

Multimodality in action!

Collaborative teaching and learning in a plurilingual, intercultural context

Laura-Mihaela Muresan
QUEST Romania & Bucharest
University of Economic Studies

Oana Maria Carciu
University of Zaragoza, Spain

Presentation Outline



Introduction & Context

Collaborative initiative
Educational setting
European-level framing

Stages and tasks

Intended learning outcomes
Sequencing of the Stages
Input-output balance

Methodological Approach

- Process approach
- Multimodality & Digital tools
- Participants' profile

Conclusions

Students' and Teachers' reflections
on this open, digital, collaborative
(ad)venture

Introduction and context



Starting point:

an initiative by 2 EAP/ESP teachers working in 2 HEIs (Spain / Romania)

Process:

- (a) the teachers' collaborative experience of designing and monitoring a joint teaching and learning project involving two groups of students from two different educational contexts
- (b) the students' multi-dimensional collaborative learning and communication experience

Context:

- during the pandemic, building on the affordances of the online environment and the multitude of available resources

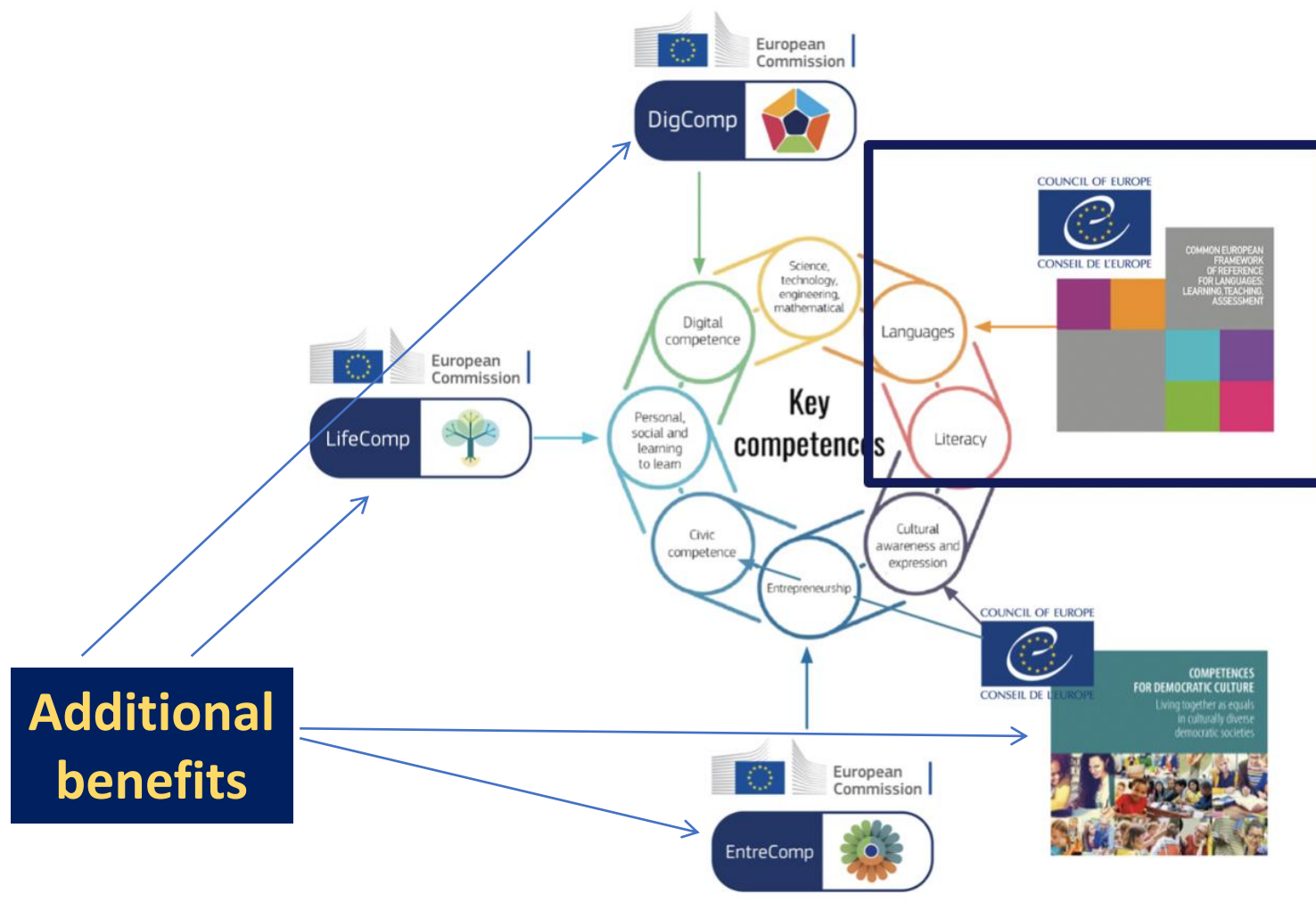
Learning focus:

