**Eportfolio for Online Language Learning Exchanges:
Competences for the Telecollaboratively Effective Person**

Introduction

This eportfolio aims to help you keep track of your development as you become more adept at online exchanges as part of learning a language. In order to do so, the INTENT team has developed a set of competences to identify what we call the "Telecollaboratively Effective Person" (TEP).

This is obviously not a comprehensive list of all the competences necessary for a TEP, since this would yield a less-than-useful long list and each online, international exchange is unique. It aims to give you (teachers and learners) a starting place for focusing on competences needed in these situations.

How to Use the TEP Portfolio

The portfolio intends to be an adaptable tool for teacher, self or peer assessment. It is recommended that you choose all/parts of the portfolio that best fit your needs and context. For example, **as a teacher** you may choose to focus on only one domain of competences in the descriptors and write a corresponding rubric for final assessment of your students based on observation of the exchange. Or, you might prefer to negotiate with your students which competences they will work on and then ask them to provide 'evidence' from their online exchange of those competences. **As an individual learner** you can decide which competences you want to or need to work on and regularly link them to evidence from your online exchanges. This can be complemented with your personal reflection diary. Ideally, all the parts of the TEP portfolio will be used together. More detailed suggestions are given below.

The Different Sections of the TEP Portfolio

Descriptors of the TEP (set of competences). The descriptors should be understood as an 'ideal' in the sense that they outline different features (divided into knowledge, skills, and attitudes) of the telecollaboratively effective person. These descriptors are **not** set out in any sort of hierarchy as far as their importance is concerned or the order in which the competences should be assimilated. The descriptors are **not** intended as a 'check-list' to be used linearly. The descriptors are proposed as a **guide** for each individual to **set goals** for improvement (see example) and to **measure improvement** through specially designed **assessment tools** (see sample of collected evidence/teacher feedback and sample rubric) and to **match** with learning evidence and reflection. All of the samples provided aim to show how the TEPs can be used in a contextualised situation of online exchange.

Personal Reflection Diary. This is an adaptable tool for anyone wishing to document the development of their TEP competences. Record your thoughts using text, audio, video, still images, etc.). This should be an ongoing activity: Reflect about online events before (perhaps set short-term goals for the exchange), during (quick notes of specific incidents that stand out during the exchange can be useful) and after each exchange (make time after each online encounter to reflect on it and record your thoughts and impressions). An

essential aspect of the diary is to link reflection to the TEP descriptors and with personal events or episodes (see example of evidence of learning). To that effect, we recommend that you focus on quality over quantity: It is better to think deeply about one important learning event than to write long descriptive essays of everything that took place. Here are some questions that can get reflection started:

—**What?** Briefly describe the event/s from an online exchange as **objectively** as possible.
- What happened?
- Who was involved?
  What did you observe?
- Etc.

—**So What?** Analyze the experience, objectively (e.g. with the TEP guidelines) and subjectively (what you felt, did).
- Did something surprise you or feel unexpected?
- What was your perspective as the event was happening (What 'lens' were you 'viewing' from?)
- Was there something you particularly liked/disliked? Why?
- Were there any particular challenges or difficulties?
- Etc.

—**Now What?** Did you learn anything from it? Where can you go from here?
- Did you learn a new skill or clarify an interest?
- How can you keep and apply this learning in the future?
- What more would you like to learn related to this type of exchange?
- How can you learn more?
- What information/advice would you like to share with your peers?
- If you could do the exchange again, what would you do differently?

Etc.

Evidence of Learning. This is your 'personal collection' of your TEP samples from your online exchange. The samples should be selected to demonstrate specific points that you have discussed in your personal reflection diary or to illustrate competences you think you have learnt or need to learn (see example). It is important to select carefully –this collection represents your learning process and shows that you know how to make links between the theory (competences) and practice (the online exchange) and to reflect on your own progress (see example). Some types of documentation are:
- Text chat extracts
- Voice chat recordings
- Voice chat transcriptions
- Blog or forum entries
- Screen captures such as recording of screen movements (while text chatting, while meeting in synchronous video conferencing sessions, Virtual Worlds, etc.)
- Etc.

There are many different online repositories (cloud storage spaces such as dropbox, videoblogs, youtube, vimeo, etc.) which you may want to use. It is

important to keep in mind the file types and sizes when uploading your collection of evidence.

