probably be carried out using **English as Lingua Franca**. Preparation, realisation, evaluation of and reflection on telecollaboration sessions will take approximately 40 to 50 hours (9 a 10 hours per week).



## 5. TASKS / ASSIGNMENTS

In this chapter all assignments are clarified. Each assignment consists of four phases: An individual assignment and/or preparation. Then reading the texts that your team members have produced. Phase three represents the goals of the actual telecollaboration sessions. Finally, during phase four you will reflect on your experiences that week regarding the telecollaboration itself.

### ASSIGNMENT 1: LANGUAGE BIOGRAPHY & ACQUAINTANCE

<b>Outputs</b>	<ol style="list-style-type: none"><li>1. Individual assignment: language biography</li><li>2. Group assignment: group biography</li><li>3. Group expectations regarding the project</li></ol>
<b>Deadline</b>	<ul style="list-style-type: none"><li>• Individual assignment: 15 November 2016</li><li>• Telecollaboration session and group assignment: 20 November 2016</li><li>• Reflection: 20 November 2016</li></ul>
<b>Length</b>	<ul style="list-style-type: none"><li>• Individual assignment 1-2 pages (400-500 words)</li><li>• Group assignment: 1-2 pages (400-500 words)</li><li>• Time telecollaboration sessions: 60 - 90 minutes</li></ul>
<b>Where</b>	<ul style="list-style-type: none"><li>• Individual assignment: your group discussion forum in MOODLE</li><li>• Telecollaboration session: your group video communication room in MOODLE</li><li>• Group assignment: your group discussion forum in MOODLE</li></ul>
<b>Objective</b>	Getting to know each other, share multilingual & intercultural experiences, be aware of the multilingual and intercultural expertise in your group, share expectations

#### PHASE 1: INDIVIDUAL

Write a text about your personal experience of multilingualism: which languages do you know? Where and why did you learn them? How do you regard yourself as a multilingual speaker? What are your experiences with cultural diversity and *otherness*?

This report will be written in English. Your teammates will read your post and during the telecollaboration (TC) session you will discuss your and your mates' biographies and create a group profile.

#### PHASE 2: READING TEAM MEMBERS' POSTS

Read the language biography of your teammates before engaging in interaction with them: What do you have in common? What are the differences? What is surprising? What would you like to know more about the peers?

### PHASE 3: TELECOLLABORATION SESSION

During the session you will:

- Exchange information based on the language biographies.
- Ask your fellow group members to clarify or develop issues you find interesting/surprising in his/her language biography.
- Compare your language biographies: what do you have in common? What are the differences? How do these different experiences enrich your group profile?
- Imagine that you are willing to work for an international organisation, do please create a group biography where you present yourself as a group: what do you have to offer? What intercultural expertise (experiences, knowledge, skills) is present in the group? You will write a group profile. You may use Google docs for doing this.
- Share and establish your mutual expectancies: What do you expect of this project? What do you want to learn? What do you think will be the challenges? How do you think collaboration will work?
- Is there anything more you want to share with/ want to know from your peers? Do please exchange any relevant information, as you will be collaborating with one another during the course.

You will upload the group biography to your team discussion forum in Moodle.

### PHASE 4: REFLECTION

After each telecollaboration session you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection (see annex 1).

## ASSIGNMENT 2: MEDIATING MEDIA IMAGES ON REFUGEES

<b>Outputs</b>	<ol style="list-style-type: none"><li>1. Individual assignment: report on the analysis on media images on refugees.</li><li>2. Group assignment: comparative group report on media images on refugees in the form of a table.</li></ol>
<b>Deadline</b>	<ul style="list-style-type: none"><li>• Individual assignment: 22 November 2016</li><li>• Telecollaboration session and group assignment: 27 November 2016</li></ul>
<b>Length</b>	<ul style="list-style-type: none"><li>• Individual assignment 1-2 pages (400-500 words)</li><li>• Group assignment: a table showing similarities &amp; differences according to key concepts in the different countries analysed</li><li>• Time telecollaboration sessions: 60 - 90 minutes</li></ul>
<b>Where</b>	<ul style="list-style-type: none"><li>• Individual assignment: your group discussion forum in MOODLE</li><li>• Telecollaboration session: your group video communication room in MOODLE</li><li>• Group assignment: your group discussion forum in MOODLE and will also be presented in the paper (as contextual framework) (Assignment 4).</li></ul>

**Objectives**

Make a 'quick' scan of discourse on refugees within your own country - based on some of the literature provided, share it with your teammates and create a comparative groups report on media images about refugees.