within the ***EU Key Competences*** educational framework

- a **professionally oriented digital genre: the Video CV**
- plus process-related additional competences

Broader educational perspective

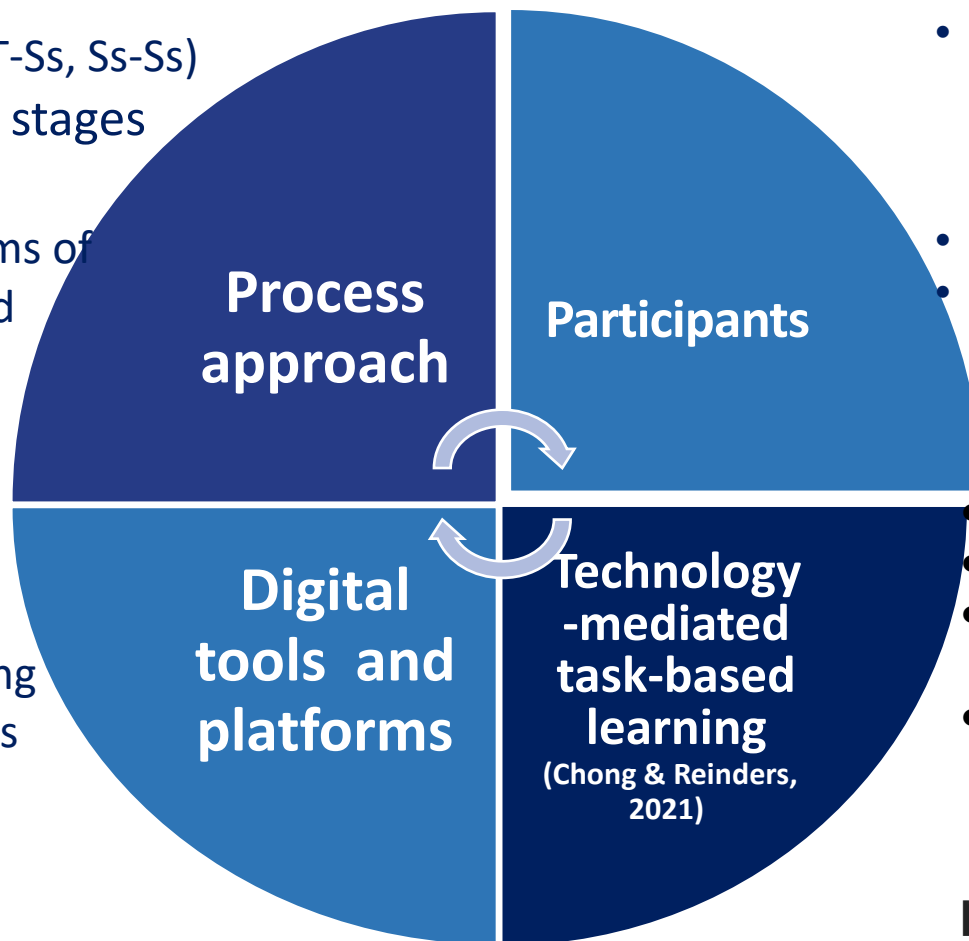
EU Key Competences



Methodological approach

- **Collaborative** (T-Ss, Ss-Ss)
- **Structured** into stages
- **Flexible**
- **Balanced** in terms of content input and guidelines vs **student autonomy**