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DESCRIPTORS OF TELECOLLABORATIVE EFFECTIVE PERSON

The descriptors are divided into 4 main domains: Online Language Competences (please note that this is not intended as descriptors for general language learning levels); Social Competences; Technical Competences and Cross-Cultural Competences. These domains are subsequently divided into 3 'macro' KSAs (Knowledge, Skills, and Attitudes) which are then divided into 'micro' KSAs. The breakdown of the 'macro' KSAs are designed to facilitate pinpointing specific actions that can be taken for development and assessment of the competences.

	KNOWLEDGE	SKILLS	ATTITUDES
Online Language (These descriptors take consideration of online literacy needed for telecollaboration; not second or foreign language acquisition per se)	**K.1. Knows that on-line language has its own particular features**	**S.1. Can communicate using online language with its particular features**	**A.1. Accepts /is open to non-standardised, flexible, evolving nature of on-line communication.**
	knows and recognises meaning making features of online communication when provided by the interface (e.g. buttons for emoticons)	can insert emoticons and other symbols from interface to make or add meaning to the online communication	chooses to use emoticons and other symbols to express own emotions
	knows and recognises meaning making features of online communication in formats that are not provided by the interface (e.g. user-created emoticons, abbreviations, acronyms, onomatopoeias, etc.)	can decipher, create and use the specific repertoire, abbreviations, symbols, acronyms, etc. used in on-line communication.	is willing to use on-line codes as part of meaning-making and communication.
	knows the appropriate use of meaning making features in online communication (e.g. emoticons, abbreviations, acronyms, onomatopoeias, etc.) and their meanings in context.	can use meaning making features online with appropriate frequency and according to the exchange partner(s) and context.	assumes identity of online communicator through the use of accepted online meaning-making features.
	knows the differences between on-line code (an in-between code drawing on features of spoken and written language plus features such as emoticons) and standard language.	can switch from on-line code to standard language when necessary.	is open to switching from standard language to on-line code.
	K.2. Knows that on-line communication is multimodal* _per se_ (*multimodal = draws simultaneously on text-based,	**S.2.Can switch from and adapt to different modalities for a communicative purpose**	**A.2. Is eager or flexible to navigate between different modalities with minimum discomfort**

audio and visual channels of communication)		
knows that online communication may not be linear.	can recognise and interact in non-linear communication (e.g. online chat)	does not feel threatened in front of non linear discourse.
knows when the use of textual, audio or visual language is more appropriate.	can employ the appropriate mode of textual, audio or visual language.	is sensitive to the way in which different modes will affect communication.
knows and recognises forms of expressions and formats (e.g. ha,ha,ha in written chats depicts humour; in oral chat is interpreted as sarcasm).	can use and combine the conventions appropriate to the format being used (e.g. use of avatar gestures, use of emoticons, use of capital letters for loud voice).	is aware of possible misinterpretations of the use of forms of expressions, formats and convention.
knows that discomfort with a specific online communication channel is not necessarily linked to the channel itself but with own unfamiliarity with it	can overcome discomfort when faced with unfamiliar communication channels	is willing to explore unfamiliar communication channels.
K.3. Knows that cultural and linguistic diversity exists and individual backgrounds will be brought into the on-line communication	**S.3. Can build on the cultural and linguistic diversity of on-line communication to create empathetic and meaningful interaction**	**A.3. Holds a positive attitude towards cultural and linguistic diversity in on-line communication**
knows that online interaction may take place in more than one language.	can participate in multilingual conversations.	does not feel uncomfortable or threatened when unfamiliar languages and online code are being used.
knows that all languages are equally important.	can negotiate the language(s) being used in the communication.	does not impose the use of one language in the interaction.
knows that the target language may not be the L1 of all participants.	can adapt own use of target language to speakers of different languages.	does not monopolize communication.
knows that on-line communication can be an environment for multiple language learning.	can use on-line communication to access languages new to oneself.	is open to multiple language learning, not just the target language in the exchange.

