



*"Digital Language and Communication
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Bucharest University of Economic Studies, Romania

BOOK OF ABSTRACTS

KEYNOTE PRESENTERS



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Bucharest, Romania, 13-14 June 2025

Carmen Pérez-Llantada (University of Zaragoza, Spain)

Keynote Plenary

From Genres and Networks to Researchers' Training: Interdisciplinary perspectives on language education in the digital age

In this talk, I will first discuss the profound impact of digital transformation on science communication in the context of the Open Science movement, which promotes greater accountability of science and societal impact. I will do so through the lens of genre analysis, focusing on the emerging forms of online public science communication (from blogging to citizen science) that aim to make science accessible to a wide audience. I will also reflect on how the dramatic shift from print to the digital medium driven by the technological affordances of Web 2.0 demands new language and digital communication skills within academia and the R&D sector. Using the EU Erasmus+ project Digital Language and Communication Training for EU Scientists (DILAN) as a case study, I will showcase ways of innovating language-specific pedagogy (LSP) through collaborative networking in order to cater for these new language and digital communication needs. Using a conceptual and methodological framing, I will also assess the robustness of the two online training courses (a short online course and a MOOC) designed to help scientists successfully navigate the digital world, enabling them to communicate their science effectively across genres and modes on the internet and social media.

(ES) Géneros, redes y pedagogía innovadora en lenguas para fines específicos: Enfoques interdisciplinarios para la era digital

En esta charla, hablaré en primer lugar del profundo impacto de la transformación digital en la comunicación científica en el contexto del movimiento Open Science, que promueve una mayor responsabilidad de la ciencia y el impacto social. Lo haré a través de la perspectiva del análisis de género, centrándome en las formas emergentes de comunicación científica pública en línea (desde los blogs a la ciencia ciudadana) que buscan acercar la ciencia a un público amplio. También reflexionaré sobre cómo el cambio del formato impreso al formato digital, impulsado por las posibilidades tecnológicas de la Web 2.0, exige un uso específico del lenguaje y nuevas habilidades de comunicación digital en el mundo académico y en el sector de la I+D. Utilizando el proyecto Erasmus+ de la UE Digital Language and Communication Training for EU Scientists (DILAN) como estudio de caso, mostraré formas de innovar la pedagogía de las lenguas específicas a través de redes de colaboración con el fin de abordar estas nuevas necesidades de comunicación lingüística y digital. Aplicaré principios fundacionales – conceptuales y metodológicos – para evaluar la robustez de los dos cursos de formación en línea (un curso corto en línea y un MOOC) que el proyecto DILAN diseñó para ayudar a los/las investigadores/as a navegar con éxito en entornos digitales, permitiéndoles comunicar su ciencia de manera efectiva a través de géneros y modos en Internet y en redes sociales.

Carmen Pérez-Llantada is a Professor of Applied Linguistics in the Department of English and German Studies at the University of Zaragoza in Spain. Her research interests include genre and discourse analysis, English for Specific Purposes, and digital genres of professional and public science communication. She investigates linguistic resources and communication strategies for the construction of identities in specialized discourse. She also contributes conceptual understanding of networks of interconnected genres in virtual environments, focusing on aspects of intertextuality and the interaction between the verbal and visual/multimodal modes in digital genres.

Keynote Plenary

From Unstructured to Structured Data: Designing Digital Humanities Projects and Heritage

The presentation builds on a definition of intangible cultural heritage as “practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith”, which should also include lesser-used languages as objects to safeguarding and promotion strategies. In this context, not only instrumentalist attributes for languages (e.g. “lesser-used”, “lesser-resourced” or “under-resourced” for Romanian and others), but also the promise of epistemic extension (accessibility, reusability, findability, interoperability) encompassed by digital humanities projects should be carefully analyzed. My experience in building and implementing DH projects for lesser-resourced languages will serve as a ground for further debate on the benefits of being able to encode information, knowledge, artifacts, and other materials in digital format and on the loss of information from tangible and chiefly intangible items of heritage. Indeed, the process of datafication means that something from the original matter/ event/ reality will be lost or forgotten, therefore the approach to data-driven projects and to the lifecycle of a digital work should envision sustainability as a result of a spiral movement: this involves a transposition of analogue matter into data as well as regained materiality whenever data, incomplete by default, needs to be reconnected to their analogue origin or to the experiential context of their creation.

De la date nestructurate la date structurate: design-ul proiectelor DH pentru patrimoniul cultural imaterial

Problematizind definițiile curente ale patrimoniului cultural imaterial ca set de „practici, reprezentări, expresii, cunoștințe, abilități – precum și instrumentele, obiectele, artefactele și spațiile culturale asociate acestora”, am considerat că s-ar impune discutarea limbilor mai puțin utilizate (LUL) drept obiecte ale strategiilor de protejare și promovare patrimonială. În acest context, ar trebui analizate cu atenție nu numai atributele instrumentaliste ale limbilor— de exemplu, „mai puțin utilizate” [lesser-used languages], „cu resurse reduse” [lesser-resourced languages] sau „cu resurse insuficiente” [under-resourced languages] folosite pentru limba română și pentru alte limbi—, ci și promisiunea extinderii epistemice (accesibilitate, reutilizabilitate, găsire, interoperabilitate) subîntinsă tuturor proiectelor de studii umaniste digitale (DH). Experiența mea în construirea și implementarea proiectelor DH pentru LUL va servi ca bază pentru o discuție despre beneficiile codificării informațiilor, cunoștințelor, artefactelor și a altor materiale în format digital și despre pierderea informațiilor specifice elementelor tangibile și mai ales intangibile ale patrimoniului. Într-adevăr, procesul de datificare înseamnă că ceva din materia/evenimentul/realitatea originală se va pierde sau va fi uitat. Prin urmare, atât abordarea proiectelor bazate pe date, cât și ciclul de viață al unei opere digitale ar trebui să vizeze sustenabilitatea ca rezultat al unei mișcări în spirală: aceasta implică o transpunere a materiei analogice în date, precum și redobândirea materialității ori de câte ori datele, incomplete în mod implicit, trebuie reconectate la originea lor analogică sau la contextul experiențial al creației lor.

Roxana Patras is Senior Researcher I and coordinator of the Digital Humanities Laboratory at the Institute of Interdisciplinary Research, “Alexandru Ioan Cuza” University of Iași, Romania. She has published numerous books, such as *The Remains of the Day: literature and political eloquence in 19th-century Romania* (2018), *Tools, Methods, and Solutions for the Exploration of Romanian Corpora* (2024), *Digital Corpora: Eltec-Rom* (2022), *Pop-Lite* (2024). She is also PI/member of several projects, such as “Distant Reading for European Literary History” (2017-2022), “Women Writers in History” (2020-), “Digilibero: Digital Literacy in Belgium & Romania” (2020-2021), “AMIS: Advanced Metadata Intelligent System” (2025-), a.o.. Her areas of research include literary history, rhetoric, memory studies, digital literary studies, digital humanities.

Dacia Dressen-Hammouda
(Université Clermont Auvergne, France)

Keynote Plenary

Making the Invisible Visible: Indexicality, Iconicity, and Tacit Knowledge in Specialized Discourse

Research in Languages for Specific Purposes (LSP) has traditionally focused on the visible features of specialized language—its vocabulary, grammar, rhetorical structures, and genre conventions—both for teaching and for analysis. More recently, however, scholars have drawn increasing attention to the less visible, often implicit dimensions of specialized discourse. These include the ability to signal alignment with disciplinary norms, model accepted behavior, and understand unspoken expectations shared by experienced members of a professional or academic community (Dressen-Hammouda, 2014, 2023; Guillén-Galve & Bocanegra-Valle, 2021; Hyland, 2010; Lillis & Curry, 2010; Paltridge et al., 2016).

Such tacit knowledge plays a key role in how writers and speakers are perceived as credible, fluent, or legitimate. Without access to it—whether when writing for publication, participating in academic tasks, or interacting in professional settings—language users may be at a disadvantage, regardless of whether they are native or non-native speakers. In response to this challenge, this talk proposes a framework for analyzing the implicit aspects of communication. It draws on the concepts of *indexicality* and *iconicity* (Peirce, 1955; Silverstein, 1976, 2003) to better understand how communicative legitimacy is constructed and interpreted in real-world contexts. Far from being marginal, these properties help anchor language in its context of use and make complex or abstract ideas more accessible through linguistic, visual, or gestural forms.

After briefly introducing these concepts, I will present a five-part analytical framework developed in my forthcoming book (Dressen-Hammouda, 2025). Designed to analyze specialized language from a contextual perspective, the framework combines methods from diachronic analysis, linguistic ethnography, and genre studies. Applied to field writing in geology, it shows how features such as spatial and temporal deixis, evaluative expressions, and epistemic markers contribute to positioning the author as an expert. By making these inferential processes more visible, the framework reveals how writers construct their disciplinary identity, evaluate the value of their data, and situate their scientific work in both empirical and epistemic timeframes.

In the final part of the talk, I will explore the implications of this approach for analyzing and teaching hybrid digital genres—such as video tutorials, video abstracts, or 3-Minute Thesis presentations (Carter-Thomas & Rowley-Jolivet, 2020; Dressen-Hammouda & Wigham, 2025; Liu, 2020; M. J. Luzón, 2019; Nezami Nav & Link, 2025). These multimodal genres likewise rely on indexical and iconic strategies to structure meaning and project discursive authority, with the added aim of making knowledge more accessible to a wider range of audiences (M.-J. Luzón, 2018; Myers, 2003). I will provide concrete examples of how this framework can be used pedagogically to help students better understand the hidden expectations of professional discourse. These observations will lead to practical suggestions for integrating the analysis of multimodal indexicality into LSP teaching.

(FR) Rendre visible l'invisible : indexicalité, iconicité et savoir tacite dans les discours spécialisés

La recherche en Langues de Spécialité (LSP) s'est traditionnellement concentrée sur les aspects visibles du langage spécialisé — son lexique, sa grammaire, ses structures rhétoriques et ses conventions génériques — à des fins à la fois pédagogiques et analytiques. Depuis quelques années, cependant, les chercheurs s'intéressent de plus en plus aux dimensions moins visibles, souvent implicites, du discours spécialisé. Celles-ci incluent la capacité à signaler son alignement avec les normes disciplinaires, à modéliser des comportements légitimes, et à comprendre les attentes tacites partagées par les membres expérimentés d'une communauté académique ou professionnelle (Dressen-Hammouda, 2014, 2023; Guillén-Galve & Bocanegra-Valle, 2021; Hyland, 2010; Lillis & Curry, 2010; Paltridge et al., 2016).

Ce savoir tacite joue un rôle essentiel dans la manière dont les auteurs et les locuteurs sont perçus comme crédibles, compétents ou légitimes. Ne pas y avoir accès — que ce soit pour publier un article, participer à des tâches académiques ou interagir en milieu professionnel — peut constituer un frein, quelle que soit la langue première. Pour répondre à cet enjeu, cette présentation propose un cadre d'analyse centré sur les dimensions implicites de la communication. Elle s'appuie sur les concepts d'indexicalité et d'iconicité (Peirce, 1955; Silverstein, 1976, 2003) afin de mieux comprendre comment la légitimité communicative se construit et se négocie en contexte. Loin d'être marginales, ces propriétés permettent d'ancrer les énoncés dans leur contexte d'usage, tout en facilitant l'accès à des concepts complexes ou abstraits à travers des formes linguistiques, visuelles ou gestuelles.