- Padlet
- video conferencing
- collaborative docs
- internet-based materials
- Messaging apps

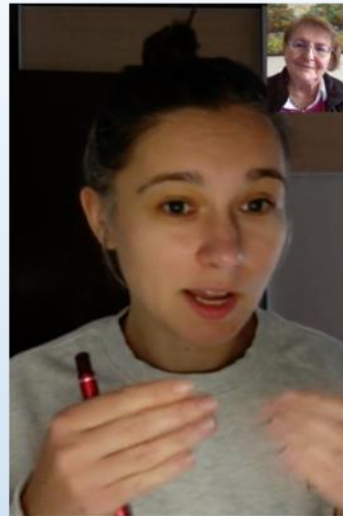


- 2nd yr ASE Ss & 4th yr UniZar Ss, streamed into 4 teams comprising both RO and ES students;
- EN lg proficiency: similar;
- Participation: on a voluntary basis

- authentic materials
- real-world communication
- active & collaborative methodology
- tech affordances: hyperlinking, multimodal meaning-making (Jones & Hafner, 2012)

professional digital multimodal genre - Video CV

Who's who, where, when & how?



**Teachers' prep-stage
(via Email, FaceTime...)**

Introductory session for students – hybrid – on GoogleMeet



Stages, steps & tasks

Stage 1 : Documentation - purpose & key features of a Video CV

Stage 2: Analysing Video CV samples & creating a **storyboard**

Stage 3: Filming, editing and publishing the Video CV

Stage 4: Reflecting on the process of international team-cooperation in an **online** environment, drawing conclusions, and **presenting the project outcomes**

...each main stage consisting of 3 steps:

Step 1: Pre-meeting individual preparation

Step 2: During meeting group work

Step 3: Uploading task outcomes

Stages (cont.) - further aspects

- Socialization encouraged at all stages
- Celebration of project completion: *Thank You* messages to participants
- Presentation of project outcomes
- Participation certificates

Scaffolding

- Templates
- Summaries of main aspects to consider during each meeting & at each stage of project planning

Technological affordances:

hyperlinking resources

Padlet affordances:

using columns to keep instructions separate from output submission

padlet

Oana Carciu + 23 • 5mo

We're hiring! Create your video CV.

Collaborative project instructions

Project STAGE 1

Oana Carciu 7mo

Stage 1A: Before the 1st meeting

Learn about the video résumé (video CV) from the following web resources:

- Prospects UK. Create a great video CV
- Resume Genius. How to make a video résumé: Guide and examples
- The University of Sheffield. Creating a video CV
- Purdue Online Writing Lab
 - Introduction to video résumés
 - Planning your video résumé
 - Filming your video résumé
 - Editing your video résumé
 - Distributing your video résumé

Next, do the activity in the Google Doc linked below. Remember, make your own copy of the file.

Submit STAGE 1 Activities here

Oana Carciu 7mo

Stage 1C: Submission of project activities

Turn in as a group (in one post below)

- the Activity (individual version) for each member of the group and
- the Activity (group version).

0 0

Add comment

Cristina BOZIAN 7mo

Individual activity

WEEK 1 Activity: HOW TO MAKE A VIDEO CV

DOCX

WEEK 1 Activity

0 0

Add comment

Dan BUBUILA 7mo

Project STAGE 2

Oana Carciu 7mo

Stage 2A: Before the 2nd meeting

Here are some video CV examples.

- Video CV 1
- Video CV 2
- Video CV 3
- Video CV 4
- Video CV 5

Watch these examples and analyse the features of a video CV. Use the template Activity linked below.

- Activity (individual video analysis)

0 0

Add comment

Oana Carciu 7mo

Stage 2B: 2nd meeting

Warm up. Catch up with what you've been doing.

