

# Online Learning Package Builds a Bridge for Learners, Educators, Time & Place

onfident

MELposium 18.8.2022  
Mari Rytisalo and Tuula Andersson

# Agenda:

Introduction to the Learning Package /Tuula Andersson

Online Open Module in Intercultural Communication /  
Mari Rytisalo

Online Open Module in Digital Learning /Tuula

Cyber Café, future of the project /Mari

# onfident

- Enhancing intercultural and digital **CO**mpete**N**cies of **M**obile **Stu****DEN**ts in times of crisis
- Erasmus+ in KA2 Cooperation for Innovation and Exchange of Good Practices 2020
  - Partnership for Digital Education Readiness
- Total Budget 255 000 eur



Co-funded by the  
Erasmus+ Programme  
of the European Union



**HSB**

Hochschule Bremen  
City University  
of Applied Sciences

Germany



ALEXANDRU IOAN CUZA  
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Tampereen ammattikorkeakoulu  
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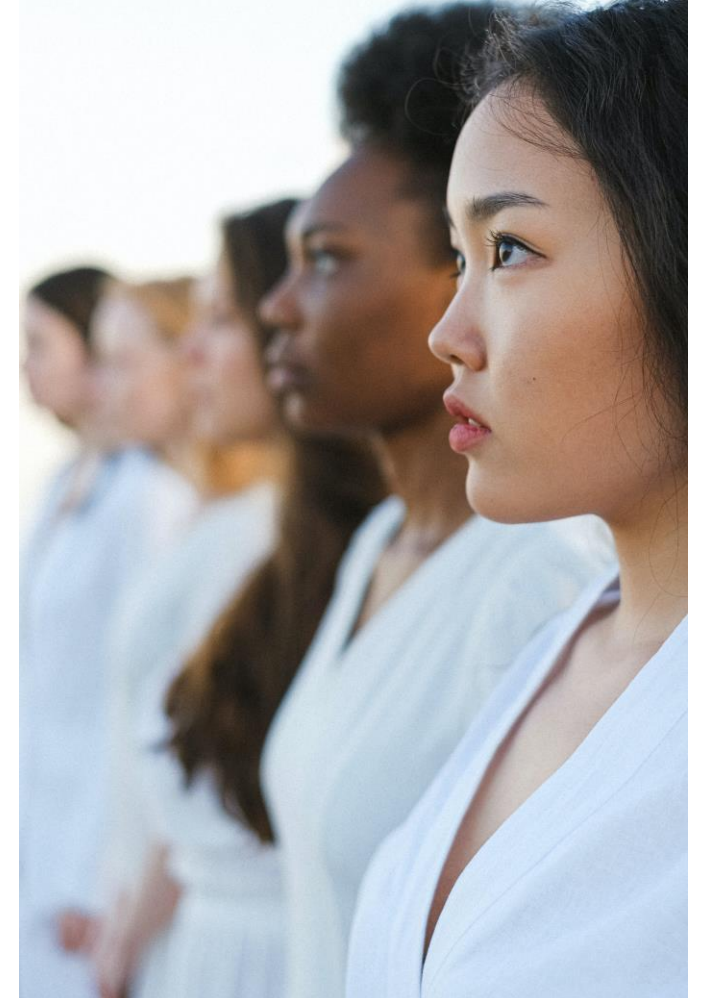
# FOR WHOM?