Après une brève présentation de ces concepts, je proposerai un cadre analytique en cinq volets, développé dans mon ouvrage à paraître (Dressen-Hammouda, 2025). Conçu pour analyser le langage spécialisé dans une perspective contextuelle, ce cadre croise l'analyse diachronique, l'ethnographie linguistique et l'analyse de genre. Appliqué à l'écriture de terrain en géologie, il montre comment certaines formes linguistiques — telles que la deixis spatiale et temporelle, les expressions évaluatives et les marqueurs épistémiques — contribuent à positionner l'auteur en tant qu'expert. En rendant ces processus d'inférence plus visibles, le cadre met en lumière la manière dont les auteurs construisent leur identité disciplinaire, évaluent la valeur de leurs données et situent leur activité scientifique dans des temporalités à la fois empiriques et épistémiques.

Dans la dernière partie de la présentation, j'examinerai les implications de ce cadre pour l'analyse et l'enseignement des genres numériques hybrides — tels que les tutoriels vidéo, les abstracts vidéo, ou les présentations Ma thèse en 180 secondes (Carter-Thomas & Rowley-Jolivet, 2020; Dressen-Hammouda & Wigham, 2025; Liu, 2020; M. J. Luzón, 2019; Nezami Nav & Link, 2025). Ces genres multimodaux mobilisent eux aussi des stratégies indexicales et iconiques pour structurer le sens et projeter une autorité discursive, avec l'objectif supplémentaire de rendre les savoirs plus accessibles à des publics plus variés (M.-J. Luzón, 2018; Myers, 2003). Je proposerai des exemples concrets d'utilisation pédagogique de ce cadre, afin d'aider les étudiants à mieux appréhender les attentes implicites des discours professionnels. Ces observations mèneront à des propositions concrètes pour intégrer l'analyse de l'indexicalité multimodale dans l'enseignement des langues de spécialité.

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Dacia Dressen-Hammouda holds a PhD in Linguistics and is Full Professor of English for Specific Purposes at Université Clermont Auvergne, where she directs the Graduate School Writing Center. Her research examines the intersections between sociocultural context and specialized communication practices, with ongoing projects on multimodal literacies in professional and scientific settings, the role of AI in developing academic writing competencies, and the implications of indexicality for international scholarly publishing. Since 2023, she has also contributed to the Erasmus+ DILAN project (Digital language and communication training for EU scientists). With over 20 years of experience teaching undergraduate and graduate students at the Institute of Languages, Literature, Social Sciences, and Humanities, she specializes in written, spoken, and visual communication across academic, technical, scientific, and professional domains.

Tom Muir, Kristin Solli, and Pavel Zemliansky

Oslo Metropolitan University, Norway

Keynote Plenary

Designing an Online Course on Digital Science Communication for Researchers: Experiences from DILAN

This presentation explores design principles for creating an online course on digital science communication tailored for researchers across disciplines and across countries. By drawing from experiences of DILAN, an Erasmus+ project, which aims to aid researchers in effectively communicating their work to diverse audiences, the talk will highlight some key lessons for design principles and the process of course development in an international collaborative team.

We begin by discussing key design principles for online education, such as interactivity, accessibility, and engagement. Adaptability was a core focus in the course design and development process to ensure the course could be taught across various institutional and cultural settings. This required developing flexible modules mindful of different academic and cultural contexts. Workshopping the course with DILAN team members was instrumental in refining its content and structure, integrating feedback from diverse institutional and disciplinary contexts.

The course's pilot phase in multiple settings provided insights into its adaptability, suggesting which ways the course may be modified to meet local needs. Preliminary results suggest mostly successful adaptation, fostering participant engagement and peer learning, but also points to some challenges that involve clarifying expectations among educators and participants about the course objectives. The presentation concludes with lessons from the pilot, addressing ongoing modifications and clarifications.

(NO) Utvikling av et nettkurs i digital forskningsformidling for forskere: Erfaringer fra DILAN

Denne presentasjonen tar for seg prinsipper for å utvikle et nettkurs i digital forskningskommunikasjon, for forskere fra ulike fagområder og land. Prinsippene er basert på erfaringer fra DILAN, et Erasmus+ prosjekt som har som mål å støtte forskere i å nå bredt ut med forskningen sin for ulike typer publikum.

Først, diskuterer vi sentrale prinsipper for nettbasert undervisning, som interaktivitet, tilgjengelighet og muligheter for aktiv deltakelse. Et annet prinsipp var utviklingen av fleksible moduler som tar hensyn til forskjellige akademiske og kulturelle forhold siden kurset skal kunne tilpasses ulike institusjonelle og kulturelle kontekster. I denne prosessen var tilbakemeldinger fra andre deltakere i DILAN prosjektet viktig for å justere kursets innhold og struktur.

En pilotversjon av kurset ble prøvd ut i flere ulike nasjonale settinger. Foreløpige resultater fra piloten viser at kurset ga rom for lokale tilpasninger og fungerte godt på tvers av kontekster. Imidlertid peker resultatene også på noen utfordringer rundt forventningsavklaringer hos undervisere og deltakere. Presentasjonen avsluttes med noen punkter for diskusjon om videre utviklingsmuligheter.

Kristin Solli (*presenting author*) is an associate professor of English at the Unit for English for Academic Purposes at Oslo Metropolitan University in Norway. Her research interests include doctoral education, doctoral writing, writing pedagogy, and the thesis by publication as a genre.

Tom Muir is Associate Professor of English for Academic Purposes at OsloMet - Oslo Metropolitan University. He is interested in writing for research, academic literacies and the role of AI in writing. He also writes about literature and popular culture, and has chapters forthcoming on the early work of Steven Moffat and Alan Moore in the 80s.

Pavel Zemliansky is a professor of English for academic purposes at OsloMet where he teaches courses in academic and professional writing. His research focuses on professional and technical writing and online writing pedagogy and course design.

Abstracts of PRESENTATIONS in Parallel Sessions

(in alphabetical order, according to the first author's surname)

BIRCH-BECAAS, Susan & Alexandra REYNOLDS (University of Bordeaux, France)

(EN) The DILAN project (Digital language and communication training for EU scientists): A study of EU scientists' attitudes to digital science communication practices

In this presentation, we will report back on the findings from the first year of the DILAN (Digital language and communication training for EU scientists) project during which we investigated the digital science communication practices of researchers.

Interviews and focus groups were carried out by team members in 6 higher education institutions in four European countries (France, Norway, Romania and Spain). The objective was to obtain data on scientists' digital science communication practices. We also investigated their attitudes towards their uptake of diverse media. The results enabled us to identify training needs to inform the design of the DILAN online training course. We also created video testimonials of female STEMM (science, technology, engineering, mathematics and medicine) scientists discussing their communication practices and compiled an "inventory of current practice" across the six different institutional contexts of our project.

(FR) Le projet DILAN (Digital language and communication training for EU scientists): une étude du ressenti des chercheurs envers les pratiques de communication scientifique numérique

Dans cette présentation, nous rendrons compte des résultats de la première année du projet DILAN (Digital language and communication training for EU), au cours de laquelle nous avons étudié les pratiques de communication scientifique numérique de chercheurs. Des entretiens et des groupes de discussion ont été menés par les membres de l'équipe dans six établissements d'enseignement supérieur répartis dans quatre pays européens (France, Norvège, Roumanie et Espagne). L'objectif était de recueillir des données sur les pratiques de communication scientifique numérique des chercheurs. Nous avons également examiné leur ressenti vis-à-vis de l'utilisation de divers médias. Les résultats nous ont permis d'identifier les besoins en formation, afin d'éclairer la conception du cours en ligne DILAN. Nous avons également réalisé des témoignages vidéo de femmes scientifiques dans les domaines STEMM (science, technologie, ingénierie, mathématiques et médecine) abordant leurs pratiques de communication, et constitué un « inventaire des pratiques actuelles » dans les six contextes institutionnels de notre projet.

BOTEZAT, Onorina (Bucharest University of Economic Studies, Romania)

(EN) Digital Narratives in Action: Multichannel Science Communication in ENEOLI and CLILNetLE

Effective science communication requires not only clarity and accessibility but also creativity in adapting to digital platforms and audience behaviors. This presentation explores how two COST Actions, The European Network on Lexical Innovation (CA22126 ENEOLI) and CLILNetLE (CA 21114 Content and Language Integrated Learning Network for Languages in Education), have developed and implemented targeted digital communication strategies to enhance visibility, engagement, and public understanding of their research.

ENEOLI, which investigates neologisms and lexical innovation in European languages, launched the weekly digital campaign #TuesdayNeologism, a microlearning initiative that introduces a new word every week across platforms like Instagram, Facebook and LinkedIn.

Through short, engaging posts, the campaign builds a sustained dialogue with language professionals, educators, and the general public—offering not just information, but context, usage, and cultural nuance.

[CLILNetLE](#), focusing on multilingual and interdisciplinary teaching approaches, embraced long-form formats such as podcasts and video interviews to unpack complex research findings and the practical implications of national reports. These formats allow for in-depth storytelling and reflective dialogue, building trust and relatability. The content is hosted on YouTube, Spotify, and institutional websites, and is strategically promoted via LinkedIn and mailing lists to target educators, policymakers, and researchers.

By comparing these approaches, the presentation will unpack how platform choice, content type, and tone affect reach, participation, and inclusivity. It will also highlight lessons learned in digital content planning, multilingualism, and the balance between institutional visibility and individual researcher empowerment. Rooted in practice, this contribution aligns with the DILAN project's goals of enhancing researchers' digital communication skills, supporting inclusivity, and fostering broader societal engagement with scientific knowledge.

(RO) Comunicarea științifică în lumea digitală: două cazuri concrete ENEOLI și CLILNetLE

Comunicarea științifică eficientă necesită nu doar claritate și accesibilitate, ci și creativitate în adaptarea la platformele digitale și la nevoile publicului țintă. Această prezentare explorează modul în care două Acțiuni COST, Rețeaua Europeană pentru Inovație Lexicală (CA22126 ENEOLI) și CLILNetLE (CA21114 Rețeaua pentru Învățare Integrată de Conținut și Limbă în Educație), au dezvoltat și implementat strategii digitale de comunicare cu scopul de a spori vizibilitatea, implicarea și înțelegerea publicului larg a obiectivelor de cercetare specifice fiecărui proiect.

[ENEOLI](#) este o rețea COST care investighează neologismele și inovația lexicală în limbile europene. În cadrul acestui proiect, echipa de comunicare a lansat campania digitală săptămânală #TuesdayNeologism, o inițiativă de microînvățare care introduce un cuvânt nou în fiecare săptămână pe platforme precum Instagram, Facebook și LinkedIn. Prin postări scurte și captivante, campania construiește un dialog susținut cu profesioniștii din domeniul lingvistic, cadrele didactice și publicul larg, oferind nu doar informații, ci și context, utilizare și nuanțe culturale.

[CLILNetLE](#) are drept obiectiv explorarea metodelor pedagogice multilingve și interdisciplinare și în acest context, în cadrul comunicării rezultatelor științifice, a adoptat un format mai lung, cum ar fi podcasturi și interviuri video, pentru a analiza în profunzime rezultatele cercetărilor complexe și implicațiile practice ale rapoartelor naționale. Un astfel de format permite discuții detaliate și un dialog reflexiv. Conținutul este găzduit pe YouTube, Spotify și site-urile instituționale ale universităților partenere, fiind promovat strategic prin LinkedIn și liste de corespondență, vizând cadrele didactice, factorii de decizie și cercetătorii.

Prin compararea acestor abordări, prezentarea pune în discuție modul în care alegerea platformei, tipului de conținut și tonului influențează acoperirea, participarea și incluziunea. De asemenea, vor fi evidențiate lecțiile învățate în planificarea conținutului digital, multilingvism și echilibrul dintre vizibilitatea instituțională și promovarea individuală a cercetătorilor. Prin exemple concrete, această prezentare se aliniază obiectivelor proiectului DILAN de a îmbunătăți competențele de comunicare digitală ale cercetătorilor, de a sprijini incluziunea și de a promova implicarea societății în cunoașterea științifică.