**Short description**

This is the first task related to the case study you'll be carrying out in group on the topic of attitudes towards refugees in the different countries represented in your telecollaboration team. In this task you will be analysing how media portrays refugees according to their political ideology and will compare results across the nations represented in your team. You will read van Dijk (2000) and Bleiker et al (2013) in order to decide how to approach the media analysis.

You will showcase your cross-national analysis in a table, showing similarities and differences in approaches to the refugee issue. This table will be referred to in your case study and included in the context session of your team's final paper

**PHASE 1: INDIVIDUAL**

1. Read Van Dijk (2000) & Bleiker et al. (2013).
2. Make a 'quick' scan of facts and discourse on refugees within your own country:
  - First visit your national UNHCR-website and collect general information on statistics (how many refugees arrive, how many are passing through, how many are staying?). Then search for official definitions of terms relating to migrants and refugees which differ per language and country.
  - Then you will look for at least two articles "from the media which focuses on those seeking to be given, or who have been given, permission to stay in a particular country after they have fled their own" (Holliday, Hyde & Kullman 2010, p.199). You will use (online) newspaper articles from both a left and right oriented paper.

Answer the following questions for your reports/table (taken from Holliday, Hyde & Kullman 2010, p.199):

- How does this UNHCR report provide the first 'definitions of the situation' and the 'first opinions' as well as the first 'facts'?
- Which words or expressions are used to refer to immigrants? What do these expressions mean? Which attitudes do they carry? What negative words and phrases are used in the report to 'describe the properties or actions of immigrants'?
- What specific roles does the report represent immigrants as playing?
- What part do the following play in negatively framing immigrants and asylum seekers: lexical choices; the overall organisation of the news report; the syntactic form of sentences; variations of style; metaphors and euphemisms; and speech acts?

Write down a short report (400-500 words) on your findings that you will share with your teammates using the discussion forum. During the telecollaboration meeting you will discuss the similarities and differences related to how media represents refugees according to their political orientation (left & right).

## PHASE 2: READING TEAM MEMBERS' SHORT REPORTS

Read the short reports of your group peers before the telecollaboration session:

What are the similarities & differences across countries? What is surprising? Think of categories you can use to systematise similarities and differences in a table format.

## PHASE 3: TELECOLLABORATION SESSION

### Objective:

Compare the factual refugee situation across three countries and then discuss (public) discourse concerning this issue. This media analysis will be input for the final paper you will be producing as background information on the three countries. The main outcomes of this session will be presented in the paper (in the contextual framework) where the facts, figures and the study of discourse in different countries will be contrasted.

### During the session you will:

- Make a comparison of discourse across countries based on the questions answered. Don't forget to include your factual knowledge in the analysis from the article of Jackson (2014) as well as collected on the UNCHR website (e.g. in case it is mostly a transit country other problems might arrive than in countries where many will seek asylum for longer periods).
- Compare the official terminology with the language used in your reports (Lexicalization in: van Dijk, 2000, p.11). Are they using the right terms? How do the official wordings differ between countries (also discuss *local meanings* in: van Dijk, 2000, p.39)? And from the terminology used in the reports? To what extent are the words and phrases predominantly positive, negative or neutral?
- Discuss possible differences in topics covered in the respective reports and countries (*News structures*, van Dijk, 2000, p.37-38). To what extent are different topics discussed? Which roles or actors are mentioned as being involved in what way in these matters? Finally discuss any other elements that you found striking.
- Create a table showcasing similarities & differences across countries of the main issues discussed. This table will be shared in the discussion forum of Moodle and will be included in the context section of your team's research paper (Assignment 4).

## PHASE 4: REFLECTION

After each telecollaboration session you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection (see annex 1).