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	KNOWLEDGE	SKILLS	ATTITUDES
	K.1. Knows that on-line communication has its own social norms that	**S.1. Can negotiate meaning in on-line communication without**	**A.1. Is critically aware that the dynamics of interaction**

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	interact in combination with each participants' sociocultural background.	interference of own sociocultural background and assumptions of the other	is not predetermined by the socio-cultural background of the other or of self
Social	knows that rules of on-line communication are strongly dependent on the context of the interaction and may vary (e.g. channels of communication, topic, participants, etc)	can accept and adopt different communicative styles and rules	does not attribute miscommunication directly to socio-cultural differences
	knows that on-line interaction may vary from communicative patterns one is familiar with (e.g. interaction may end differently than own communicative expectations).	can adapt own communicative practices to on-line events at hand (e.g. decide when it is better to answer immediately or not).	respects rhythms of interactions when different from one's own style (e.g. do not get upset if replies do not come as soon as expected and do not wait until the very last minute to reply, etc.).
	Knows that interaction is an evolving process and, particularly in online scenarios, highly dependent on the situation, the context and the communication partners.	can differentiate between the dynamics of interaction at a given moment and participants' sociocultural background	does not resort to stereotypes when faced with difficulties or disagreements in communication events
	knows which behaviour may cause disruption or create difficulties in on-line communication.	can leave aside own communicative habits, when necessary, to facilitate communication	is critically aware of own communicative habits and willing to change, if necessary (e.g. be punctual to online meetings, do not interrupt, non abusive use of irony, etc.)
	K.2. Knows that identities are multiple, dynamic and situated	S.2. Can understand that online identity is constructed and defined in the interaction with other participants	A.2. Accepts that online identity may vary from real life identity and from one context to the next
	knows which identities are appropriate to the on-line context and communication channel being used (e.g. appropriate avatars in virtual worlds).	can adopt textual and visual identities that are appropriate to the context (e.g. does not take offensive user names, dresses avatars appropriately, etc.).	accepts that identities are multiple and context-bound.
	knows that there are also similarities between on-line and face-to face communication (e.g. appearance or voice pitch does not change).	can overcome own barriers to interact with others (e.g. just as in face-to-face communication, does not allow identity, looks, etc. to interfere in on-line communicative events).	acknowledges that on-line communication is a communicative tool and is willing to set aside own resistances to certain modes of communication (e.g. accepts to be in videos, pictures or recordings).

	KNOWLEDGE	SKILLS	ATTITUDES
	knows that visible, textual and audible traits of on-line participants are partial cues to the others' identities.	can suspend judgement and/or remain neutral to identity features of other participants which may emerge (e.g. user name, voice, appearance, etc.).	does not make judgements of other participants' identities based on partial cues.
	knows that multiple on-line identities are available to establish different social relationships in diverse contexts.	can productively adopt multiple on-line identities according to context without losing own authenticity.	is open to the opportunities that stem from multiple on-line identities.
	K.3. Knows how to act responsibly in on-line communication	**S.3.Can show comprehension of boundaries of online social behaviour and reinforce them through own behaviour and reaction to others**	**A.3. Respects the boundaries of online social behaviour**
	knows how to differentiate between real threats and individual behaviour that may be diverge from one's own norms but are still within the accepted parameters of online exchange.	can distinguish between authentic threats or offensive behaviour and misinterpretations of participants' intentions.	is alert to offensive behaviour but not overly sensitive.
	Knows the limits to acceptable social behaviour according to the online context and modality.	can adopt appropriate and inoffensive behaviour, specific to the context (e.g. avoid offensive language, respect avatar's space, etc.).	is willing to learn the norms of different online environments and to adapt to them accordingly.
	knows how to identify offensive or threatening behaviour online.	can recognise threatening and offensive behaviour as inappropriate.	does not accept offensive or threatening behaviour even when it is apparently acceptable to other online participants.
	Knows how, when and where to denounce offensive or threatening online behaviour.	can react when faced with or witnesses offensive or abusive behaviour.	is not afraid to react to and denounce others' offensive behaviour in the terms of racism, sexual harassment, lurking, insults, etc.

	KNOWLEDGE	SKILLS	ATTITUDES
	K.1. Knows that online communication involves expertise of more than one tool.	**S.1. Can operate more than one tool for online communication.**	**A.1. Is open to the use of multiple tools for online communication**
	knows which device(s) is/are most appropriate for the intended interaction.	can use the most appropriate device(s) for the intended interaction.	accepts that each type of interaction may require a specific device.