(EN) STEM women scientists self-assessing digital literacy for science communication to wide audiences

Open Science is increasingly regarded as a viable approach to doing and sharing research. A spectrum of digital genres such as micro-blogging, lay summaries, graphical abstracts, among others, support open science. Recent research has explored the features of such digital genres and tools involved in their production, but little is known about the experience of writing them. Taking an approach to digital genres and digital literacies as social practice (cf. Bhatt 2012; Perez-Llantada 2021), this study aims to map the digital literacy skills scientists require for the effective composition of such types of publications. Since it has been claimed that women scientists are more likely to take the step of sharing research openly online, the participants selected for this study were women scientists engaged in science communication to wide audiences within a Spanish STEMM setting. Data was extracted from three case studies using two instruments designed specifically for this research: a digital literacy self-assessment checklist and a retrospective reflection on composing a digital genre. Results indicate hybrid digital literacy profiles, ranging from intermediate to advanced proficiency levels. With regards to digital tools, data show that the experience of composing online involves a great deal of innovation and acting as a strategic designer instead of adaptation to the constraints of digital technologies for mediating social action. Digital literacy skills for engaging in digital genre composing is operationalized as a composite of skills and knowledge including knowledge of genre ecology (i.e. the other texts with which a genre can form a network), knowledge of tools and platforms for online writing (including awareness of their affordances), and competencies of combining multiple semiotic modes or multimodal resources for meaning-making and engaging audiences online. We end with a pedagogical reflection on how these findings can provide input for digital literacy training targeted at women scientists who wish to engage in disseminating scientific knowledge in the digital environment.

(ES) Científicas STEM autoevaluando sus competencias digitales para la divulgación de la ciencia a públicos diversos

La Ciencia Abierta se ha convertido en un enfoque viable para investigación científica y su divulgación. Un abanico de géneros digitales como el microblogging, los resúmenes divulgativos y los resúmenes gráficos, entre otros, apoyan la ciencia abierta. Investigaciones recientes han explorado las características de dichos géneros y las herramientas digitales involucradas en su producción, pero poco se sabe sobre la experiencia de escribirlos. Adoptando un enfoque de los géneros digitales y la literacidad digital como práctica social (cf. Bhatt 2012; Pérez-Llantada 2021), este estudio tiene como objetivo identificar las habilidades de alfabetización digital que los científicos requieren para la composición eficaz de este tipo de publicaciones. Dado que se ha afirmado que las mujeres científicas son más propensas a dar el paso de compartir la investigación abiertamente en línea, las participantes seleccionadas para este estudio fueron mujeres científicas dedicadas a la comunicación científica a amplias audiencias dentro de un entorno STEMM español. Los datos se extrajeron de tres estudios de caso utilizando dos instrumentos diseñados específicamente para este estudio: una rubrica de autoevaluación de las competencias digitales y una reflexión retrospectiva sobre la composición de un género digital. Los resultados indican perfiles competenciales híbridos, que van desde niveles de competencia de literacidad digital intermedios hasta avanzados. Con respecto a las herramientas digitales, los datos muestran que la experiencia de componer en línea implica una gran cantidad de innovación y actuar como un diseñador estratégico en lugar de adaptarse a las limitaciones de las tecnologías digitales para mediar la acción social. La competencia de literacidad digital para participar en la composición de géneros digitales se operacionaliza como un compuesto de habilidades y

conocimientos que incluyen el conocimiento de la ecología de los géneros (es decir, los otros textos con los que un género puede formar una red), el conocimiento de las herramientas y plataformas para la escritura en línea (incluida la conciencia de las posibilidades que ofrece) y las competencias para combinar múltiples modos semióticos o recursos multimodales para la creación de significado y la participación de las audiencias en línea. Concluimos con una reflexión pedagógica sobre cómo estos hallazgos pueden proporcionar información para la formación en literacidad digital dirigida a mujeres científicas que deseen participar en la difusión del conocimiento científico en el entorno digital.

DAVID, Irina, Olivia-Cristina RUSU, Anca-Teodora ȘERBAN-OPRESCU (Bucharest University of Economic Studies, Romania)

(EN) Mind the Gap between Research and Practice: Sharing Expertise in Erasmus+ BIPs

This study explores the ways in which international professional networking among researchers, educators, and practitioners can facilitate the dissemination and fine-tuning of good practices in today's academic landscape. In an increasingly globalized and interconnected world, academic collaboration that crosses national, linguistic, and disciplinary boundaries is not only beneficial, but essential. The paper highlights the pivotal role of multilingual and cross-disciplinary approaches in enhancing the accessibility and relevance of complex research topics both for students and for professionals in the field. These approaches contribute significantly to the development of essential 21st-century competencies, including effective communication skills, intercultural awareness, and adaptability.

Drawing on practical insights gained from participation in Erasmus+ Blended Intensive Programs (BIPs), the authors demonstrate how academic mobility initiatives promote meaningful interaction and knowledge exchange among students, researchers, and teaching staff from diverse educational, cultural, and professional backgrounds. These short-term, collaborative programs offer a dynamic framework for creating learning experiences that are both academically rigorous and socially responsive. Through shared projects, interdisciplinary dialogue, and experiential learning, participants are encouraged to move beyond traditional academic strategies and engage with real-world issues in a more complex and inclusive manner.

Adopting an interpersonal perspective, the authors argue that complex and sustained networking efforts play a critical role in increasing the visibility, impact, and practical relevance of academic work across borders. By fostering lasting professional connections and encouraging the sharing and gaining of knowledge, international academic networks serve as catalysts for innovation and mutual understanding. The study concludes by advocating for greater attention paid to such collaborative models as integral components of higher education instruments that seek to prepare globally competent graduates and socially engaged scholars.

(FR) Synergie entre recherche et pratique académiques: partage d'expertise des PIMs Erasmus+

Cette étude explore la manière dont les réseaux professionnels internationaux entre chercheurs, éducateurs et praticiens peuvent faciliter la dissémination et la maîtrise de bonnes pratiques dans le monde universitaire d'aujourd'hui. Dans un contexte de mondialisation et d'interconnexion croissantes, la collaboration universitaire qui dépasse les frontières nationales, linguistiques et disciplinaires n'est pas seulement bénéfique, mais essentielle. Cette étude souligne le rôle central des approches multilingues et interdisciplinaires dans l'amélioration de l'accessibilité et de la pertinence des sujets de recherche complexes, tant pour les étudiants que pour les professionnels du domaine. Ces démarches contribuent de manière significative au développement du savoir-faire essentiel du XXIème siècle, y compris les compétences de communication efficaces, l'ouverture d'esprit et la capacité d'adaptation interculturelles.

En s'appuyant sur des observations concrètes issues de la participation aux programmes intensifs mixtes (PIM) Erasmus+, les auteures démontrent comment les initiatives de mobilité universitaire favorisent les échanges de connaissances et les interactions enrichissantes entre étudiants, chercheurs et enseignants issus de contextes éducatifs, culturels et professionnels variés. Ces programmes collaboratifs de courte durée offrent un cadre dynamique pour créer des expériences d'apprentissage à la fois rigoureuses sur le plan académique et sensibles aux enjeux sociaux. Grâce à des projets communs, à un dialogue interdisciplinaire et à un apprentissage expérientiel, les participants sont encouragés à dépasser les approches académiques traditionnelles pour s'engager de manière plus complexe et inclusive aux problématiques du monde réel.

Adoptant une perspective interpersonnelle, les auteures soutiennent que les initiatives de coopération complexes et durables jouent un rôle clé dans l'augmentation de la visibilité, de l'impact et de la pertinence pratique des activités académiques au-delà des frontières. Cette recherche souligne qu'en favorisant des liens professionnels durables et en encourageant le partage et l'acquisition de connaissances, les réseaux universitaires internationaux servent de catalyseurs à l'innovation et à la compréhension mutuelle. L'étude conclut en insistant sur la nécessité d'accorder une plus grande attention à ces modèles de collaboration, qui font partie intégrante des instruments d'enseignement supérieur visant à préparer des diplômés compétents à l'échelle mondiale et des universitaires engagés dans la société.

DIMA, Viorela-Valentina (Bucharest University of Economic Studies, Romania)

(EN) Challenges related to ensuring quality rendering of research output across languages. A case study on translation assessment

The current article addresses the topic of translation assessment - from theory to practice. After a brief review of translation assessment criteria recommended in the literature, the paper provides details on the training of translation students with the aim of producing quality translation output. The case study focuses on activities designed for second year Master's students enrolled in the study program "Modern Languages and International Business Communication" organized by the Faculty of International Business and Economics, from the Bucharest University of Economic Studies (ASE), Romania. We mention aspects such as: student background in translation, classroom activities, self-and peer evaluation of translated text, testing activities. We believe the article is relevant not only for language professionals (translators, translator trainers), but also for larger audiences interested in quality rendering of their research output into foreign languages.

(RO) Aspecte legate de asigurarea calității în redarea rezultatelor cercetării într-o limbă străină. Studiu de caz pe tema evaluării unei traduceri

Prezentul articol abordează tema evaluării traducerilor - de la teorie la practică. După o scurtă trecere în revistă a criteriilor de evaluare a traducerilor recomandate în literatura de specialitate, lucrarea oferă detalii despre formarea studenților traducători, pentru a efectua traduceri de calitate. Studiul de caz prezintă activități concepute pentru studenții din anul II înscriși la programul de masterat „Limbi Moderne și Comunicare în Afaceri Internaționale”, organizat de Facultatea de Relații Economice Internaționale din cadrul Academiei de Studii Economice din București (ASE), România. Menționăm aspecte precum: pregătirea anterioară a studenților, activitățile efectuate la clasă, autoevaluarea și evaluarea inter pares a textului tradus, activități de testare. Considerăm că articolul este relevant nu numai pentru profesioniștii din domeniul lingvistic (traducători, formatori de traducători), ci și pentru un public mai larg interesat de redarea calitativă a lucrărilor lor de cercetare în limbi străine.

DRĂGAN, Angela & Magdalena CIUBĂNCAN (Bucharest University of Economic Studies, Romania)

(EN) A Collaborative Network for Japanese Studies in Romania

After 1989, the number of Romanian students and researchers who went to study in Japan has constantly increased. At the same time, the number of Romanians who are interested in studying about Japan in Romania has also become quite considerable. Despite this promising trend, there was a lack of opportunities for the young Romanian scholars who studied in Japan to present and share their acquired knowledge in an academic environment in Romania.

In 2011, together with three other Romanian colleagues who were working in Japanese universities, we initiated an academic conference on Japanese Studies in Romania. The conference has been steadily held for 11 editions and has developed as a collaborative effort. A selected number of articles that resulted from the presentations held at the various editions have also been published in academic journals. Our initial goal was to bring together scholars from various fields related to Japan and to promote the development of Japanese Studies in Romania, giving young Romanian scholars the chance to meet and interact with other academics and specialists in Japanese Studies within an academic framework that was a novelty at the time.

In our presentation, we will discuss the benefits and challenges of such a collaborative initiative, focusing on the outcomes and on the particularities of the process. Furthermore, we will analyse the possibilities of disseminating the results of the research presented throughout the years in a more open and appealing way for the general public as well.

(RO) Rețele de colaborare în studiile japoneze din România

Numărul studenților și cercetătorilor români care au plecat să studieze în Japonia după 1989 a crescut constant. De asemenea, tot mai mulți români au început să manifeste un interes considerabil pentru studiul japonezei și a culturii japoneze. În pofida acestei evoluții promițătoare, tinerii cercetători români care studiau în Japonia aveau puține șanse de a-și valorifica și împărtăși cunoștințele dobândite într-un cadru academic în România.