## ASSIGNMENT 3. INTERVIEWS ON ATTITUDES TOWARDS REFUGEES

<b>Outputs</b>	<ol style="list-style-type: none"> <li>Individual assignment: create topic lists for interview &amp; interview questions. Think of the target group for the interviews. Think of possible categories for analysing data.</li> <li>Group assignment: group proposal on topic lists for interview, interview questions, categories for analysing data.</li> </ol>
<b>Deadline</b>	<ul style="list-style-type: none"> <li>Individual assignment: 29 November 2016</li> <li>Telecollaboration session and group assignment: 4 December 2016</li> <li>Group assignment: 4 December</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>Individual assignment 1-2 pages (400-500 words)</li> <li>Group assignment: 1-2 pages (400-500 words)</li> <li>Time telecollaboration sessions: 60 - 90 minutes</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>Individual assignment: to be uploaded to your group discussion forum in MOODLE</li> <li>Telecollaboration session: at your group video communication room in MOODLE</li> <li>Group assignment: to be uploaded at your group discussion forum in MOODLE and will also be included as appendix in the research report (Assignment 4)</li> </ul>
<b>Objective</b>	Making a topic list for interviews, interview questions, as well as decide on the type of respondents you will be interviewing. Agree upon categories for analysing interview data.

### Short description

This is the second task related to the case study you will be carrying out in group on the topic of attitudes towards refugees in the different countries represented in your telecollaboration team. The research study consists of interviewing citizens on their attitudes towards the refugees. In this task you will:

- Decide which kind of interview you will carry out: structured, semi-structured or open (read Schweizer et al, 2005 & Gibson & Zhu, 2016);
- Create a topic list for developing the questions for the interviews, which is clearly related to the literature provided during the course;
- Decide the type of respondents you will be interviewing. Make sure that your respondents represent similar target groups, so all respondents are either refugees or volunteer workers or students or policy makers or civilians, and so on;
- Brainstorm about ways & categories to analyse and present the interview data.

Each group member will be interviewing **one** respondent on his/her attitudes towards refugees.

Remember: Both during the group session as well as in the final paper, you need to demonstrate how the selected topics are derived from the selected articles, and/or literature that was presented during the course.

## **PHASE 1: INDIVIDUAL**

Read Schweizer et al, (2005) & Gibson & Zhu, (2016) and prepare suggestions for the topic list. What subtopics would you like to address in the interviews on attitudes towards refugees? What is the target group you would like to interview for your research study? Think of social, cultural background, age, genre, profession. Prepare some general questions per topic, that you could ask during the interview. Finally, think of how you would like to present the analysis of interviews later on in the team's research paper. Share your suggestions in your group's discussion forum.

## **PHASE 2: READING TEAM MEMBERS' POSTS**

Read your peers' suggestions concerning the topic lists, interview questions and characteristics of target group before the telecollaboration session. Try to look for common ground.

## **PHASE 3: TELECOLLABORATION SESSION**

During the telecollaboration session:

- Everyone will present their choice of topics, the interview questions as well as which target group you think will be suited to interview about these topics.
- Listen to all options and then select the most appropriate, interesting, relevant main topic and subtopics.
- Then decide upon the target group you will be interviewing: subjects' background: social and cultural background, age, men/women, profession...
- Brainstorm about the most adequate setting for the interview (at home, an office, on the street) and the interviewer's attitude during the interview.
- Decide when the interviews should be carried out (before the next telecollaboration meeting) and how long they should take.
- Decide which categories you will use in order to analyse the data. Are you going to present quantitative results? Are you going to offer relevant interview fragments to exemplify unexpected/average attitudes?

Do please share the document with the team decisions on your group's discussion forum in Moodle specifying:

- Kind of interview (open, structured, semi-structured) you will be carrying out,
- Topics to be addressed in the interviews,
- Concrete interview questions,
- Target group to be interviewed,
- Interviewer's attitude.
- Categories to analyse the interviews.



