

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

	KNOWLEDGE	SKILLS	ATTITUDES
Online Language (These descriptors take consideration of online literacy needed for telecollaboration; not second or foreign language acquisition <i>per se</i>)	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* <i>per se</i> (*multimodal = draws simultaneously on text-based, audio and visual channels of communication)	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
	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	is aware of possible misinterpretations of the use of forms of expressions, formats and convention.

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	letters for loud voice).	
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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Social	K.1. Knows that on-line communication has its own social norms that interact in combination with each participants' sociocultural background.	S.1. Can negotiate meaning in on-line communication without interference of own sociocultural background and assumptions of the other	A.1. Is critically aware that the dynamics of interaction is not predetermined by the socio-cultural background of the other or of self
	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	can overcome own barriers to interact with others (e.g. just	acknowledges that on-line communication is a

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	and face-to face communication (e.g. appearance or voice pitch does not change).	as in face-to-face communication, does not allow identity, looks, etc. to interfere in on-line communicative events).	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).
	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 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.

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Technical	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.
	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	can consult and use online tools designed for facilitating	chooses to use complementary tools for facilitating planning.	

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	when arranging exchanges.	meetings, etc. (world clocks, calendars, etc.)	
	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.

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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 factors or any combination of these.	explores, without pre-judgment, factors for misunderstandings.	does not make assumptions as to the original of misunderstandings.
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	

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	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.