Share your analysis of the videos. Group leader puts together the activities as a

Submit STAGE 2 Activities and task here

Oana Carciu 7mo

Stage 2C: Submission of project activities and task

Turn in as a group (in one post below)

- the Activity (individual video analysis) for each member of the group and
- the Activity (group video analysis)
- the draft storyboard

0 0

Add comment

Dan BUBUILA 6mo

Week 2 Activity - Individual and Group and Storyboard

DOCX

0 2

Add comment

Project STAGE 3

Oana Carciu 7mo

Stage 3A: 3rd meeting

Warm up. Socialising and catching up with each other.

Film and edit the video CV as a group.

Consider the following :

- organisation of content and script (text): introduction (state the name clearly), main part presenting skills and experience, conclusion (wrap up thanking the viewer)
- recording and producing the digital tools (video recording for YouTube or TikTok, PowerPoint, etc.)
- filming aspects: location, framing, lighting, audio
- editing: digital editing tools and video editing workflow, editing techniques such as the use of a snipping tool, special effect, filter, and subtitles

Resources: Purdue Online Writing Lab, Filming your video résumé and Editing your video résumé

Turn in the group video CV.

Submit STAGE 3 tasks, the video CV, here

Oana Carciu 7mo

Stage 3B: Submission of project task

Turn in the group video CV.

0 0

Add comment

Dan BUBUILA 6mo

0 2

Add comment

Dan BUBUILA 6mo

Thank you message for your group colleagues here

Oana Carciu 8mo

Post your messages below.

2 7

Dan BUBUILA 6mo

Thank you for being so serious about this project! It was a pleasant experience to work with you. Hopefully it was as enjoyable for everyone as it was for me.

Daniel Molina Figuerola 6mo

I am grateful for the group that I have had, they were nice people and talkative and we have learnt a couple of things of the Romanian food

Cristina BOZIAN 6mo

It was a real pleasure working with you. I hope to see you in the second semester. Until then I wish you all the best! 🍀

Irene Bonis 6mo

I've really enjoyed this experience, the team couldn't work better and I've had a great time working and getting to know a bit about Romania with them!! Best wishes!!

Anonymous 5mo

Everything was wonderful! I'm glad I was able to be part of this project. I'm glad I met new people and made new friends. The girls were open and positive. I hope that one day we can see each other face to face!

International joint academic project on Padlet:
We're hiring! Create your video CV

STAGE 2 (example)

Analysis of video CVs & storyboard

A: Individual work (before online group meeting)

- Analysis of video CV samples → noticing genre features
- Scaffolding: template for video analysis

B. Group work (online)

- Revising as a group the analysis of video CV samples
- Storyboarding
- Scaffolding: Job ad + steps for planning the video CV

Sample activity

	Video 1	Video 2	Video 3	Vi
Format (e.g. narrative, documentary, project showcase, mock interview, etc.) + setting and subject	Documentary Video resume for an editorial in the UK. Setting in her flat.	Documentary Setting in a room.	Narrative + showcase. Set outside	Na
Engagement (e.g. formal professional, casual, or informal style of address, playful interaction + camera angle, i.e. the rule of thirds, headroom, wide shot, mid shot, close up, cut-in, cutaway, establishing shot)	Casual/ formal Camera angle was close up, alternating with wide shots and mid shots.	Casual/informal. Close up angle	Formal with a playful interaction at the end, filmed from the front side, slightly diagonal-down.	Ca Ca wa se
Message (e.g. meanings are literal or inferential)	Literal	Literal	Literal.	Lit
Visual and aural modes (examples) chosen to convey ideas	Short footage of her daily life.	Used text that expands what she is saying and photos and videos to reinforce her message /skills	Pop-up images and texts that come along with sound effects.	No ba alt gro im
Content and structure (content of the introduction, what skills they include, and content of conclusion)	Passion, education, goals (working for a publishing house), skills and experience, as well her intention to apply for the internship post as a conclusion.	She introduces herself Then her experience in some companies She concludes with her current studies	Name, age, experience, education and passions.	Br sk ex an co (w an

**video
analysis
template**

STAGE 3 - Filming, editing...