Instructions for conducting the interview	
<b>Recordings</b>	Don't forget to record the interview otherwise you won't be able to transcribe and analyse the interview.
<b>Deadline</b>	6 December
<b>Length</b>	The interview should take up to 15-20 minutes.
<b>Quantity</b>	One interview per person
<b>Individual responsibility</b>	You are responsible yourself for finding respondents and scheduling an interview. Make sure you plan this as early as you can, because you will also need to type out both interviews and analyse the interviews before your next telecollaboration group meeting.
<b>Transcriptions</b>	Each team member will transcribe his/her interview in Word. Please also include the interviewer's questions. The transcription should be readable (you do not need to write down literally all 'ehhs'). All team transcriptions will be included as attachments in the research paper (assignment 4).

#### **PHASE 4: REFLECTION**

After each telecollaboration session you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection (see annex 1).

## ASSIGNMENT 4: INTERVIEW ANALYSIS & SHORT PAPER

<b>Outputs</b>	<ol style="list-style-type: none"> <li>1. Individual assignment: interview transcription &amp; analysis</li> <li>2. Group assignment: group interview analysis</li> <li>3. Group assignment: short paper</li> </ol>
<b>Deadline</b>	<ul style="list-style-type: none"> <li>• Individual assignment: Interview transcription &amp; analysis &gt; before the telecollaboration session (preferably around 8 December 2016)</li> <li>• Telecollaboration session&gt; 11 December 2016</li> <li>• Group assignment: group interview results&gt; 11 December 2016</li> <li>• Group assignment: short paper &gt; 23 December 2016</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>• Individual assignment: interview analysis 1-2 pages (400-500 words)</li> <li>• Group assignment: a report showing similarities &amp; differences of interviews in the different countries analysed according to key categories 1-3 pages (400-700 words).</li> <li>• Group assignment short paper: up to 6 pages (excluding interview transcripts), 2.500 words</li> <li>• Time telecollaboration sessions: 60 - 90 minutes</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>• Individual assignment: to be uploaded to your group discussion forum in MOODLE</li> <li>• Telecollaboration session: at your group video-communication room in MOODLE</li> <li>• Group assignment analysis: to be uploaded to your group discussion forum in MOODLE and will also be included in the short paper.</li> <li>• Group assignment short paper: in the group assignment in Moodle</li> </ul>
<b>Objective</b>	As a team you will be carrying out a content analysis of the interviews. You will work together on writing an academic paper where the selected topic (attitudes towards the refugees) is elaborated in theory, analysis and conclusion, and which discusses the results critically.

### Short description

After carrying out the interviews, you will transcribe and analyse the interviews according to the category set you decided upon in your last group meeting. You will share your analysis with your group members. During the telecollaboration session you will discuss the salient issues arising when comparing the results cross-culturally, as well as create a document demonstrating the main results per category. You will also select the most salient fragments to illustrate your categories and to exemplify relevant issues. You will then discuss the format of the short paper and decide who is responsible for writing which part. You are all co-responsible for the quality of the paper. You will all read the paper and adjust it where necessary before handing it in (Moodle Assignment).

### PHASE 1: INDIVIDUAL

After carrying out the interviews you will transcribe and analyse them according to the category set you decided in your last group meeting. You will share your analysis with your groupmates in your group's discussion forum.

Do also think about the short paper: format, writing procedure, your role in it (you might be willing to take the lead in writing a given section).

## PHASE 2: READING YOUR TEAM MEMBERS' INTERVIEW ANALYSIS

Read your peers' data analysis and think on how to present the team results in a coherent manner.

## PHASE 3: TELECOLLABORATION SESSION

During this session you will

- Discuss the main outcomes of your analysis per topic;
- Contrast the outcomes;
- Create a joint document (you may use Google docs) presenting all results.
- Discuss about the short paper you will be writing as a team: the best format, the writing procedure, your role in it (who is doing what).

The short paper should contain the following sections:

### **Abstract (max 200 words):**

- A brief summary of the entire investigation still qualifying for the introduction.

### **Introduction (max 300 words):**

- Where you present the theme under investigation, the objectives and the research questions.

### **Contextual framework (max 400 words):**

- Here you will present the outcomes of assignment 2, presenting a clear contextual background. for each country compared.

### **Theoretical framework (max 300 words):**

- Here you write in more about the chosen theme and discuss relevant literature. Try to avoid summarising the literature, but instead make sure you have a clear idea on what your research objective is, and critically reflect on how this literature enables you to investigate this topic and question, as well as interpret your findings.