1. International outgoing and incoming students
2. Any HEI interested in utilizing the created materials

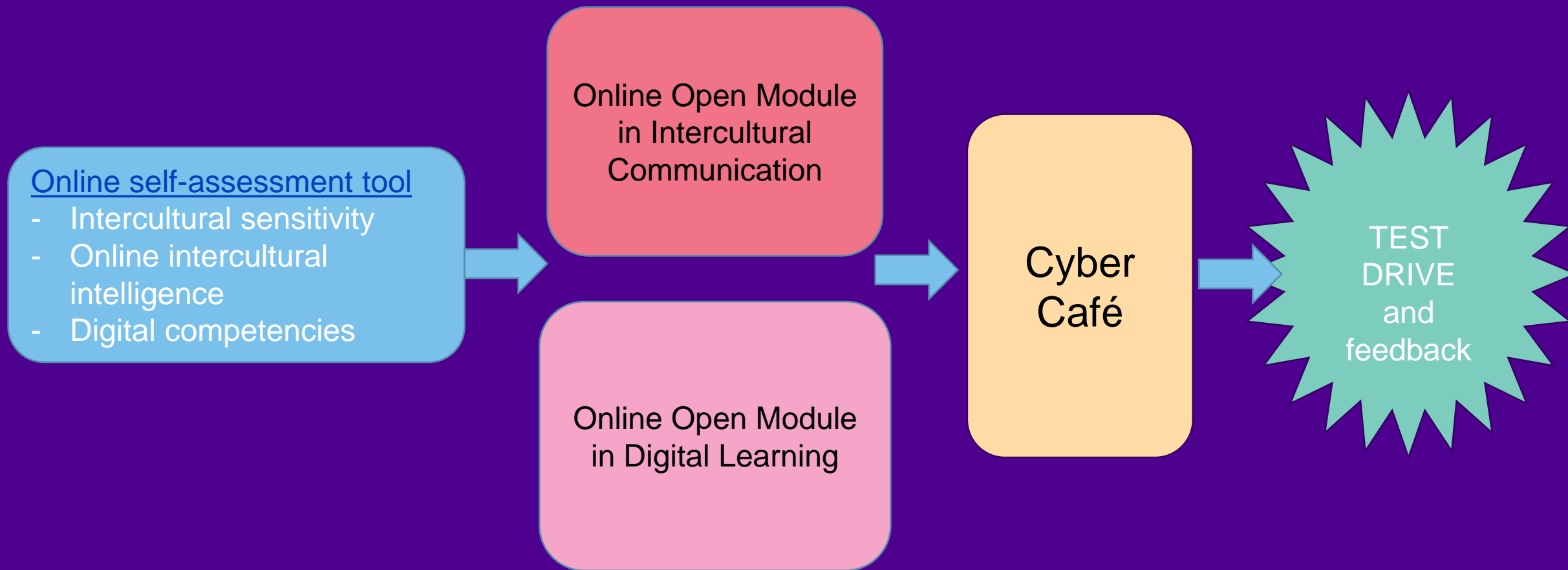


# FOR WHAT?

1. Increase awareness of intercultural and digital competencies
2. Improve knowledge of cultural aspects
3. Introduce some digital learning platforms (Moodle...)
4. Introduce some meaningful digital tools for interacting and sharing experiences
5. Raise awareness of the challenges in online learning, the ethics and security in the cyber world
6. Foster “internationalization at home” by making available the created online open modules



# WHAT HAVE WE TO OFFER?



# Step 1: SELF ASSESSMENT TOOL

- Intercultural Sensitivity scale
- Online Intercultural Intelligence scale
- Digital Competence scae
- The respondent receives a written assessment with their strengths and weaknesses
- Available at the project web-page:  
<https://confident.feaa.uaic.ro/Outputs/Pages/IO1.>

# Example: Intercultural Sensitivity Scale

Intercultural Sensitivity Scale (ISS)

63%

To be successful in life, one should develop strong contacts and networks with people from one's own cultural background \*

strongly disagree

strongly agree



It is primarily the responsibility of immigrants to adapt to the host culture \*

strongly disagree

strongly agree





# Step 2: OPEN MODULES

## Pedagogic Principles



Practical experiences that students can relate themselves with



Playful and interactive elements



Use of video clips to raise interest



Not too theoretical!



# Online Open Module in Intercultural Communication

Senior Lecturer Mari Rytisalo

# Objectives of the Module:

1

Be sensitive to cultural determination of behavior and values

2

Be able to identify own cultural norms and prejudices

3

Have greater ability to be aware, understand and interpret cultural differences

4

Be able to recognize different communication styles in a culturally sensitive manner



# Learning goals of the Module:

## Ch 1: Culture

- **Definition of culture and culture shock**
- Significance of **perception**
- Understanding **prejudice**

## Ch 2: Intercultural Dimensions

- Meaning of **cultural dimensions**, **benefits and limitations** of them
- Strategies to manage **intercultural conflicts and misunderstandings**

## Ch 3: Intercultural Competence

- Definition and levels of **intercultural competence**

## Ch 4: Intercultural Communication

- Understanding the **mechanisms of communication**
- Recognizing misunderstandings in communication on a **verbal, non-verbal, and paraverbal** level

# Each Chapter Contains:



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a small case of students experience as an introduction

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theoretical inputs including short learning videos and comics

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1-2 videos of group discussions with students

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a self-learning exercise

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a test for self-assessment

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further links for information

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the literature used

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# Sneak Peeks to the Contents of the Module