Sample joint RO-ES Team storyboard

STAGE 3

Filming, editing and publishing the Video CV

LINGUISTIC SKILLS

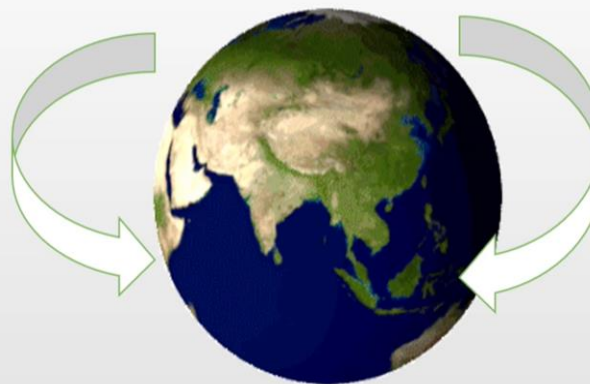


I had to speak French with my colleagues in a small French company where I have worked for a year.

FRENCH



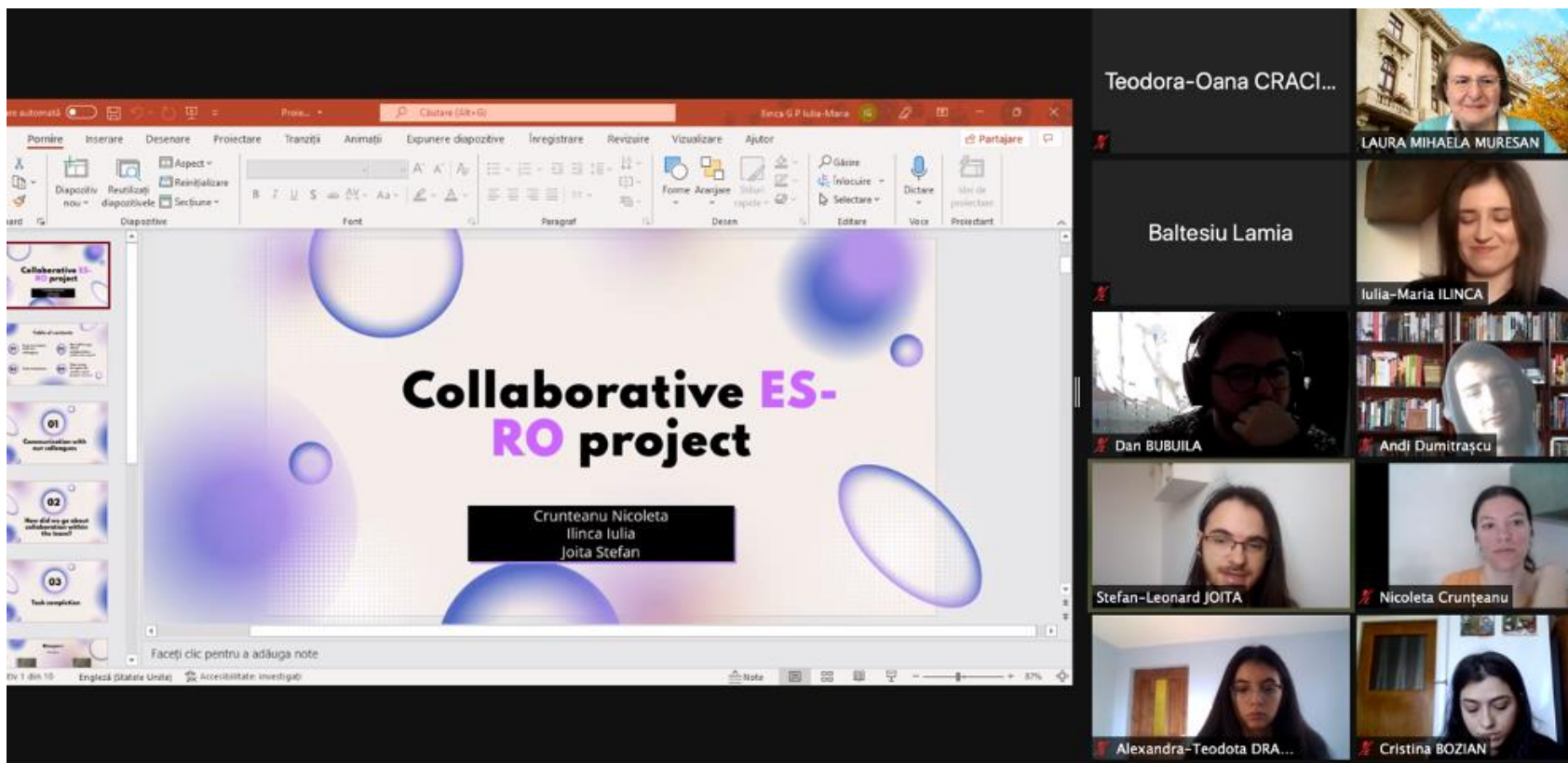
MADRID, SPAIN



**Sample
joint
RO-ES
Team
Video CV**

STAGE 4 : Reflecting, drawing conclusions & presenting project outcomes & processes

i) Team presentations (on Zoom) to their peers



The screenshot displays a Zoom meeting interface. On the left, a presentation slide titled "Collaborative ES-RO project" is shown. The slide features a purple and white background with abstract shapes. The text on the slide includes "Collaborative ES-RO project" in large, bold letters, and below it, the names "Crunteanu Nicoleta", "Ilinca Iulia", and "Joita Stefan" are listed. The Zoom interface shows a grid of participants on the right side. The participants are: Teodora-Oana CRACI..., LAURA MIHAELA MURESAN, Baltesiu Lamia, Iulia-Maria ILINCA, Dan BUBUILA, Andi Dumitraşcu, Stefan-Leonard JOITA, Nicoleta Crunteanu, Alexandra-Teodota DRA..., and Cristina BOZIAN.

STAGE 4 : Reflecting... (cont.)

ii) Invitation to reflect on the “Collaborative Project” experience (Questionnaire Excerpts)

*Dear Participants in the ES-RO joint project,
First of all, congratulations on successfully
completing your joint project, in
collaboration with your Spanish colleagues!*

*Now please take a few minutes to reflect on
your team work and to share your
experience and views.*

*Here is a framework to help you with this.
You may use it (a) as a template for filling
in notes/answers, or (b) as inspiration for a
PPT. Whichever format you opt for, it will be
a good basis for a synthetic team-
presentation to share with us on Monday.*

1. COMMUNICATION with colleague(s)

a) ... with your Spanish colleagues?

b) ... with your Romanian colleagues?

*(on which platform(s)? What device(s) did