### **Method (max 300 words):**

- Discuss the methods you have used (interviewing, content analysis), what the advantages and disadvantages of this method are, and clearly explain how and which data has been gathered and analysed.

### **Analysis (max 500 words):**

- The analysis of the interviews consists of fragments that you have transcribed. Make sure that the individual analyses fit well together and that there is an ongoing storyline in which the sub themes are clearly discussed. Be critical in the analysis, interpret the selected fragments correctly with support of the literature (if so, what do these excerpts tell us about the theme that you investigate?)

### **Conclusion (max 300 words):**

- Give a summary of the findings and discuss the most salient outcomes in light of the interviews, the theme and literature.

### **Discussion (max 200 words):**

- Reflect on how the investigation has ended, how it should be different next time, make suggestions for future research. Discuss shortcomings of your research study and any other problems you may have faced: (technical quality, selection of interviewees, etc.)

### **Bibliography:**

- According to scientific APA conventions

**Attachments:**

- Individual reflection: reflect briefly on:
  - collaborating in a project in an international and intercultural setting
  - using English as Lingua Franca to communicate
  - experiencing and understanding diversity
  - rich points faced in the process
  - the tasks
  
- Group Reflection: describe how the tasks have been divided and what the individual contribution of each student has been to the final product (which parts of the report have been written by whom, how the collaboration has worked and who has done what).
- Include a Word document with the complete written interviews (upload Moodle Assignment).

**PHASE 4: REFLECTION**

After each telecollaboration session you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection (see annex 1).

You will also reflect on your researcher's' role, in particular as an interviewer. As such, reflecting both interculturally and ethically on the collaboration outside of your group.

**ASSIGNMENT 5: THE MAKING OF**

<b>Output</b>	<ol style="list-style-type: none"> <li>1. Individual assignment: ideas for the videoclip</li> <li>2. Group assignment: videoclip</li> </ol>
<b>Deadline</b>	<ul style="list-style-type: none"> <li>• Individual assignment: 13 December 2016</li> <li>• Telecollaboration session and group assignment: 23 December 2016</li> <li>• Group assignment: 23 December</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>• Group assignment: 5 minutes videoclip</li> <li>• Time telecollaboration sessions: 60 - 90 minutes</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>• Telecollaboration session: at your group video-communication room in MOODLE</li> <li>• Group assignment: YOUTUBE &amp; include a link in your discussion forum</li> </ul>
<b>Objectives</b>	Evaluating the collaboration and critically reflect on personal functioning within the group and making clear agreements on making the video.

**Short description**

You will create a making of video in which you reflect on your collaboration process. Within your group you will be creating a multimodal clip of approximately 5 minutes describing your telecollaboration experience from an individual and group perspective.

The video should include at least one anecdote of a *critical incident* per person – a moment in your collaboration where something happened that confused you, that you thought was funny or frustrating.

### **PHASE 1: INDIVIDUAL**

Think about the format and content of the videoclip. Share your ideas with the teammates in your group's discussion forum.

### **PHASE 2: READING YOUR TEAM MEMBERS' CONTRIBUTIONS**

Read your peers' contributions and look for common ground.

### **PHASE 3: TELECOLLABORATION SESSION**

During this session you will:

- Decide upon the format and content of the videoclip.
- Don't forget to include at least one anecdote of a *critical incident* per person – a moment in your collaboration where something happened that confused you, that you thought was funny or frustrating.
- Agree upon who will be doing what when.

You can use a screen and sound recording software to do this. Make sure that both image and sound (your own & your teammate's voice) are recorded. There are many free recording software available. We can recommend BBFlashBack Recorder, easy to use and reliable. Use your creativity!! <http://www.flashbackrecorder.com>

### **PHASE 4: REFLECTION**

After each telecollaboration session you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection (see annex 1).

## 6. DIGITAL TOOLS

One of the objectives of the project is to develop **digital literacies**. As such you will become familiar with different digital tools for academic purposes.