În 2011, împreună cu alți trei colegi români care predau în universități japoneze, am inițiat o conferință dedicată Studiilor Japoneze în România. Conferința a fost organizată constant timp de 11 ediții și s-a dezvoltat ca un efort de echipă. O parte din articolele rezultate din prezentările susținute în cadrul diferitelor ediții a fost, de asemenea, publicată în reviste academice. Scopul nostru inițial a fost să aducem împreună cercetători din diverse domenii legate de Japonia și să promovăm dezvoltarea studiilor japoneze în România, oferindu-le tinerilor cercetători români șansa de a se întâlni și de a interacționa cu alți specialiști și cercetători în domeniul studiilor japoneze, într-un cadru academic care era o noutate la acea vreme.

În prezentarea noastră, vom discuta beneficiile și provocările unei astfel de inițiative, concentrându-se asupra rezultatelor și particularităților procesului. În plus, vom analiza posibilitățile de diseminare a rezultatelor cercetărilor prezentate de-a lungul anilor într-un mod mai deschis și mai atrăgător și pentru publicul larg.

ENACHE, Antonia Cristina, Marina Luminița MILITARU & Monica Alina TOMA
(Bucharest University of Economic Studies, Romania)

(EN) Challenges in Teaching Business Report Writing to Multilingual Students

The present research puts forward an analysis of our experience with teaching business students to write reports. In our view, the main challenge in teaching this type of document stems from the difficulties even proficient students encounter when assimilating a new genre. Due to the way they were previously taught to write, being primarily exposed to the essay-writing style and to informal communication, the shift towards the genre of business reports

(characterised by a relatively strict discipline of writing and specific rules) turns out to be unpredictably demanding. From our perspective as teachers, when working with students whose English level ranges from advanced to proficient, we would expect them to master the subtleties of appropriacy as well. Surprisingly, though, we are faced with the clash between the fluent and accurate use of the English language and significant drawbacks in terms of appropriacy and, therefore, “good” writing.

After thoroughly explaining the guidelines, subtleties, as well as the main challenges one faces when writing reports, after providing several examples and discussing them with the students, when asked to write one, they still encounter a number of difficulties. The way in which students were previously taught they should write collides with the requirements of the business arena and, specifically, with the genre of the report. They used to learn that more is better and that skilfully used language implicitly conveys the message that the writer is a knowledgeable person. When entering the business field, however, students have to comply with a completely novel paradigm, as business writing is characterised by factuality, conciseness and a down-to-earth approach. Consequently, the main downsides we as teachers came across have to do with the students’ difficulty in putting forward a concise message, with their struggles in absorbing and applying a specific document structure, with teaching them to avoid the trap of information overload and with them inadvertently shifting towards an informal register.

In light of the above, our research paper attempts to raise awareness of these challenges, to shed light on our findings and to suggest ways in which business English instructors can help students improve their writing so as to fully grasp the requirements of adapting to a new genre and to fall in line with the constraints of business writing.

(FR) Défis liés à l’enseignement de la rédaction de rapports commerciaux aux étudiants multilingues

La présente recherche propose une analyse de notre expérience dans l’enseignement de la rédaction de rapports commerciaux aux étudiants en gestion. À notre avis, le principal défi dans l’enseignement de ce type de document réside dans les difficultés que rencontrent même les étudiants compétents lorsqu’ils doivent s’approprier un nouveau genre. En raison de la manière dont ils ont été formés auparavant — ayant été principalement exposés à la rédaction de dissertations et à la communication informelle —, la transition vers le genre des rapports commerciaux (caractérisé par une discipline rédactionnelle relativement stricte et des règles spécifiques) s’avère imprévisiblement exigeante.

De notre point de vue d’enseignants, lorsque nous travaillons avec des étudiants dont le niveau d’anglais varie de « avancé » à « compétent », nous nous attendons également à ce qu’ils maîtrisent les subtilités du registre approprié. Or, de manière surprenante, nous sommes confrontés à un décalage entre une utilisation fluide et correcte de l’anglais et des lacunes importantes en matière d’adéquation stylistique et, par conséquent, de « bonne » écriture.

Après avoir expliqué en détail les consignes, les subtilités ainsi que les principaux défis rencontrés dans la rédaction de rapports, après avoir fourni plusieurs exemples et les avoir discutés avec les étudiants, ceux-ci rencontrent encore un certain nombre de difficultés lorsqu’ils sont invités à rédiger un rapport. Leur apprentissage antérieur entre en conflit avec les exigences du monde professionnel et, plus précisément, avec le genre du rapport. Ils ont appris que « plus c’est long, mieux c’est » et que l’utilisation habile du langage véhicule implicitement l’image d’un auteur compétent. Cependant, lorsqu’ils entrent dans le domaine des affaires, les étudiants doivent se conformer à un paradigme entièrement nouveau, car la rédaction commerciale se caractérise par la factuelité, la concision et une approche pragmatique.

Par conséquent, les principales difficultés que nous avons rencontrées en tant qu'enseignants concernent la capacité des étudiants à formuler un message concis, leurs difficultés à assimiler et à appliquer une structure documentaire spécifique, la nécessité de leur apprendre à éviter la surcharge d'informations, ainsi que leur tendance involontaire à adopter un registre informel.

À la lumière de ce qui précède, notre article de recherche vise à sensibiliser à ces défis, à mettre en lumière nos observations et à proposer des pistes permettant aux enseignants d'anglais des affaires d'aider les étudiants à améliorer leur écriture afin de comprendre pleinement les exigences liées à l'adaptation à un nouveau genre et de se conformer aux contraintes de la rédaction professionnelle.

GHEORGHIU, Elza (EuroED Foundation, Iași, Romania)

(EN) Navigating effective communication across cultures using the ENGAGE code of ethics for youth leaders

This presentation focuses on the ENGAGE project, which is an acronym that stands for Empowering Next Generation Advocates for Global Education. This project is funded by the European Commission as part of the Erasmus+ Programme. It is coordinated by the EuroEd Foundation (Iași, Romania) and involves a partnership of youth and non-governmental organizations from Germany, the Czech Republic, France, and Romania with expertise, knowledge, and experience in European projects and youth development. The initiative aims to support young people's democratic participation and foster their belief in European ideals. The primary purpose of the code of ethics for youth leaders is to establish clear norms of conduct that promote respectful, responsible, and ethical communication with young people. Its major objective is to set explicit behavioral guidelines. It aims to protect the well-being, rights, and dignity of young individuals, ensuring that interactions are supportive and appropriate and foster a safe environment for growth and development. It intends to equip youth leaders with the knowledge, skills, and tools necessary to effectively manage communication across cultural boundaries. This presentation discusses the development of the ENGAGE Code, with particular emphasis placed on its principles, inclusive communication practices, cultural sensitivity and awareness, and the importance of building trust across cultures. This foundational framework is designed to empower youth leaders to promote dialogue and collaboration, ultimately enhancing their capacity to interact with diverse communities. By fostering these essential skills, the initiative hopes to cultivate a generation of informed citizens capable of bridging cultural divides and supporting democratic values across Europe.

(RO) Eficientizarea comunicării în medii multiculturale folosind codul de etică ENGAGE pentru liderii de tineret

Prezentarea se focalizează pe proiectul ENGAGE, al cărui acronim provine din expresia Empowering Next Generation Advocates for Global Education (Împuternicirea următoarei generații ca promotori ai educației globale). Proiectul este finanțat de Comisia Europeană în cadrul Programului Erasmus+. Este coordonat de Fundația EuroEd (Iași, România) și implică un parteneriat format din organizații de tineret și organizații neguvernamentale din Germania, Republica Cehă, Franța și România, cu experiență, cunoștințe și expertiză în proiecte europene și în domeniul dezvoltării tinerilor. Proiectul își propune să sprijine participarea democratică a tinerilor și să le întărească încrederea în valorile și idealurile europene. Scopul principal al Codului de etică pentru liderii de tineret este de a stabili norme clare de comportament care să promoveze o comunicare respectuoasă, responsabilă și etică cu tinerii. Obiectivul major este de a crea un ghid comportamental explicit. Acesta are ca scop protejarea drepturilor și demnității tinerilor, asigurând că interacțiunile sunt adecvate, sprijină și facilitează un mediu sigur pentru creștere și dezvoltare. De asemenea, își propune să ofere

liderilor de tineret cunoștințe, abilități și instrumente necesare pentru gestionarea eficientă a unei comunicări interculturale. Prezentarea se focalizează pe Codul etic ENGAGE acordând o atenție deosebită principiilor sale, practicilor de comunicare incluzivă, sensibilității și conștientizării culturale, precum și importanței promovării încrederii între culturi. Acest cadru fundamental este conceput pentru a împuternici liderii de tineret să încurajeze dialogul și colaborarea, îmbunătățindu-le, în final, capacitatea de a interacționa eficient cu comunități diverse. Prin dezvoltarea acestor competențe esențiale, proiectul își propune să formeze o generație de cetățeni informați, capabili să depășească barierele culturale și să susțină valorile democratice în întreaga Europă.

MARTÍN CASTILLEJOS, Ana María (School of Architecture (ETSAM), Technical University of Madrid, Spain), **Maja KRLJIC** (Seinäjoki University of Applied Sciences, Finland)

(EN) Fostering Digital and Cross-Cultural Communication Skills in Architecture and Technology Students through an Inter-University Simulation Project

This presentation showcases the outcomes of a collaborative and intercultural project conducted during the spring semester of 2025, involving Architecture students from the School of Architecture at the Universidad Politécnica de Madrid (Spain) and Digitalization students from Seinäjoki University of Applied Sciences (SeAMK, Finland). The initiative was carried out within the framework of the course “English for Professional Communication” and aimed to enhance skills in international teamwork, disciplinary communication in English, and the use of digital tools in simulated professional contexts.

The project began with Spanish students creating fictional architecture studios, defining team roles, areas of specialization, project types, work domains, and portfolio highlights. These studios were introduced through recorded video presentations and visual profiles, which were shared in advance with the Finnish students. Based on this material, SeAMK students performed a needs analysis of their assigned “clients” and proposed personalized digital transformation strategies to improve their competitiveness, visibility, and ability to interact with potential clients.

Recommendations included the development of interactive websites, real-time project updates, the incorporation of communication channels for potential clients, and the use of platforms such as LinkedIn, Instagram, and other social media for the promotion and dissemination of architectural projects. Finnish students, in turn, gained fictional “clients” to test their business model proposals. Although the level of success varied among the teams, the experience was positively assessed. Participants gained confidence in their ability to communicate in English within interdisciplinary and intercultural settings, and developed a deeper understanding of the role digital tools play in the professional growth of their prospective architecture firms.

This project highlights the pedagogical value of collaborative simulations and interdisciplinary networking for multilingual learners. It reinforces the importance of integrating soft skills, digital competencies, and foreign language learning in higher education—particularly in fields such as architecture, where communication and innovation are essential. The experience demonstrates how interdisciplinary and intercultural training can prepare students for increasingly complex global professional environments, fostering more inclusive and digitally literate professional communities.

(ES) Desarrollo de Habilidades Digitales e Interculturales en Arquitectura y Tecnología

Esta presentación expone los resultados de un proyecto simulado colaborativo e intercultural desarrollado durante el semestre de primavera de 2025 entre estudiantes de arquitectura de la ETSAM–UPM (España) y estudiantes de digitalización de SeAMK (Finlandia). La iniciativa formó parte de una asignatura de “Comunicación Profesional Oral y Escrita en Inglés” y tuvo

como objetivo desarrollar las capacidades de trabajo en equipos internacionales, la competencia comunicativa específica de la disciplina en lengua inglesa y el manejo de herramientas y plataformas digitales en escenarios profesionales simulados.