you use? How often? On what topics? In
which language?*

**2. How did you go about
COLLABORATION within the team?** *(task
distribution vs taking on roles, negotiating*

3. TASK COMPLETION *(What did your
preparation include? How did you go about
writing/drafting ... ? How did you go about
the video activity?)*

**4. TAKE-AWAY THOUGHTS for another
joint project venture**

5. SUGGESTIONS for another time

We have used **WhatsApp** and our **laptops** and **phones**.

COMMUNICATION CHANNELS

In English

Doing the **project**, knowing each other

We talked a few days a week



Our preparation included talking about our stages, writing them and filming ourselves.

We met on **Zoom**, and we **planned** about our project. We talked about **the stages of the video**, and in the end, **one of us wrote our ideas**. Finally, **we all revised it**.

Student reflections (response samples)

I enjoyed seeing the way people from another nation and culture work, and hearing their accent in English

What I liked most about this project was that **I was able to collaborate with new people**.

TAKE-AWAY THOUGHTS

COLLABORATION

Everyone came up with **new ideas**, and **everyone adapted**. I offered to do some things like edit the video.

We wanted the project to be carried out in a light manner, in which **everyone would be happy to work on this video**. Everyone agreed with any new idea.

It was very easy to **communicate by mutual agreement**, everyone was very open to any idea

TASK COMPLETION

Student Feedback

My only suggestion - and I do not know if you can actually modify this - is to expand the file size limit. I tried to upload the video CV but it was too large (I linked the download to you instead). The platform was great and the steps we had to follow were clear. Thank you for this amazing opportunity!

Thank you for this opportunity! It was really nice seeing other perspectives and collaborating with the girls was really fun. Thank you for all your hard work!