### MOODLE

For this project we will be using the interactive tools of **Moodle** at [www.tecola.eu/moodle](http://www.tecola.eu/moodle). For those who are not familiar with Moodle, Moodle is an open source virtual learning environment, like Blackboard. Universities have their own virtual learning environment which is not open for students from other universities. Tallinn and Urbino have their own Moodle platform while Utrecht uses Blackboard. One of the reasons for choosing the TeCoLa<sup>1</sup> Moodle is the need to create a telecollaboration international community where everybody can participate and where privacy issues will be protected.

Within the Moodle we will be using our own virtual space called: '**Telecollaboration Urbino, Utrecht, Tallinn**'. The telecollaboration space has a common place for all of us to interact at general project level. The information being shared here will reach all project participants.

In addition to this general project space, every telecollaboration team will have their own:

- **(discussion) forum**: to discuss task issues and share individual assignments with the teammates.
- video-communication environment called **BigBlueButton**. It is similar to Skype, but here you can record your sessions and analyse them later on. This is an interesting functionality that will allow you to showcase *rich points* emerging in the interactions. BigBlueButton will be used for the main telecollaboration session.
- chat, to be used if necessary.
- individual **blog** for reflection.

Moodle	
Synchronous communication	Asynchronous communication
<ul style="list-style-type: none"><li>• Video-communication (<b>BigBlueButton</b>)</li><li>• Chat</li></ul>	<ul style="list-style-type: none"><li>• Discussion <b>forum</b> for sharing individual tasks</li><li>• <b>Blogs</b> (for individual reflection)</li></ul>
Google docs for writing	

The tools being used for telecollaboration.

<sup>1</sup> TeCoLa is an innovative educational project on meaningful telecollaboration and gamification funded by the European commission.



Because it is a community, in our shared space you will be able to read the posts of other groups, and the other groups will be able to read your contributions.

You also will use the Moodle blog for reflection. The only persons having access to your blog will be the teachers. Nobody else will be able to read it.

Moodle can be combined with the use of **Google docs** that supports collaborative writing. All the telecollaboration tasks have a group output. You could use Google docs to work on the group assignment while carrying out the telecollaboration video-communication session. Make sure that you have the Google ID of your teammates, so that you can all contribute to the assignments.

**>> You will give view-access to the teachers by sharing the link to the Google document in the discussion forum.**

The use of the discussion forum and chat is straightforward. Special attention is needed for the video-communication environment.

**>> Remember that you will need to use headsets with microphone in order to ascertain a good sound quality, crucial when interacting in groups.**

## WORKING WITH BIG BLUE BUTTON (BBB)

### FIRST STEPS

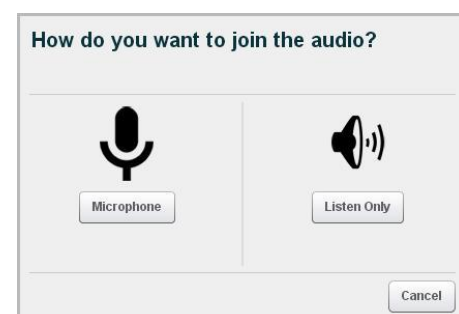
**NOTE:** Please use a **Mozilla Firefox** or a **Google Chrome** browser. BBB does not work with other browsers (Explorer for instance doesn't work). It could also happen that the sound doesn't work in Google Chrome but it does in Firefox. So, if you experience sound problems try another browser.

**LOG IN** – Go to the Moodle (<http://teca.eu/moodle>) and log in.

**Choose course** – Choose "Telecollaboration Urbino, Utrecht, Tallinn". Your group has a BBB video-communication room you can always use for your group sessions. You can recognize the BBB room by the blue logo. ->

**Enter the conference room** – Click on the BBB logo or the link behind it, you will go to another page where you have to click again on 'Join session'.