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Technical	knows if, how and when it is necessary to switch between devices for effective communication.	can operate different devices, at times simultaneously or alternatively.	does not feel threatened when using different devices in an online exchange.
	knows how to identify the source of device problems.	can find creative solutions to keep communication going when a device fails.	does not feel discouraged when a device fails.
	knows where and how to find information to learn to use a device.	can transfer general technical knowledge to the use of new devices.	is willing to explore how to operate unfamiliar devices.
	K.2. Knows that formats and interfaces have general and specific operational features.	**S.2. Can apply knowledge of operational features of formats and interfaces in an effective way.**	**A.2. Is creative in the use and application of different formats and interfaces.**
	knows and recognises the applicability of different formats or interfaces.	can identify the possible applications of a format or interface.	is intuitive about the different possible applications of formats or interfaces.
	knows where and how to find information to learn to use a format or interface.	can take informed decisions about which interface is most appropriate for the intended online communication.	is willing to explore how to operate unfamiliar formats or interfaces.
	knows the general operational norms of formats and interfaces	can deduce the appropriate actions in an interface and perform them (e.g. initiate and close topics, sign in/out, reply, insert, create avatars, etc.).	feels confident of general knowledge when facing new formats or interfaces.
	knows which features of the format or interface may cause problems for the online partner.	can give instructions and share knowledge about the interface to help online partner with difficulties or to facilitate more effective communication.	is willing to cooperate and help others become familiar with a format or interface.
	K.3. Knows that the local contextual features have an impact on online communication.	**S.3. Can apply the necessary logistics to adjust local and online circumstances.**	**A.3. Is sensitive to both online and local environments and the way they condition each other.**
	knows which local contextual circumstances to consider when arranging exchanges.	can consult and use online tools designed for facilitating meetings, etc. (world clocks, calendars, etc.)	chooses to use complementary tools for facilitating planning.
	knows the proper local conditions for effective online communication (sound, lighting, etc.).	can control the local environment to ensure effective online communication.	is critically aware of distracting features of local environment.
	knows that the online interaction may be effected by the assigned task or underlying purpose.	can negotiate activity plans and tasks for online learning.	is open to different types of learning from the online exchanges.

	knows the characteristics involved in effective group work.	Can design and negotiate cooperative exchanges.	Favours teamwork in online exchanges but can also make meaningful individual contributions.

	KNOWLEDGE	SKILLS	ATTITUDES
Intercultural (This takes into consideration the crossing of boundaries in online communication in general and tele-collaboration in particular)	**K.1. Knows about cultural diversity**	**S.1. Can demonstrates awareness of cultural diversity**	**A.1. Appreciates cross-cultural diversity**
	knows that most individuals form part of at least one cultural community and that many individuals form part of more than one cultural community	can use awareness of own and exchange partner's cultural traits to enrich online communication	is appreciative of cross-cultural diversity as an enrichment to online communicative exchanges
	knows that the boundaries between nations, cultures and languages are blurred	can use the fact that online exchanges are made up of a mix of cultures and languages to enrich the encounter	is appreciative of the opportunity to have new intercultural encounter(s) online
	knows that there are differences and similarities between practices, values and beliefs of own and exchange partner's/partners' cultural context(s)	can explore and exploit cross-cultural similarities and differences in order to promote quality online communication	shows interest to exploring own and online partners' cultural context(s) as part of the online exchange
	knows that online communication is influenced by beliefs and values which may depend on cultural context(s).	makes conscious effort to step outside own beliefs and values (and help partners to do the same) when necessary for the online exchange.	is open to both similar and different cultural traits in online exchange.
	K.2. Has knowledge of potential challenges associated with cultural diversity	**S.2. Can demonstrates ability to overcome potential challenges associated with cultural diversity**	**A.2. Is willing to learn from challenges associated with cultural diversity**
	knows that there might be online communicative challenges due to cross-cultural differences	acknowledges and tries to find a strategy/strategies to deal with communicative challenge that emerge.	is willing to assess strategies used and to explore alternatives.
	knows that misunderstandings in online contexts that seem cross-cultural may be due to linguistic, social or technical	explores, without pre-judgment, factors for misunderstandings.	does not make assumptions as to the original of misunderstandings.