El proyecto comenzó con la creación, por parte de los estudiantes de Arquitectura, de estudios de diseño ficticios, en los que tenían que definir roles de equipo, especializaciones, tipos de proyectos y puntos destacados de su portafolio. Posteriormente la presentación de los diferentes estudios de arquitectura españoles se grabó y se envió a SeAMK donde los estudiantes finlandeses pudieron verlos antes de comenzar con las sesiones conjuntas. A partir de este material, los estudiantes de SeAMK realizaron un análisis de necesidades de sus “clientes” asignados y propusieron estrategias personalizadas de transformación digital de los estudios españoles para aumentar su competitividad, visibilidad y capacidad de interacción con potenciales clientes.

Las recomendaciones de los alumnos de digitalización finlandeses incluyeron el desarrollo de sitios web interactivos, la integración de actualizaciones en tiempo real de los proyectos, la incorporación de ventanas de retroalimentación para clientes y el uso de LinkedIn, Instagram y otras plataformas de redes sociales para ampliar su alcance. Aunque el nivel de éxito varió entre los equipos, la experiencia fue valorada como positiva. Los participantes ganaron confianza en su capacidad para comunicarse en inglés a través de disciplinas y culturas, al tiempo que adquirieron conocimientos sobre el impacto de las herramientas digitales en el desarrollo profesional.

El proyecto ilustra el valor pedagógico de las simulaciones colaborativas y la creación de redes interdisciplinarias para estudiantes multilingües. Refuerza la importancia de integrar habilidades blandas, alfabetización digital y aprendizaje de lenguas en la educación superior, especialmente en el ámbito de la arquitectura, donde la comunicación y la innovación son fundamentales. Esta experiencia demuestra cómo la formación interdisciplinar e intercultural puede preparar al estudiantado para la complejidad de los entornos profesionales globales y fomentar comunidades profesionales más inclusivas y digitalmente competentes.

MUREȘAN, Laura-Mihaela (Bucharest University of Economic Studies, Romania) & **Daniel LISBONA** (Fundación Ibercivis, Spain) - Moderators;

Panelists: **Angela DRĂGAN, Monica LUCA-HUSTI, Dana LUPU, Mirona MUREA**

(EN) Reflecting on the Online Training Experience - the Learners' Voices - and The Way forward: the Key Role of the 'Digital Hub' for DILAN's Sustainability.

This roundtable invites both facilitators and participants in the piloting of the online course to share their learning experiences and their reflections on the interaction with peers, as well as with the resources provided on the eplatform for facilitating digital science communication. As DILAN is approaching its final semester, we will also address the question: *What comes next?* The support of Ibercivis has been crucial in the pilot phase, and they will have an important role in this final project stage, as well, since the eplatform is key for sustaining the resources (the 'digital hub') created in/through DILAN. Daniel will provide us with insights into the work behind the scene and into the way forward.

(RO) Reflectând asupra experienței de participare la cursul online și cum se conturează viitorul: noul 'hub digital' și rolul său cheie pentru sustenabilitatea DILAN

Această masă rotundă îi invită pe facilitatorii și participanții din faza de pilotare a cursului online să-și împărtășească experiențele de învățare și reflecțiile referitoare la interacțiunea cu ceilalți participanți, precum și cu resursele disponibile pe e-platformă pentru facilitarea comunicării digitale a științei. Cum DILAN intră în ultimul său semestru, ne preocupă întrebarea: *ce urmează?* Contribuția Fundației Ibercivis a fost crucială în faza de pilotare și va continua să fie foarte importantă în etapa finală a proiectului, pentru a asigura sustenabilitatea acestui 'hub digital' de resurse special create prin DILAN. Daniel ne va furniza detalii legate de munca 'din culise' și ne va creiona perspectiva evoluțiilor post-DILAN.

(EN) Narrative Medicine: A Bridge Between the Humanities and Medicine in Science Communication

In medicine, effective science communication faces various challenges due to the technical complexity of content and the need to tailor this content to patients with different levels of health literacy. Increasingly, new methods of communication that include storytelling, art, and the humanities are explored to engage patients, enhance their understanding, and build their trust.

THEORETICAL FRAMEWORK. Within the framework of narrative medicine (NM), science communication with patients centers on integrating patients' personal stories into clinical encounters to enhance understanding, empathy, and trust. Unlike traditional approaches that focus solely on delivering facts and recommendations, narrative medicine encourages clinicians to actively listen to patients' experiences, emotions, and cultural backgrounds. The syntagm 'Narrative Medicine' as first used by Rita Charon (2006) describes the formation and use of "narrative competence," which is "the capacity to recognize, absorb, metabolize, interpret, and be moved by stories of illness". It encourages patients to tell their stories and doctors to listen to them without interrupting, so as to treat them more effectively and empathetically. This approach underlines that the patients' accounts of their illness - their narratives - are as crucial as clinical data in shaping diagnosis, care schemes, and therapy outcomes.

METHOD. This paper will present a paradigm for forming the medical professionals' narrative competence as designed for implementation in the NM course of the Medical Humanities Master Programme at our university. The skills of observation, listening, and reflection, as well as relational abilities (compassion, empathy) were consolidated by applying methods of literature and the humanities, which complement the scientific, evidence-based medicine. Such methods include: close reading of literary texts and artistic creations, radical listening, as well as reflective writing.

CONCLUSION. By engaging with the patient's story, the doctor gains deeper insights into the psychological and social dimensions of illness, which often influences how patients perceive and respond to medical information, enabling more authentic and effective communication. Storytelling techniques, reflective writing, examination of works of art, cinema, and literature contributed to the formation of empathy, attention, and compassion, and helped translate complex medical concepts into language that resonates with the patient.

(RO) Medicina narativă: punte între științele umaniste și medicină în comunicarea științifică

În medicină, comunicarea științifică eficientă se confruntă cu numeroase provocări datorate complexității tehnice a conținutului și a necesității de a adapta acest conținut la pacienți cu niveluri diferite de cunoaștere a domeniului medical. Din ce în ce mai mult, sunt explorate noi metode de comunicare bazate pe povestire, pentru a implica pacienții, a le spori înțelegerea și a le construi încrederea.

CADRUL TEORETIC. *În cadrul medicinei narative (MN), comunicarea științifică cu pacienții în interacțiunile clinice se concentrează pe integrarea poveștilor acestora în vederea optimizării empatiei și încrederii. Spre deosebire de abordările tradiționale care se bazează exclusiv pe furnizarea de fapte și recomandări, medicina narativă încurajează medicul să asculte activ experiențele, emoțiile și contextul cultural al pacienților. Sintagma „Medicină narativă”, așa cum a fost introdusă în literatură de Rita Charon (2006), descrie formarea și utilizarea „competenței narative”, care este „capacitatea de a recunoaște, absorbi, metaboliza, interpreta și a fi mișcat de poveștile despre boală”. Această abordare încurajează pacienții să-*

și spună poveștile, iar medicii să-i asculte fără a-i întrerupe, astfel încât să-i trateze mai eficient și mai empatic. Se subliniază astfel că relatarea pacientului despre boala sa - narațiunea sa - este la fel de importantă ca datele clinice pentru modelarea diagnosticului, a schemei de îngrijire și a rezultatelor terapiei.

METODĂ. Această lucrare prezintă o paradigmă pentru formarea strategiilor de competență narativă ale cadrelor medicale, așa cum a fost gândită pentru cursul de Medicină narativă din cadrul programului de masterat Medical Humanities, de la universitatea noastră. Abilitățile de observare, ascultare și reflecție, precum și cele relaționale (compasiune, empatie) au fost consolidate prin aplicarea unor metode din literatură și științe umaniste, care completează medicina științifică, bazată pe dovezi. Astfel de metode au inclus: lectura atentă a textelor literare și a creațiilor artistice, ascultarea radicală, precum și scrierea reflexivă.

CONCLUZIE. Prin interacțiunea cu povestea pacientului, medicul dobândește o perspectivă mai profundă asupra dimensiunilor psihologice și sociale ale bolii, fapt ce influențează adesea modul în care pacienții percep și răspund la informațiile medicale, permițând astfel o comunicare autentică, mai eficientă. Tehnicile de povestire, scrierea reflexivă, examinarea unor opere de artă, cinematografie și literatură au contribuit la formarea empatiei, a atenției și compasiunii, ajutând astfel la traducerea conceptelor medicale complexe într-un limbaj care rezonază cu pacientul.

POPA, Nicolae Andrei (Bucharest University of Economic Studies, Romania)

(EN) Como você se chama? Continuous Learning and Bridging Cultures on the Preply learning platform

Online learning has seen a boom during the Covid-19 pandemic, but its impact on learning approaches is still felt to this day. Since 2012, the Ukrainian language learning platform called Preply has been hosting real-time interactions between tutors and their learners. Still a recent user and subscriber to this platform, I have seen many personal benefits of regularly booking classes here. The major teaching method practiced widely on the platform is that of CLT (Communicative Language Teaching), which makes learning not only interactive, but also more efficient. By taking language lessons again, I have rediscovered the joy of being a student again. Additionally, I have also realized that taking online classes is a way of renewing and refreshing my own class discussions on global tourism and cultures of the world. As an academic, I am continuously learning, still a student in some ways but I am also disseminating my renewed knowledge with the community to which I belong.

(RO) Como você se chama? Învățare continuă și comunicare interculturală pe platforma Preply

S-a observat o creștere semnificativă a orelor online în timpul pandemiei Covid-19, dar impactul lor asupra abordărilor asupra procesului de învățare se poate resimți și astăzi. Începând cu anul 2012, platforma ucraineană pentru învățarea limbilor străine numită Preply găzduiește interacțiuni în timp real între profesori și cei care învață limbi străine. Ca user și subscriber recent al acestei platforme, am observat multe beneficii datorate acestor ore. Cea mai răspândită metodă de predare folosită de profesorii de pe platformă este cea numită CLT (Communicative Language Teaching), ceea ce face ca procesul de învățare să fie nu doar mai interactiv, ci și mai eficient. Luând iar ore de limbi străine, am redescoperit plăcerea de a fi iarăși student. De asemenea, am constatat că aceste lecții sunt o modalitate de a-mi reînnoi și de a-mi reinvigora discuțiile de la propriile ore despre turismul global și despre culturile lumii. Ca profesor, învăț în mod constant, precum un student, dar de asemenea diseminez cunoașterea în cadrul comunității academice de care aparțin.

(EN) A sentiment analysis of gender bias in digital spaces: the case of movie reviews

Gender-biased communication is a pervasive phenomenon in online spaces (Hale and Melzer 2023, Horvát and González-Bailón 2024, Shen et al. 2024). This can become problematic, as such spaces can, not only mirror physical ones, as Shen et al. (2024) suggest, but also influence our thoughts, inculcating biases and beliefs, particularly in contexts such as professional evaluations and online forums, as shown by various studies (Liu and Bing 2012, Chen et al. 2021).

In this sense, the present work quantifies gender bias in English in digital spaces by sourcing data from the online Cambridge thesaurus, and by using the sentiment analysis model trained on a dataset (DistilBERT SST-2), which contains online movie reviews. Additionally, with the Google search hit counts we gauged each word's popularity and, therefore, assessed the cultural salience of selected male/female associated words: we observed a very strong bimodal distribution for masculine words towards both negative/positive sentiment scores whereas a milder and more moderate pattern was seen for feminine words. When analysing data frequency, we discovered that the most used terms have a net negative sentiment score, showing that they carry latent negative connotations, and therefore supporting the idea that a slightly negative sentiment is "popular" in digital spaces. This study aims to add up to current research on gender bias online, in order to better inform about the development of more equitable digital environments.

(ES) Análisis de sentimiento sobre el sesgo de género en espacios digitales: el caso de las revisiones cinematográficas.