**Join audio** – a window will open with the question if you want to join audio or just listen. Choose 'Microphone'



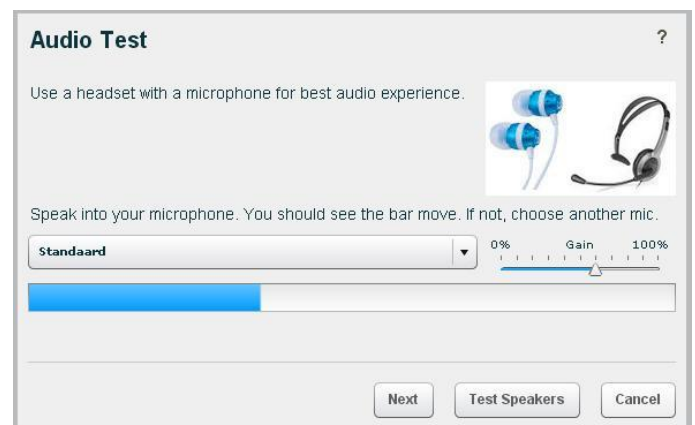
## WHEN YOU USE A GOOGLE CHROME BROWSER

Using Google Chrome, the program will prompt that WebRTC voice can not be used and Flash voice can be used instead. Choose YES on this message.

Next, a window will appear where you have to accept the access to your camera and microphone. Choose 'Allow' here.

Next, test your audio by talking in the microphone. You should see the blue bar move. If not, select another input.

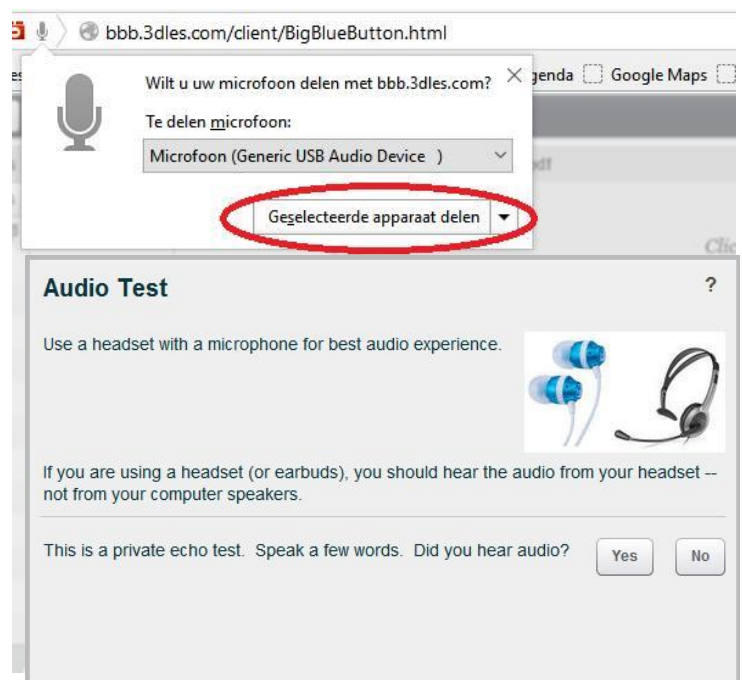
Click on 'Next' to check if you hear yourself. If all is fine, select 'yes' and enter the conference room.



## WHEN YOU USE A MOZILLA FIREFOX BROWSER

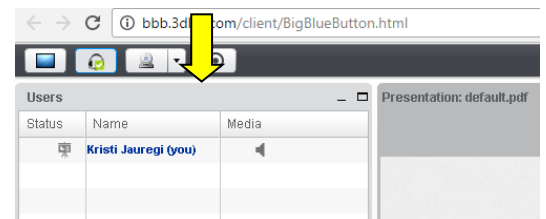
The Firefox browser will ask for permission to use your microphone. Select 'Share Selected Device'

Next you can do a small audio test to listen if your microphone is working, after the test select 'Yes' to enter the conference room.

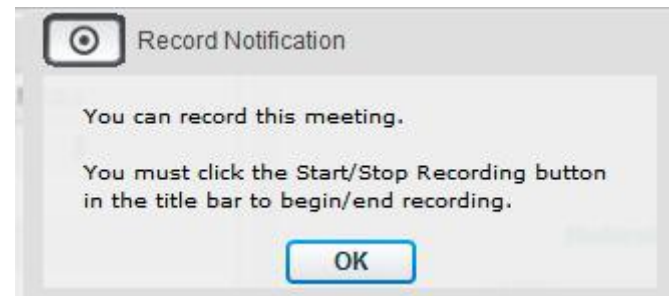


## RECORDING BUTTON

Remember that you must record your sessions. The student with a moderator role will be able to record the session by clicking in the “record button”.