factors or any combination of these.		
knows that there are possibilities to mitigate cross-cultural misunderstandings online.	can mitigate cross-cultural misunderstandings online.	finds cross-cultural misunderstanding as opportunities for learning
knows how to reflect on and evaluate factors responsible for online misunderstandings.	can use critical thinking to pinpoint specific factors related to online misunderstandings.	is keen on questioning and re-evaluating own and partners' cultural contexts in light of online misunderstandings.
K.3. Knows that online exchanges offer unique opportunities for self-development.	**S.3. Can learn from all exchanges, successful or not.**	**A.3. Is ready for opportunities for self-development in the context of online exchanges.**
knows that each individual is the outcome of a long socio-historical process of acculturation (often implicit and subconscious process of learning).	can examine and step outside his/her own and partners' cultural boundaries that are displayed in the exchange, and learn from them.	wants to find out more about own cultural context(s) and the cultural context(s) of partners as part of the online encounter.
knows that cross-cultural online exchanges can strengthen previous stereotypes just as easily as it can help learn about the other.	can apply critical thinking to unsuccessful online experiences in order to avoid reinforcement of stereotypes.	is prepared to engage critically with own stereotypes during the online exchanges.
knows that the timeframe of an exchange may not be enough to become sufficiently familiar with online partners' cultural context(s)	can investigate cultural traits (own or other's) to get the bigger picture.	is willing to develop a deeper understanding of the interactions with the exchange partner/partners during the online encounter and beyond
knows that errors of interpretation of the online partner's/partners' behaviour(s) opens the way to cross-cultural learning and self-development.	can turn instances of misunderstanding and conflict in online exchanges into cross-cultural learning experiences for all participants.	is keen to turn unsuccessful moments of exchange into learning experience for all participants.

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Teachers may wish to collect evidence to use for formative assessment of their learners. Collecting evidence can also be used to help raise learners' awareness of their progress as a TEP. This can also serve as a first step towards the learners' self-assessment based on their own collection of evidence.

Example of document collection

Context: Participants in this online exchange included student teacher trainees and language learners from universities in three countries. The exchange aimed at promoting teacher and learner autonomy by raising students' awareness of the different possible modes and meaning-making online. This task required students to analyze a tool of their choice. The working language was English.

The teacher has 'pieced together' extracts from the interaction and then gives feedback to the students based on these collections:

I see that Malgorzata has used forums mainly to look for resources. She says she is eager "to provide knowledge in a way easily adaptable by children". Megan, who uses forums regularly has replied:

> […] you took a much wider view of a forum than I had considered by considering forums that are available to all or to bigger groups. At the *XY University* we work on forums and they are usually restricted either to a small tutor group, a group of tutors or a course which makes it a much different experience […]. On the forums we use you can add pictures to your texts which also adds a different dimension.

I find it interesting that Megan picks up on Malgorzata's idea to cater for young learners. Her suggestion to add pictures to complement text shows that Megan is sensitive to the way in which different modes will affect communication (Online Language – Attitudes – A.2 *Is eager or flexible to navigate between different modalities with minimum discomfort*).

In a similar answer, Malgorzata makes this observation which shows evidence of the same competence:

> As forum is based on writing I think that visual modes of communication such as pictures would facilitate the points. We can send them via e-mail to chosen forum participants or post as links.

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Teachers may wish to c create rubrics, based on the TEP descriptors, to use for self-progress reports, peer evaluations or formative assessment of their learners.

Sample Rubric

Context: Semester-long exchange between 2 university classes for improving English as Lingua Franca. Both classes are classified in the university curricula as English for Specific Purposes in their respective medical faculties. The students are expected to have B2 level of English (according to the CEFR) to enroll in the courses. The course load is expected to consist of 3 ECTs. The online exchanges represent 1/3 of the students' work outside of the class. Students are paired at the beginning of the exchange, in one case there are three involved in the exchange. The students are expected to discuss the topics they have chosen for their final presentations (to be given in English) in order to help them prepare both content and language.