Thank you for being so serious about this project! It was a pleasant experience to work with you. Hopefully it was as enjoyable for everyone as it was for me.

Teachers' learning: Insights derived from this collaborative (ad)venture in open, digital, innovative education



- ★ Opportunities for **learning and practising professional discourse, communication in English + developing cross-cultural awareness**
- ★ **Students' fascinating itinerary of collaborative work** – developing **responsibility for autonomous** and **collegiate** dealing with multimodal online tasks
- ★ **Genre process writing** – involving successful Genre analysis and technology-mediated tasks
- ★ Thanks to the **students' motivation** and **commitment**, this collaborative (ad)venture has provided useful insights into:
 - possibilities of using open resources
 - “**Internationalization at a distance**” (Mittelmeier et al. 2020)
 - opportunities for **developing transversal & interdisciplinary skills**
- ★ **Empowering students to participate in the Digital Society.**



Universidad
Zaragoza

Certificate of Participation

This is to certify that

Dan Bubuilă

has successfully participated in the international joint academic project
“**Create your video CV**”,
carried out by students of the University of Zaragoza (Spain) and
students of The Bucharest University of Economic Studies (Romania),
from 25 November 2021 to 31 January 2022.

This collaborative academic project was organised within the framework of the
Language, Discourse and Contextualising Communication module,
Applied Modern Languages specialisation (3rd semester), the Faculty of International
Business and Economics, and consisted in the completion of the following stages:
Stage 1: Documentation - identifying the purpose and key features of a Video CV;
Stage 2: Analysing Video CV examples and creating a storyboard;
Stage 3: Filming, editing and publishing the Video CV;
Stage 4: Reflecting on the process of international team-cooperation in an online
environment, drawing conclusions, and presenting the project outcomes.
The self-study and group activities amounted to 12 hours per participant.

The project activities have involved multi-layered communication and team-work,
using a variety of online platforms and tools, thus contributing to the improvement of
the participants' digital skills, team-work and communication competences in English
in an online environment.

Project Coordinators

Prof. Dr. habil. Laura-Mihaela Muresan
Department of Modern Languages and
Business Communication
Bucharest University of Economic Studies
Romania

Dr. Oana Maria Carciu
Department of English and German
University of Zaragoza
Spain



**Celebrating
success:
Sample
Certificate**

References

- Carciu, O. M., & Muresan, L.-M. (2021). Exploring collaboration as an approach to enquiring into English for Research Publication Purposes. In S.Florea; E. Gilder; D. Florea (Eds.), *Representations of Otherness in Romanian Philological Studies* (pp. 203-223). Berlin: Peter Lang.
- Chong, S. W., & Reinders, H. (2021). A methodological review of qualitative research syntheses in CALL: The state-of-the-art. *System*, 103, 102646. doi:10.1016/j.system.2021.102646
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*.
- Jones, R. H., & Hafner, C. A. (2012). *Understanding digital literacies. A practical introduction*. Routledge.
- Mittelmeier, J., Rienties, B., Gunter, A., & Raghuram, P. (2020). Conceptualising internationalization at a distance: A third category of university internationalization. *Journal of Studies in International Education*, 1-7. <https://doi.org/10.1177/1028315320906176>
- Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.

Relevance beyond the framework of this small-scale project

This presentation is a contribution to the Erasmus+ project partnership ***Digital Language and Communication Training for EU Scientists (DILAN)***, co-funded by the European Commission (project ID 2022-1-ES01-KA220-HED-000086749).

Forthcoming publication

A detailed version of this study (with a focus on the ‘multimodal learning design’ dimension) has been accepted for publication as a book chapter:
Carciu, O. M., & Muresan, L.-M., Designing Multimodal Learning for Developing Multilingual Undergraduate Students’ Communication Competences in English: A Case Study. In: Lim, F. V., & Querol, M. (Eds.), *Designing Learning with Digital Technologies: Perspectives from Multimodality in Education* (forthcoming). Routledge.

Thank you!

muresan.laura@gmail.com

ocarcu@unizar.es