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

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 others.	Identifies at least one other cause for miscommunication that is not related to differences in partners' socio-historical background.	Adapts to different rhythms of interactions (e.g. does not get upset if replies do not come as soon as expected).	Willing to suspend own communicative habits when needed (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	Alludes to (or comments after the	Documents and reports	Documents, reports and actively

	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).	fact to the teacher) assumed inappropriate behaviour but is unable to provide details or evidence (e.g. based on personal interpretations).	threatening or inappropriate behaviour with self or others to the correct authorities.	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 for the meeting.	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 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	Reflects on and tries to pinpoint cause of	Has at least one (simple) strategy	Uses more than one strategy to mitigate

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

	for miscommunication during exchange.	any miscommunication during online exchange (e.g. technical, local environment) rather than assuming it is due to cultural differences.	for dealing with online miscommunication (e.g. apologizing) but does not explore implications of diversity further.	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.