When the recording is activated the teammates will receive a message that this session is being recorded.



## VIDEO & TUTORIALS

Watch the tutorials below to see how you can work with BBB.

Moderator/Presenter Tutorial:

<https://www.youtube.com/watch?v=J9mbw00P9W0> Viewer overview:  
<https://www.youtube.com/watch?v=oh0bEk3YSwI>

Setting up audio: [https://www.youtube.com/watch?v=4Y\\_UsUrRx0](https://www.youtube.com/watch?v=4Y_UsUrRx0)

Polling in BBB 1.0: <http://docs.bigbluebutton.org/1.0/10overview.html#polling>

More videos at <http://bigbluebutton.org/videos/>

## BBB ON A TABLET – IPAD – IPHONE – ANDROID

The latest version of Big Blue Button (1.0) can also work on tablets. The only thing that needs to be installed is the free *Puffin browser* app. You can find the app in the: [iTunes App store](#) or at [Google Play](#)

After installing the *Puffin browser* on your device you can use it as a normal browser to log in on the Moodle.

More information on the *Puffin browser* can be found at:  
<https://www.puffinbrowser.com>

## ALTERNATIVES TO BIG BLUE BUTTON (BBB)

If you experience problems in BigBlueButton that cannot be solved by relogging, using other headsets or a different browser (alternate between Firefox & Chrome) you might look for an alternative. The best one will be Oovoo.

### ALTERNATIVE 1 TO BIGBLUEBUTTON: OOVOO

A reliable alternative to BigBlueButton is oovoo. You can download the software here: [www.oovoo.com](http://www.oovoo.com). Make sure that you do not download any additional software! Once having installed the programme in your computer and having created an account, as with Skype, you will send an invitation to your teammates to connect. Remember that **the sessions need to be recorded**. In order to activate the recording while telecollaborating, go to “actions” and select “record”. The teammates will get a message with “the session is being recorded”. The recording will be saved in your computer. In order to view the recordings, go to “oovoo” > “History” > and “Recorded files”. Make sure that **the teachers get access to the recordings**.



### ALTERNATIVE 2 TO BIGBLUEBUTTON: SKYPE + RECORDING SOFTWARE

If BigBlueButton or oovoo do not work, the only possibility to use Skype is in combination with a recording software. Make sure that both image and sound (your own & your teammate’s voice) are recorded. There are many free recording software available. We can recommend BBFlashBack Recorder (<http://www.flashbackrecorder.com>): easy to use and reliable.

**>> Do not forget to test the sound in the video-communication platform by 15 November. Do please always use headsets.**

All the data from this project will be gathered and used for research purposes. You might be willing to collaborate yourself in this research project and write your master thesis on the telecollaboration experience. All ethical principles will be applied and the anonymity of participants guaranteed. We will ask you for permission to be able to use your data for analysis and dissemination.

## REFERENCES

- Agar, M. (1996). *Language shock: Understanding the culture of conversation*. New York, William Morrow,
- Guth, S. & Helm, F. (eds.) (2010) *Telecollaboration 2.0: Language, Literacy and Intercultural Learning in the 21st Century*. Bern: Peter Lang.
- Kolb, D.A. (1984): *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

# ANNEX 1: REFLECTION

	Reflection: look back	Look forward	Level of satisfaction (1-10)
About task	Was the task appropriate for this first encounter? Did you meet the task goals? Were there any challenges related to the task content and procedure?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	
About communication	How did communication evolve? Could you make yourself understood? Could you understand the others? Were all of you communicating on an equal foot? Were there challenges?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	
About collaboration	Were you able to collaborate appropriately? Had everybody a place in the interaction? How does your position influence your position in the team? How can you use your position to work on the research task with your team?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	
About the intercultural experience	what were the rich points of this first TC session? Were there communication breakdowns due to intercultural mismatches? What did you do to overcome possible communication breakdowns? In your opinion, what role does your own culture play in the team? How can you make productive use of this role?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	
About the digital tools	What tools did you use? Did you feel comfortable using those tools? How did the environment work? How did the digital environment help to collaborate with your online peers? What could be improved? What challenges did you face? What did you do (are you planning to do) to overcome those challenges?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	