Online Language				
	Inadequate	Developing	Quality	Exemplary
(features of online language)	Never uses emoticons or abbreviations as part of the online communication	Uses emoticons and 'short terms' inappropriately (e.g. only to insult or other obnoxious behaviour as in SHOUTING).	Has learnt new emoticons/short terms from online exchange and uses them occasionally, although a bit repetitively.	Uses emoticons/short terms creatively in order to help maintain the normal pace of the exchange (e.g. to facilitate turn-taking, to indicate attention or agreement, etc.)
(multimodality)	Refuses to try out new channels or modes of communication other than the one they are familiar with.	Willing to experiment with at least one new channel although expresses discomfort with the use of some modes.	Willing to experiment with at least two new channels of communication during the exchange.	Continuously looking for new modes of communication in order to facilitate and improve quality of online exchange.
(understands back-ground influence)	Monopolizes online exchange because of higher level of competence in target language OR participates very little due to lack of confidence in own level of competence.	Occasionally asks for clarification from others.	Checks occasionally (and discretely) with others to confirm their understanding of what is being said and asks for clarification when needed.	Makes an effort to learn and use some expressions from the other partners' language in the online exchange.
Social				
	Inadequate	Developing	Quality	Exemplary
(online social norms)	Is impatient with disruptions to online exchange and blames it on	Identifies at least one other cause for miscommunication that is not related to	Adapts to different rhythms of interactions (e.g. does not get upset if replies do not	Willing to suspend own communicative habits when needed

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	others.	differences in partners' socio-historical background.	come as soon as expected).	(e.g. modulate pace of speaking) and adopt others' communicative habits (e.g. several turns of greetings before beginning a task).
(identities)	Uses suggestive images for self-identification (e.g. sexual or violent).	Mixes online identity and group identity to create cohesion (e.g. medical terminology/images) with online code.	Does not allow identity, looks, etc. to interfere in on-line communicative events	Actively seeks to know more about online partners, based on their implied identities (through usernames and images, etc.)
(responsible behaviour)	Is unable to distinguish between the impact of different socio-cultural norms in online exchange and simply inappropriate behaviour (e.g. associates online partner's head scarf with radicalism).	Alludes to (or comments after the fact to the teacher) assumed inappropriate behaviour but is unable to provide details or evidence (e.g. based on personal interpretations).	Documents and reports threatening or inappropriate behaviour with self or others to the correct authorities.	Documents, reports and actively intervenes against threatening or inappropriate behaviour with self or others.
Technical				
	Inadequate	Developing	Quality	Exemplary
(use of multiple tools)	Only comfortable with one tool and does not know what to do if tool fails.	Understands the need to have a back-up device in case of communication failure.	Is able to compensate technical failures with the use of other devices in order to ensure continuous of online exchange.	Is able to creatively combine communication devices to ensure quality of the exchange.
(formats & interfaces)	Does not understand which interface is most appropriate for the intended online communication.	Explores and applies appropriate actions in an interface (e.g. initiate and close topics in a forum, creating avatars, etc.).	Is able to give exchange partners advice about the use of a variety of formats.	Is able to use different formats for a holistic exchange (e.g. chat combined with whiteboard during a medical explanation).
(local & online contextual features)	Allows local environment to intervene with quality of exchange (e.g. ignoring background noise that could be muted).	Is critically aware of distracting features of local environment.	Uses online tools designed for facilitating meetings, etc. (world clocks, calendars, etc.) and makes the appropriate adaptations of local environment	Is able to adapt local team environment and online team environment in order to facilitate general team work (e.g. arranging for multiple party videoconferences

				for the meeting.	between 2 pairs to practice final presentation about medical topic).

Cross-Cultural

	Inadequate	Developing	Quality	Exemplary
(diversity)	Displays intolerance towards cultural differences during online exchange.	Understands that different values and beliefs may influence the exchange but appears to think that own beliefs are 'correct'.	Can identify at least two incidents during the exchange that helped him/her better understand the cultural impact of self/other on the online communication.	Uses exchange to find out more about the online partner (outside of the medical student context).
(challenges)	Blames online partner/partners for miscommunication during exchange.	Reflects on and tries to pinpoint cause of any miscommunication during online exchange (e.g. technical, local environment) rather than assuming it is due to cultural differences.	Has at least one (simple) strategy for dealing with online miscommunication (e.g. apologizing) but does not explore implications of diversity further.	Uses more than one strategy to mitigate miscommunication; evaluates them in light of newly learnt knowledge of partners' background and then explores alternatives.
(critical thinking)	Assumes that online exchange only provides an opportunity for language improvement but cannot learn other types of knowledge (e.g. about medicine) from online partners (e.g. due to prejudice of 'inferior' medical practices).	Uses online exchange as an opportunity to build up a 'bigger picture' of the role of culture in general medicine.	Uses online exchange to actively seek partners' opinion about specific medical problems.	Uses online exchange to learn more about medical practice in other cultures and to interrogate underlying cultural traces in medical practices in local context.