La comunicación con sesgo de género es un fenómeno omnipresente en los espacios en línea (Hale y Melzer 2023, Horvát y González-Bailón 2024, Shen et al. 2024). Esto puede llegar a ser problemático, ya que dichos espacios en línea pueden, no sólo ser un reflejo de los físicos, como sugieren Shen et al. (2024), sino también influir en nuestros pensamientos, inculcando sesgos y creencias, particularmente en contextos como las evaluaciones profesionales y los foros online, como muestran diversos estudios (Liu y Bing 2012, Chen et al. 2021).

En este sentido, el presente trabajo cuantifica el sesgo de género en inglés en espacios digitales a partir de datos del tesoro online de Cambridge, y utilizando el modelo de análisis de sentimiento entrenado sobre un conjunto de datos DistilBERT SST-2, que contiene reseñas de películas online. Además, con el recuento de resultados de las búsquedas en Google, medimos la popularidad de cada palabra y, por ende, evaluamos la relevancia cultural de las palabras masculinas y femeninas seleccionadas: hemos podido observar, en este sentido, una distribución bimodal muy marcada de las palabras masculinas hacia las puntuaciones de sentimiento tanto negativas como positivas, mientras que en el caso de las palabras femeninas se observó un patrón más leve y moderado.

Adicionalmente, al analizar la frecuencia de los datos, descubrimos que los términos más utilizados tienen una puntuación neta de sentimiento negativo, lo que demuestra que llevan latentes connotaciones negativas, lo cual, por tanto, apoya la idea de que un sentimiento ligeramente negativo es «popular» en los espacios digitales. Este estudio pretende enriquecer la investigación actual sobre los prejuicios sexistas en línea, con el fin de informar mejor sobre el desarrollo de entornos digitales más equitativos.

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(EN) Collaborative networks: opportunities for research visibility and impact

This paper demonstrates how collaborative research networks can be employed to study researchers' scientific impact at a local and global level. The approach uses complex network analysis techniques to examine the key structural properties that reveal researchers' positioning and influence within their academic communities. Degree centrality analysis quantifies researchers' connectivity by measuring their collaborations, which often correlates with their research productivity and potential influence. Betweenness centrality measures provide information about a researcher's role in connecting different communities, identifying those who facilitate knowledge transfer between otherwise disconnected groups. Additionally, modularity analysis is employed to reveal the underlying community structure of the network, showing well-defined clusters representing collaboration groups.

Applying this approach to the co-authorship networks of four leading EU researchers enables us to identify interesting patterns in their collaborations, establishing connections across countries, institutions, and disciplines. It also enables us to identify central researchers who could facilitate new collaborations between different research communities.

The results of the analysis demonstrate the value of network analysis in informing scientists about their research collaboration patterns in both local and global contexts, providing personalised recommendations for expanding professional networks and identifying high-impact collaboration opportunities that can enhance research visibility and impact. Network analysis can also provide impact assessment that go beyond traditional metrics based on structural positions within networks. This has important implications for policymakers. Finally, we consider some pedagogical applications.

(ES) Redes de colaboración: oportunidades para la visibilidad y el impacto de la investigación

Este artículo demuestra cómo pueden emplearse las redes de colaboración de investigadores para estudiar su impacto científico a nivel local y global. La propuesta utiliza técnicas de análisis de redes para examinar las principales propiedades estructurales que revelan el posicionamiento y la influencia de los investigadores dentro de sus comunidades académicas. El análisis del grado de centralidad cuantifica la conectividad de los investigadores midiendo sus colaboraciones, lo que normalmente se correlaciona con su productividad investigadora y su potencial influencia. A su vez, la centralidad de intermediación nos proporciona información sobre el papel de un investigador en la conexión de diferentes grupos, identificando a aquellos que facilitan la transferencia de conocimientos entre grupos que, de otro modo, estarían inconexos. Además, se emplea el análisis de modularidad para revelar la estructura subyacente de la red, mostrando comunidades bien definidas que representan grupos de personas que colaboran en tareas de investigación.

Este enfoque se ha aplicado a las redes de colaboración de cuatro destacados investigadores de la UE. Esto nos ha permitido identificar patrones interesantes en sus colaboraciones, estableciendo a su vez conexiones entre países, instituciones y disciplinas. También nos ha permitido identificar a investigadores centrales en la red que podrían facilitar nuevas colaboraciones entre distintas comunidades de investigación.

Los resultados demuestran la utilidad del análisis de redes a la hora de informar a los científicos sobre sus pautas de colaboración en la investigación tanto en contextos locales como globales, proporcionando recomendaciones personalizadas para ampliar las redes profesionales e identificando oportunidades de colaboración que pueden aumentar la visibilidad y el impacto de la investigación. El análisis de redes también puede ayudar en la evaluación de la calidad de la investigación con técnicas que van más allá de las métricas tradicionales, por ejemplo, basándose en las posiciones estructurales dentro de las redes. Esto tiene importantes implicaciones para los responsables de las políticas científicas. Por último, también examinamos algunas aplicaciones pedagógicas de estas técnicas.

SEBE, Mihai (European Institute of Romania, Bucharest, Romania)

(EN) The French language as an enabler of economic and political cooperation. Case study: *La Francophonie*

The influence of the French language in the past decades has been to put to a test by globalization and the increasing influence of English and other languages. In that context, the presentation analyses the impact of *La Francophonie* on the spread of French and explores whether there are interdependencies between the economic investments of French based companies and the language influences. A special interest would be given to the education sector as well as to the political reunions of *La Francophonie*. The geographical focus would be mostly on Europe and Romania while not ignoring the rest of the francophone countries.

(RO) Limba franceză ca stimulent al cooperării politice și economice. Studiu de caz : *La Francophonie*

*Sfera de influență a limbii franceză în ultimele decenii a fost afectată de globalizare și de importanța în creștere a limbii engleze și nu doar. În acest cadru prezentarea va analiza impactul pe care îl are *La Francophonie* asupra extinderii limbii franceze și explorează posibile interconexiuni între investițiile economice ale companiilor franceze și influența lingvistică. O atenție aparte va fi acordată sectorului educațional ca și întrunirilor politice ale *La Francophonie*. Din punct de vedere geografic accentul va fi pus pe statele din Europa, respectiv pe România, în timp ce restul statelor francofone vor fi de asemenea avute în vedere.*

SIMION, Andreea & Luminița STERIU ("Ovidius" University of Constanța, Romania)

(EN) Towards a Reflective Competence in Scientific Communication: Analysis of an Online Training Program (OSC course)

In the era of the knowledge society and the digital circulation of knowledge, the ability to communicate science effectively is no longer merely a supplementary aspect of research, but a key lever for its dissemination, social legitimation, and impact (Demaizière & Grosbois, 2014; Barzman, Gerphagnon, & Mora, 2020). The development of scientific communication competence thus emerges as a transversal requirement for researchers, particularly in a multilingual and interdisciplinary context. This competence entails not only mastery of specialized discourse genres, but also the ability to adapt to new digital genres and the expectations of non-expert audiences (Hyland, 2015; West et al., 2020; Luzón & Pérez-Llantada, 2019, 2022; Belcher, 2023; Birch-Bécaas et al., 2023; Pérez Llantada, 2024).

In this presentation, we propose to analyze our participation, as learners, in the online training course developed within the framework of the DILAN project (*Digital Language and*

Communication Training for EU Scientists). Our approach adopts a reflective perspective and aims to qualitatively assess the formative scope of this innovative digital tool in developing science communication competence.

The proposed analysis will follow several lines of inquiry: the organization of the theoretical content offered in the OSC, the degree of interactivity and engagement promoted by the implemented pedagogical modalities (forums, peer feedback, collaborative activities) and our subjective experience of the training pathway, considered as a space for cultivating a metacognitive and critical stance towards our own discursive practices.

Through this analytical and reflective process, we aim to provide insight into training modalities and innovative digital tools that can support the development of digital and communication skills essential for researchers operating within a globalized and interdisciplinary academic environment.

(FR) Vers une compétence réflexive en communication scientifique : analyse d'un dispositif de formation en ligne

À l'ère de la société de la connaissance et de la circulation numérique des savoirs, la capacité à communiquer efficacement la science ne constitue plus un simple adjuvant de la recherche, mais un levier essentiel de sa diffusion, de sa légitimation sociale et de son impact (Demaizière, Grosbois, 2014 ; Barzman, Gerphagnon, Mora, 2020). Le développement de la compétence de communication scientifique devient ainsi une exigence transversale pour les chercheurs, en particulier dans un contexte multilingue et interdisciplinaire. Cette compétence implique la maîtrise des genres discursifs spécialisés, mais également l'adaptation aux nouveaux genres numériques et aux attentes des publics non experts (Hyland, 2015 ; West et al., 2020 ; Luzon, Perez-Llantada, 2019, 2022, Belcher, 2023, Birch-Becaas et al., 2023, Perez-Llantada, 2024).

Dans le cadre de cette communication, nous proposons d'analyser notre participation en tant qu'apprenantes au cours de formation en ligne développé dans la cadre du projet DILAN (Digital language and communication training for EU scientists). Notre démarche s'inscrit dans une perspective réflexive et vise à évaluer, à partir de critères qualitatifs, la portée formatrice de ce dispositif numérique innovant sur le développement de la compétence de communication de la science.

L'analyse envisagée articulera plusieurs axes : la structuration des contenus théoriques proposés dans le cours, le degré d'interactivité et de dynamisme favorisé par les modalités pédagogiques mises en place (forums, feedback entre pairs, activités collaboratives), notre expérience subjective du parcours formatif, en tant que terrain de développement d'une posture métacognitive et critique vis-à-vis de nos pratiques discursives.

À travers cette démarche analytique et réflexive, nous comptons rendre compte des modalités de formation et des dispositifs numériques innovants susceptibles de soutenir le développement de compétences numériques et de communication dont auraient besoin les chercheurs dans un espace académique globalisé et interdisciplinaire.

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STRUGARU, Alina ("Ovidius" University of Constanța, Romania)

(EN) From Guidelines to DeepL: Rethinking Academic Writing Support for Multilingual Students / Future Researchers in the Digital Age

Research on academic writing over the past decades has highlighted numerous difficulties encountered by both scholars and students, regardless of whether they write in their native or in a foreign language. These challenges arise from the strict conventions of academic discourse, as well as from cultural differences in communicative norms. Linguistically, the appropriate use of genre- and discipline-specific vocabulary and academic style remains a significant hurdle. While students are often supported by comprehensive writing guides, they now increasingly turn to digital tools and artificial intelligence (AI), which appear to offer real-time, accessible solutions—particularly in lexical and stylistic accuracy.

This study investigates the impact of AI-assisted writing on the quality of academic texts produced by Romanian students learning German as a foreign language (DaF). To this end, a comparative corpus was compiled: seminar papers written in 2020, prior to the introduction of AI tools, and those from 2023, when applications like DeepL and ChatGPT had become widely adopted among students. All texts were produced at the A2+/B1 proficiency level. The analysis focuses first on linguistic quality and stylistic appropriateness, particularly in the use of academic lexical resources. It then examines broader elements of academic writing such as structural cohesion, coherence, and intertextual engagement in scholarly discourse.

By exploring how digital tools influence multilingual learners' academic writing processes, the findings offer insights into inclusive and transferable pedagogical strategies. The study contributes to current debates on integrating AI into academic writing instruction and on fostering digital literacy in linguistically diverse learning environments.

(DE) Von Leitfäden zu DeepL: Akademische Schreibunterstützung für mehrsprachige Studierende / Nachwuchsforschende im digitalen Zeitalter

Diese Studie untersucht, wie sich KI-gestützte Schreibunterstützung auf die Qualität akademischer Texte von rumänischen Studierenden auswirkt, die Deutsch als Fremdsprache (DaF) auf dem Niveau A2+/B1 lernen. Analysiert werden Seminararbeiten aus zwei Zeiträumen: 2020 (ohne KI-Einsatz) und 2023 (mit verbreitetem Einsatz von DeepL und ChatGPT).