### Experience of an international Student in Bremen, Germany

*Natalia from Brazil had an important exam at the university in the morning. However, because there had been an accident with the bus on the way to the university, she was 40 minutes late. The exam was scheduled for 90 minutes, and after that time, the lecturer wanted her to hand in the exam. However, since Natalia could not use the full time, she was not yet finished with the exam. She explained the situation to the lecturer and asked him to let her write longer so that she could use the 90 minutes allotted because she was not to blame for her lateness. She assumed that it was not a problem because, after all, her tardiness was neither intentional nor controllable. She expected the lecturer to put himself in her situation and show understanding, which would be natural in Brazil. Natalia said that in such a case, the lecturer in Brazil would show understanding in every way. Even if he did not have the time, he would ask another lecturer to supervise so that the student's grade would not suffer and she could take advantage of the time she was entitled to. However, the lecturer's response was very harsh. He insisted that she had to turn in, just like everyone else, and he could not make an exception. She should have just taken a bus earlier to make sure she arrived on time, now she had to follow the rules and hand in the exam in the given time. Natalia took this incident very personally and was offended that the lecturer showed so little understanding and goodwill.*

*This example is about a culture-specific rule orientation. Some cultures, like Germany, tend to orient themselves rather strongly to universally valid and culturally generally accepted rules or to submit to them when evaluating and deciding situations. Other cultures, on the other hand, tend to make decisions based on situations and rather, emphasis on the relational level between people and the situation at hand. Since there is a rather relaxed and friendly atmosphere between students and lecturers in Brazil and a great deal of value is placed on interpersonal relationships in particular, Natalia's disappointment was understandable. After all, in her culture, personal relationships and a subjective view of the respective situation take precedence over general norms.*

*Source of Information ( Berninghausen 2012)*

## Example for Metacommunication:





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Although you used a map you got lost during your vacation. Therefore, you ask a local if he can explain to you the way to your hotel. He understands you but points into a direction of which you know it cannot be right. What are you doing? \*

- ☐ I explain to him why this cannot be the right way and try to find someone else
- ☐ This is typical. You cannot trust the locals here in this regard. I get angry
- ☒ I thank him for the information and drive on. Later I ask someone else.



Next →



*(Source: Schugk, 2004)*

What meaning does this gesture have?

- ☐ I'll kill you
- ☐ Zero
- ☐ Money
- ☐ OK

Submit

The same gesture can mean different things to people from different cultures...

In USA this means "OK".

In France this means "zero".

In Japan this means "money".

In Tunesia this means "I'll kill you".



## Differences in verbal communication

### Wording:

In  it is impolite to say "I".

In  the word "friend" means a close friend,  
whereas in  it can also mean a casual acquaintance.

like to answer the American greeting "How are you?" with a precise  
answer.

In  the word "compromise" has a negative connotation.

Direct messages in  are regarded as rude in .

In  people use many more polite phrases in their communication.

Submit

# Online Open Module in Digital Learning

# Objectives of the Module:

1

Acquire universal digital competencies to be prepared for changing work environment

2

Prepare students for physical and/or virtual exchange

3

Learn how to use different E-Learning Platforms

4

Understand virtual behaviour, ethics and cybersecurity



# Contents of the Module:

- Ch1: Intercultural Communication in the Digital World
- Ch2: E-Learning Platforms
- Ch3: Use of IT in Learning; Challenges
- Chapter 4: Wrap Up

# Each Chapter Contains:



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Theoretical inputs

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Videos: Situation simulation and/or Student Experience  
Narrated Powerpoint Lectures

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Test for self-assessment

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Further links for information

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Literature and references used

# Sneak Peeks to the Contents of the Module



# Cyber Café



# Cyber Café; Planned Contents

1. Predefined tasks on the modules that the students attend – moderated/assessed by educators
2. Forums for discussions related to students' integration (accommodation, canteens and restaurants, health care, safety issues, extracurricular courses, etc.) - moderated by the local students' representatives and staff working in the international offices
3. + a section dedicated to intercultural discoveries (presentations, videos, interactive tours of the home/host university/city/country)

# Planned Structure

Tasks, assignments for completion of the modules, same for all students

International Room

## TAMK MODERATED ROOM

Finland Room  
e.g. do's and don'ts in Finland

Tampere Room

TAMK ROOM  
University info

Campus Room

Students' Room (TAMKO)

# Final words

# Final test of the learning modules and Cyber Café: Intensive Fall Week for Mobile Students (October 2022)

- organized in lasi by UAIC
- 5 days
- 5 students/partner university participating f2f
- 10 students/partner university participating online

# Call for Action:

- Open Module on Digital Learning is available on DigiCampus ([www.digicampus.fi](http://www.digicampus.fi)):
  - DigiCampus is a Moodle-based learning platform used by several Finnish Universities and UASs
  - Open for all students over the world with Google account or by creating an email-linked account, and in Finland with Haka-login
- Open Module on Intercultural Communication will be available by the end of 2022



- More info on:

- <https://confident.feaa.uaic.ro/Pages/Welcome.aspx>
- <https://www.facebook.com/Erasmus-Confident-Project-135862391984834>

- For further questions please contact:

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# Thank you!