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Example of setting goals based on descriptors

Extract from a personal reflection diary: I ended a recent online exchange of text chatting between myself and my international partner with a feeling of frustration and a bit angry. I cannot say why exactly. I feel like my partner was rude to me. Maybe I am misunderstanding what she intended. Going over these descriptors, I've ticked the ones that I think I know and put a cross on the ones that seem hardest for me. I can see that I may have 'knowledge' about intercultural things but it's harder to put into practice and to have the right attitude! I think I want to focus on being more aware of how intercultural aspects can affect these exchanges and see if I need to change some of my attitudes.

	KNOWLEDGE	SKILLS	ATTITUDES
Intercultural (This takes into consideration the crossing of boundaries in online communication in general and telecollaboration in particular)	**K.1. Knows about cultural diversity**	**S.1. Can demonstrates awareness of cultural diversity**	**A.1. Appreciates cross-cultural diversity**
	knows that most individuals form part of at least one cultural community and that many individuals form part of more than one cultural community √	can use awareness of own and exchange partner's cultural traits to enrich online communication χ	is appreciative of cross-cultural diversity as an enrichment to online communicative exchanges χ
	knows that the boundaries between nations, cultures and languages are blurred √	can use the fact that online exchanges are made up of a mix of cultures and languages to enrich the encounter χ	is appreciative of the opportunity to have new cross-cultural encounter(s) online √
	knows that there are differences and similarities between practices, values and beliefs of own and exchange partner's/partners' cultural context(s) √	can explore and exploit cross-cultural similarities and differences in order to promote quality online communication χ	shows interest to exploring own and online partners' cultural context(s) as part of the online exchange √
	knows that online communication is influenced by beliefs and values which may depend on cultural context(s). √	makes conscious effort to step outside own beliefs and values (and help partners to do the same) when necessary for the online exchange. χ	is open to both similar and different cultural traits in online exchange. χ
	K.2. Has knowledge of potential challenges associated with cultural diversity	**S.2. Can demonstrates ability to overcome potential challenges associated with cultural diversity**	**A.2. Is willing to learn from challenges associated with cultural diversity**
	(…)	(…)	(…)

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Example of collecting evidence of learning and linking it to
personal reflection diary and goals

Extract from a personal reflection diary: I have always avoided 'talking politics' because I thought it was rude. But I decided to find out more about my partner's origins and found out that she lives in an area where there are a lot of 'separatists'. I have always thought of people like that as a terrorists or something so I was a bit afraid to bring this up in our chats. But someone here explained it to me a bit more and so I decided to ask her directly. And she was really cool about answering me so I guess it was OK! I think I understand now about how to "use the fact that online exchanges are made up of a mix of cultures and languages to enrich the encounter" ☺ I have learnt more about more partner by asking!

Here's the extract from our chat that shows me asking her about her political beliefs.

Linda dice:
  let's talk about el catalan's
Julia dice:
  hahahaha
Linda dice:
  Are you catalan by the way?
   I don't want to assume
Julia dice:
  EL CATALÁN
Linda dice:
  One of my best friend here is a catalan independentist.
Julia dice:
  really?
Linda dice:
  yeah. Do you identify as Catalan?
  (with an accent on the a)
Julia dice:
  Yeah
Linda dice:
  My friend says she is Catalan, NOT Spanish.
  Anyway, your project looks great!
Julia dice:
  yeah, an accent 'catalán' in Spanish, and other kind of accent 'català' in Catalan
  Well, I'm Catalan and Spanish at the same time

**Eportfolio for Online Language Learning Exchanges:
Competences for the Telecollaboratively Effective Person**

Example of collecting evidence of learning and linking it to personal reflection diary and goals

Extract from a personal reflection diary: Because I'm a visual learner I prefer to illustrate my critical incidents. Today's session is about technical challenges and these 2 competences: "be critically aware of distracting features of local environment" and learning to be "comfortable with more than one tool". Today was a bit of a disaster. I hope next week goes better!

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