Im Fokus stehen die sprachliche Qualität und stilistische Angemessenheit, insbesondere die Verwendung akademischer Wortschatzmittel. Zusätzlich werden Struktur, Kohärenz und intertextuelle Elemente als Merkmale wissenschaftlichen Schreibens verglichen.

*Die Ergebnisse geben Aufschluss über didaktische Strategien zur Förderung akademischer Schreibkompetenzen in mehrsprachigen Kontexten. Die Studie leistet einen Beitrag zur Diskussion über die Integration digitaler Werkzeuge und künstlicher Intelligenz in die Schreibausbildung sowie zur Förderung digitaler Literalität bei angehenden Wissenschaftler*innen.*

VAȘ, Eliza (European Institute of Romania, Bucharest, Romania)

(EN) Online Learning for Researchers: Insights Drawn from the experience of MOOC Design and Facilitation

The democratization of education enabled by digital transformation has opened up new opportunities in terms of learning and even changed the landscape of supply and demand. A good example in this sense is represented by the Massive Open Online Courses (MOOCs), which over the course of last decade grew both in size and in reach. Based on previous professional experiences in contributing to the creation of MOOCs and that of online teaching, the aim of this presentation is to showcase the opportunities and the limitations brought by online learning, while also looking at the emergence of new technologies such as artificial intelligence.

(RO) Învățarea online pentru cercetători: perspective din experiența de dezvoltare și facilitare a cursurilor MOOC

Democratizarea educației, facilitată de transformarea digitală, a creat noi oportunități de învățare și a schimbat raportul dintre cerere și ofertă. Un exemplu relevant în acest sens îl reprezintă cursurile online deschise și în masă (MOOC), care au fost marcate de o creștere deosebită atât în ceea ce privește numărul acestora, cât și accesibilitatea din ultimul deceniu. Pornind de la experiențe profesionale anterioare în dezvoltarea de cursuri MOOC și în calitate de instructor online, această prezentare își propune să exploreze atât oportunitățile, cât și limitările învățării online pentru cercetători. De asemenea, va aborda implicațiile pe care le au noile tehnologii – precum inteligența artificială – asupra modului în care sunt concepute și livrate experiențele online de învățare.

VELA TAFALLA, Miguel Ángel (Universidad de Zaragoza, Spain)

(EN) From Visual to Spoken: Equipping Science Students with Effective Infographic Presentation Skills

Science teachers acknowledge the importance of science communication and digital competence, as well as other soft skills, in the training of scientists. This can be seen in the fact that it is not uncommon for science students to be required to perform communicative tasks for which they receive no specific training. In an attempt to help science teachers to equip students with communication skills which they know to be necessary in their future professional lives, the SCICOMM project at the University of Zaragoza has brought together scientists and ESP teachers. A key output of this project is the document "Instructions for Presenting an Infographic". This document provides a structured approach for presenters to engage their audience, clearly communicate key points, and complement visuals with a coherent oral presentation. It guides users through understanding their objective, audience, and setting, structuring the presentation with clear introduction, body, and conclusion sections, and considering additional preparations such as body language, vocal variation, and handling questions. This poster presents the theoretical basis for the instructions, the rationale behind the emphasis on elements like communicative purpose, audience, and multimodality, as well as an explanation of design decisions in the format and layout of the document. Thus, the poster shows a practical example of good practice in science communication training where scientists and linguists have collaborated to help students perform better both academically and, in the future, professionally.

(ES) De lo visual a lo oral: Destrezas de comunicación efectiva para presentar una infografía

Los profesores de ciencias reconocen la importancia de la comunicación científica y la competencia digital, así como de otras destrezas blandas, en la formación de los científicos. Esto puede verse en la frecuencia con que se les pide a los estudiantes de ciencias que lleven a cabo tareas comunicativas para las cuales no han recibido formación específica. Con el objetivo de ayudar a los profesores de ciencias a dotar a sus estudiantes con destrezas de comunicación que saben que son necesarias para sus futuros profesionales, el proyecto SCICOMM de la Universidad de Zaragoza ha juntado a científicos y profesores de Inglés para Fines Específicos. Una producción clave de este proyecto es el documento “Instrucciones para presentar una infografía”. Este documento contiene un enfoque estructurado para que los oradores conecten con su audiencia, comuniquen claramente las ideas clave, y acompañen las imágenes con una presentación oral coherente. El documento guía a los usuarios para entender su objetivo, audiencia, y contexto, estructurar la presentación claramente con una introducción, cuerpo y conclusión, y considerar aspectos adicionales como el lenguaje corporal, el tono de voz y cómo lidiar con las preguntas. Este póster presenta la base teórica de las instrucciones, la justificación del énfasis en elementos como propósito comunicativo, audiencia y multimodalidad, así como una explicación de las decisiones de diseño en cuanto a formato y maquetación del documento. De este modo, el póster muestra un ejemplo práctico de buenas prácticas en la formación en comunicación científica donde científicos y lingüistas han colaborado para contribuir a que los estudiantes rindan mejor tanto académicamente como, en el futuro, profesionalmente.

VELÁZQUEZ-CAMPOY, Adrián, Olga ABIÁN, Carmen PÉREZ-LLANTADA (Universidad de Zaragoza, Instituto de Biocomputación y Física de Sistemas Complejos, Zaragoza, Spain)

(EN) Audiovisual tools to develop English language skills for scientific communication and science outreach on social media

In the context of Open Science, researchers are increasingly encouraged to share their research findings with both the expert community and the general public. Here, we report on a pedagogical innovation project that aimed to develop Master's students' English language skills in scientific and science outreach communication. The project had two specific goals: first, to cater for new language and communication needs; and second, to encourage students to practise language and communication strategies and use digital audiovisual tools to share their science on social media networks (e.g. LinkedIn, Facebook, Twitter and Instagram). Students created 5-minute science outreach videos, which involved using language and digital skills, as well as other key competencies such as critical analysis and synthesis, creativity and autonomous learning. Finally, we consider aspects of good practice in language and communication training for researchers that support their professional development.

(ES) Herramientas audiovisuales para desarrollar las competencias lingüísticas en inglés para la comunicación científica y la divulgación de la ciencia en las redes sociales

En el contexto de la ciencia abierta, cada vez se anima más a los investigadores a compartir los resultados de sus investigaciones tanto con la comunidad de expertos como con el público en general. En este artículo presentamos un proyecto de innovación pedagógica cuyo objetivo fue desarrollar competencias lingüísticas de comunicación científica y divulgación de la ciencia en inglés de estudiantes de máster. El proyecto tenía dos objetivos específicos: en primer lugar, atender a las nuevas necesidades lingüísticas y comunicativas; y en segundo lugar, animar a los estudiantes a practicar estrategias lingüísticas y comunicativas y a utilizar herramientas audiovisuales digitales para compartir su ciencia en las redes sociales (por ejemplo, LinkedIn, Facebook, Twitter e Instagram). Los estudiantes crearon vídeos de

divulgación científica de 5 minutos de duración en los que utilizaron habilidades lingüísticas y digitales, así como otras competencias clave como el análisis crítico y la síntesis, la creatividad y el aprendizaje autónomo. Por último, consideramos aspectos de buenas prácticas en la formación lingüística y comunicativa de los investigadores que apoyan su desarrollo profesional.

VILLARES, Rosana (University of Zaragoza, Spain)

(EN) Spanish female scientists' motivations and engagement with digital science communication

Communicating science to wider non-specialised publics has become an increasingly important component of scientists' professional responsibilities, particularly in efforts to promote socially responsible research, public understanding of science, and public engagement of science (Loroño-Leturiondo & Davies, 2018). Yet, scientists still face challenges that hamper their active and regular involvement in science communication initiatives such as the 'publish or perish' dilemma, lack of time and training, and lack of professional recognition. The fast evolution of digital tools and social media, however, can partially solve this mismatch between current practices and top-down policies because digital science communication has bloomed with new genres (e.g., science blogs, podcasts, parascientific publications) (Picardi & Regina, 2008; Luzón, 2019). This paper explores what are scientists' motivations to engage in science communication practices, and the value attached to digital forms communication. Additionally, this study is interested in voicing women scientists, an often-underrepresented group within STEM. To do so, 20 semi-structured interviews with Spanish female scientists were conducted and analysed on Atlas.ti v8.4.2 following thematic analysis principles. The analysis revealed that participants were primarily motivated by the desire to make science more accessible and to improve scientific literacy among the general public. Participants viewed digital forms of communication as means for expanding the reach of scientific knowledge in an inclusive and sustainable manner. They emphasised the relevance of video-mediated outreach activities, the amplifying role of social media, and the value of science popularization articles, science blogs, and digital newspapers. However, the findings also pointed out to the need for language and communication skills development to enhance scientists' capacity to engage diverse audiences effectively. This paper concludes by offering an informed training proposal that tailors to scientists' current professional communicative needs.

(ES) Las motivaciones y compromiso de las científicas españolas con la comunicación científica digital

Comunicar la ciencia a un público diversificado y no especializado se ha convertido en un componente cada vez más importante entre los científicos. Esto se ha reflejado en los esfuerzos por promover la investigación socialmente responsable, la comprensión pública de la ciencia y la participación ciudadana en la ciencia (Loroño-Leturiondo y Davies, 2018). Sin embargo, los científicos aún se enfrentan a desafíos que dificultan su participación activa y regular en iniciativas de comunicación científica, como pueden ser el dilema de "publicar o morir", la falta de tiempo y formación, y la falta de reconocimiento profesional. Sin embargo, la rápida evolución de las herramientas digitales y las redes sociales puede reducir este desajuste entre las prácticas reales y las políticas europeas, ya que la comunicación científica digital ha florecido con nuevos géneros (ej., blogs científicos, podcasts, publicaciones paracientíficas) (Picardi y Regina, 2008; Luzón, 2019).

Este artículo explora las motivaciones de las científicas para participar en prácticas de comunicación científica y el valor que se atribuye a ésta. Además, este estudio busca dar voz a las científicas, un grupo a menudo infrarrepresentado en las áreas STEM. Para ello, se

realizaron 20 entrevistas semiestructuradas con científicas españolas, que se analizaron en Atlas.ti v8.4.2 siguiendo los principios del análisis temático. El análisis reveló que las participantes estaban motivadas principalmente por el deseo de hacer la ciencia más accesible y mejorar la alfabetización científica entre el público general. Las participantes vieron las formas digitales de comunicación como medios para expandir el alcance del conocimiento científico de manera inclusiva y sostenible. Enfatizaron la relevancia de las actividades de divulgación mediante video, el papel amplificador de las redes sociales y el valor de los artículos de divulgación científica, los blogs científicos y los periódicos digitales. Sin embargo, los hallazgos también señalaron la necesidad de desarrollar habilidades lingüísticas y comunicativas para mejorar la capacidad de interactuar con públicos laicos de manera efectiva. Este artículo concluye ofreciendo unas propuestas de formación adaptadas a las necesidades comunicativas actuales de las científicas.

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VLAD, Monica & Alina BUZATU ("Ovidius" University of Constanța, Romania)

(EN) Success Stories Reflecting the Scientists' Journey to Effective Communication. The Case Study of Ovidius University of Constanta

Within the evolving communication landscape examined by the DILAN project, both emerging and experienced researchers have acknowledged the need for training in strategies for adapting specialised content to broad audiences, in persuasive techniques (including visual rhetoric), and in the effective use of social media platforms to disseminate scientific knowledge (Perez-Llantada et al., 2022).

As a partner in the DILAN project, Ovidius University of Constanta piloted the online course developed within the project framework, aimed at equipping researchers with essential skills for effective online science communication. During the four-week pilot, eight researchers—ranging from absolute beginners to established academics and representing diverse fields (Philology, Physics, Biology, Engineering, Economics)—enrolled in the course and participated in distance learning activities under the guidance of local facilitators.

In our presentation, we, as facilitators, will share both the challenges we encountered in delivering the course and the key success stories of the participating researchers.

Drawing on the discourse corpus collected from the course platform, we will analyze the participants' perceptions of the course structure, instructional materials, animation techniques, and assessment methods. We will also examine the final communication projects submitted on the platform, applying cross-cutting criteria of content and form, to highlight transdisciplinary approaches to communicating science to the general public.

We will conclude with reflections on our experience as facilitators of this course and offer suggestions for enhancing this rich pedagogical, scientific and human experience.

(FR) Des histoires de succès portant sur le parcours des scientifiques vers une communication efficace. Etude de cas sur l'Université Ovidius de Constanta

Dans le contexte évolutif de la communication scientifique pris en compte par le projet DILAN, les chercheurs, qu'ils soient débutants ou expérimentés, ont reconnu la nécessité de se former aux stratégies d'adaptation de contenus spécialisés à un large public, aux techniques

de persuasion (notamment la rhétorique visuelle) et à l'utilisation efficace des réseaux sociaux pour diffuser les connaissances scientifiques (Perez-Llantada et al., 2022).

En tant que partenaire du projet DILAN, l'Université Ovidius de Constanta a piloté la formation en ligne développée dans le cadre du projet, visant à doter les chercheurs des compétences essentielles pour une communication scientifique efficace en ligne. Durant cette phase pilote de quatre semaines, huit chercheurs, allant des débutants aux universitaires confirmés, issus de disciplines diverses (philologie, physique, biologie, ingénierie, économie), se sont inscrits à la formation et ont participé à des activités d'apprentissage à distance sous la direction de facilitateurs locaux.

Dans notre présentation, nous examinerons, en tant que facilitateurs du cours, les défis rencontrés lors de la mise en œuvre de la formation ainsi que les principaux résultats obtenus par les chercheurs participants. À partir du corpus de discours recueilli sur la plateforme, nous analyserons les perceptions des participants quant à la structure du cours, aux supports pédagogiques, aux techniques d'animation et aux méthodes d'évaluation. Nous examinerons également les projets de communication finaux soumis sur la plateforme, en appliquant des critères transversaux de fond et de forme, afin de mettre en avant les approches transdisciplinaires de communication scientifique auprès du grand public.

Nous concluons par une réflexion sur notre expérience de facilitateurs de ce cours et proposerons des suggestions pour enrichir cette expérience pédagogique, scientifique et humaine.

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VOICU, Doina (EuroEd Foundation, Iași, Romania)

(EN) The EduMat Project, Bridging Disciplines: Integrating Art, Literature, and Science to Craft Engaging Cross-Disciplinary Narratives

The EduMat+ project, funded by the European Commission under Erasmus+ and implemented by EuroEd Foundation, Iasi, Romania, showcases the transformative role of research and technology in primary education, particularly in promoting and integrating STEM and arts subjects into curricula. This initiative is being carried out across five European countries: Italy, Bulgaria, Spain, Portugal, and Romania. The project emphasises innovative teaching strategies that utilise coding and digital tools to create engaging, hands-on learning experiences. At the core of this approach are interactive infographic mats, which leverage visual storytelling to simplify complex topics like environmental sustainability, social inclusion, and climate change. These mats serve as dynamic, play-based educational resources that promote critical thinking and active participation among children, aligning with STEAM (Science, Technology, Engineering, Arts, and Mathematics) methodologies. Research supports the project's focus on visual learning and digital literacy, demonstrating that infographics enhance comprehension by organising data in an accessible, visually appealing way. The project also highlights the importance of coding platforms like Scratch, which empower children to create interactive projects, develop problem-solving skills, and express their ideas creatively. Teachers participate in online courses and workshops to effectively incorporate these tools into their lessons, ensuring technology becomes a seamless part of the learning process. By promoting the effective use of technology and research-based pedagogies, EduMat+ aims to bridge the digital literacy gap, raise critical awareness of social and environmental issues, and develop both disciplinary and transversal skills. The project demonstrates how research-driven digital tools, like infographic mats and coding platforms, can make STEM and arts education more engaging, inclusive, and relevant, cultivating a generation of learners equipped for the challenges of the 21st century.

(RO) Proiectul EduMat – o abordare interdisciplinară ce integrează arta, literatura și știința în narațiuni educaționale captivante

Proiectul EduMat+, finanțat de Comisia Europeană în cadrul programului Erasmus+ și implementat de Fundația EuroEd, Iași, România, prezintă rolul transformator al cercetării și tehnologiei în învățământul primar, în special în promovarea și integrarea disciplinelor STEM și a disciplinelor artistice în programa școlară. Această inițiativă se desfășoară în cinci țări europene: Italia, Bulgaria, Spania, Portugalia și România. Proiectul pune accentul pe strategii de predare inovatoare care utilizează codarea și instrumentele digitale pentru a crea experiențe de învățare captivante și practice. La baza acestei abordări se află covorașele infografice interactive, care utilizează povestirea vizuală pentru a simplifica subiecte complexe precum sustenabilitatea mediului, incluziunea socială și schimbările climatice. Aceste covorașe servesc ca resurse educaționale dinamice, bazate pe joc, care promovează gândirea critică și participarea activă a copiilor, în conformitate cu metodologiile STEAM (știință, tehnologie, inginerie, arte și matematică). Cercetările susțin accentul pus de proiect pe învățarea vizuală și alfabetizarea digitală, demonstrând că infograficele îmbunătățesc înțelegerea prin organizarea datelor într-un mod accesibil și atractiv din punct de vedere vizual. Proiectul subliniază, de asemenea, importanța platformelor de programare precum Scratch, care le permit copiilor să creeze proiecte interactive, să dezvolte abilități de rezolvare a problemelor și să-și exprime ideile în mod creativ. Profesorii participă la cursuri și ateliere online pentru a integra în mod eficient aceste instrumente în lecțiile lor, asigurându-se că tehnologia devine o parte integrantă a procesului de învățare. Prin promovarea utilizării eficiente a tehnologiei și a pedagogiilor bazate pe cercetare, EduMat+ își propune să reducă decalajul de alfabetizare digitală, să crească conștientizarea critică a problemelor sociale și de mediu și să dezvolte atât abilități disciplinare, cât și transversale. Proiectul demonstrează modul în care instrumentele digitale bazate pe cercetare, precum infograficele și platformele de programare, pot face educația STEM și artistică mai atractivă, mai incluzivă și mai relevantă, cultivând o generație de elevi pregătiți pentru provocările secolului XXI.

ZERROUKI, Nedjah (Université Clermont Auvergne, France)

(EN) The recontextualization of scientific knowledge in research blogs through digital affordances

Digital technology has transformed science communication, reshaping how scientific knowledge is disseminated. The rise of hybridized, digitally-mediated academic genres – such as research blogs, tweetorials, podcasts and science videos (e.g., Birch-Becaas, 2023) – has enabled researchers to reach audiences beyond disciplinary communities. Digital genres are inherently multimodal (e.g., Askehave & Nielsen, 2005; Rowley-Jolivet & Carter-Thomas, 2023), employing a multiplicity of semiotic modes – linguistic, visual, aural, temporal, spatial, gestural – to support the recontextualization of scientific knowledge.

Recontextualization refers to the adaptation of knowledge as it moves from one context to another, requiring transformations in how meaning is constructed and conveyed (Bezemer & Kress, 2008). While earlier studies of recontextualization focused on linguistic and rhetorical transformations (e.g., Dessen-Hammouda, 2002; Linell, 1998), recent research has highlighted the role of multimodality in the recontextualization of scientific content (e.g., Bernad-Mechó & Valeiras-Jurado, 2023; Orpin, 2019).

Research blogs have emerged as a significant genre of science recontextualization. Although existing studies have focused on their rhetorical processes and linguistic features (e.g., Mauranen, 2013; Zou & Hyland, 2020), less attention has been paid to how other semiotic resources contribute to making scientific knowledge more accessible to wider audiences.

This study investigates the role of multimodality in English-language research blogs to better understand how scientific knowledge is recontextualized through digital affordances. A corpus

of 30 research blog posts (totaling 28,301 words) written by STEMM (Science, Technology, Engineering, Mathematics, and Medicine) researcher-bloggers was analyzed, focusing on the deployment of hyperlinks, and still images (e.g., photographs and diagrams).

By examining how research blogs mobilize multimodality to reshape scientific knowledge, this study seeks to offer deeper insights into the digital recontextualization of science.

(FR) La recontextualisation des savoirs scientifiques dans les blogs de recherche : le rôle des liens hypertexte et des images fixes

Les technologies numériques ont profondément transformé la communication scientifique, redéfinissant la diffusion des savoirs. De nouveaux genres numériques – tels que les blogs scientifiques, les tweetorials, les podcasts ou encore les vidéos scientifiques (par exemple, Birch-Becaas, 2023) – permettent aux chercheurs de s’adresser à des publics situés au-delà des cercles disciplinaires traditionnels. Ces genres mobilisent une variété de modes sémiotiques — linguistiques, visuels, sonores, spatiaux, temporels ou gestuels — pour soutenir la recontextualisation des savoirs scientifiques, ce qui les rend intrinsèquement multimodaux (Askehave & Nielsen, 2005 ; Rowley-Jolivet & Carter-Thomas, 2023).

La recontextualisation désigne l’adaptation des savoirs lorsqu’ils circulent d’un contexte à un autre, impliquant des transformations dans la manière dont le sens est produit et transmis (Bezemer & Kress, 2008). Si les premières recherches se sont principalement intéressées à ses dimensions linguistiques et rhétoriques (par exemple, Dressen-Hammouda, 2002 ; Linell, 1998), des travaux plus récents soulignent l’importance croissante de la multimodalité dans ces processus (par exemple, Bernad-Mechó & Valeiras-Jurado, 2023 ; Orpin, 2019).

Les blogs scientifiques offrent un terrain d’observation particulièrement pertinent pour explorer ces dynamiques. Bien que leurs dimensions discursives aient été largement analysées (par exemple, Mauranen, 2013 ; Zou & Hyland, 2020), la contribution des autres modes sémiotiques à l’accessibilité des savoirs demeure peu explorée.

Cette étude examine un corpus de 30 posts de blogs scientifiques anglophones (soit 28 301 mots) rédigés par des chercheurs en STIM (sciences, technologies, ingénierie, mathématiques), avec une attention particulière portée aux usages des hyperliens et des images fixes (photographies, schémas). Elle vise à mieux comprendre comment les ressources multimodales sont mobilisées pour recontextualiser les savoirs scientifiques à travers les affordances du numérique.

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PRESENTERS' BIO NOTES

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Irina DAVID is an Associate Professor with the Department of Modern Languages and Business Communication from the Bucharest University of Economic Studies. Her areas of research include aspects related to innovative methods for teaching business communication in English, cultural issues and the development of multilingual competences, enhancing critical thinking skills, or facilitating the integration of students in a wide range of professional and cultural contexts. She has participated in multinational projects aimed to promote multilingualism and intercultural competences, the development of useful tools for the (self-)assessment of these skills, or to facilitate the enhancement of communication and other transferable abilities that would increase the likelihood of integration in any socio-cultural environment.

Viorela-Valentina DIMA is an Associate professor with the Bucharest University of Economic Studies, Romania. She holds a BA degree in Romanian and English, and a PhD degree in Philology, all from the University of Bucharest. She is a professional translator and an ECQA Certified Terminology Manager, having coordinated and/ or co-authored the translation of more than 10 books on economics, business, history and intelligence topics. Her research areas include: theoretical and applied linguistics, foreign language teaching methodology, translation studies, higher education marketing.

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