



Module 3 - Communicating in the digital era

Module Background

In today's world, technology has transformed the way we communicate with one another. Whether it's through social media, email, or video conferencing, we have more options than ever before to connect with people across the globe. However, these new forms of communication also come with their own set of challenges, such as misinterpretation of tone and unintended messages. In this module, we will explore the various digital communication tools and strategies to effectively convey our ideas, thoughts, and emotions in the digital space. By the end of this module, learners will have a better understanding of how to navigate the complexities of digital communication and use it to their advantage.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 3	COMMUNICATING IN THE DIGITAL ERA			
SU 3.1	Communicating via email	12	8	20
SU 3.2	The diversity of digital communication	12	8	20
TOTAL MODULE HOURS		24	16	40



Skill Unit 3.1 – Communicating via email

Skill Unit Background

In today's world, email has become an essential form of communication. Exploring the power and challenges of email communication is the focus of this Skill Unit. The Skill Unit will discover how email can open doors to personal, educational, and professional opportunities while addressing specific challenges that may arise. Learners will gain the skills to navigate email communication effectively, connect with others, and harness its potential for success in today's interconnected world.

Learning Objectives

This Skill Unit will provide knowledge and skills necessary to communicate via email

Learning Outcomes

The learner is able to set up an email account (3.1.1)

The learner is able to write clear emails, expressing their thoughts and ideas (3.1.2)

The learner can manage their emails including replying, forwarding and attaching files (3.1.3)

Pre-knowledge

Basic computer literacy (using keyboard and mouse, navigating interfaces; Internet awareness, using web browsers; Basic communication concepts, such as the purpose of written communication; Basic reading and writing skills.

Indicative content: Topics and Key concepts

- Introduction to Email communication
- Setting up an Email account
- Composing and sending email, attaching files
- Managing email conversations (answering, forwarding, deleting emails)



Teacher led Activities

The way of the letter (3.1.1): Discover traditional mail before exploring the world of email communication: write letters, become postmen, sort mail, and experience the joy of receiving and reading messages

Email account quest (3.1.1): Set up an Email account, overcome the quest challenges and get started with digital communication

Express email (3.1.2): Use creativity to engage learners in writing clear emails, sharing them with others and improve the clarity of their communication skills

Teacher backed Activities

Email Pen Pal (3.1.2, 3.1.3): Practice email communication skills by becoming pen pals with a classmate or friend via email, share stories, and build connections in a digital world.

This is my Email (3.1.2, 3.1.3): Learners connect with their assigned peers, sending via email a self-introduction via a Word file attached.

Email explorer (3.1.3): Engage in interactive tasks on Liveworksheet platform to showcase your skills in creating and sending emails and managing an email account

Assessment Methods

As final assessment, learners will experience a scenario-based simulation where they have to reply to an email from the teacher answering to a specific problem. In replying, they have thus to project themselves in a real life situation, showcase proper etiquette, clear expression of ideas, and basic email management (replying and attaching files). Following the initial reply, learners will receive follow-up questions or requests to which they have to respond, proving good management of email conversation.



Skill Unit 3.2 – The diversity of digital communication

Skill Unit Background

In the digital era, effective communication goes beyond emails. This Skill Unit delves into the diverse world of digital communication, equipping learners with the skills to navigate various online communication platforms which are essential in today's world. During this Skill Unit, we will explore their functionalities, learn to interact appropriately, and gain awareness of the diversity and richness of digital communication.

Learning Objectives

This Skill Unit will address the technical and social skills needed to operate on different digital communication platforms.

Learning Outcomes

The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber (3.2.1)

The learner can interact and react appropriately on online communication platforms (3.2.2)

Pre-knowledge

Basic computer literacy (using keyboard and mouse, navigating interfaces; Internet awareness, using web browsers; Basic reading and writing skills; Basic knowledge of email usage; Familiarity with sending and receiving text messages or instant messages; Understanding basic communication principles, such as effective listening, expressing thoughts and ideas and using appropriate language in written and verbal communication.

Indicative Content: Topics and Key Concepts

- Popular online communication platforms (Skype, Google Meet, Zoom, WhatsApp, Viber, etc)
- Functionalities, features, purposes of each platform explored
- Online etiquette and best practices for respectful and effective communication
- Understanding the tone and nuances of digital communication



Teacher led Activities

Digital communication role-play (3.2.2): A role-play game to simulate online conversations, practice active listening and digital communication skills.

Platform exploration Carousel (3.2.1, 3.2.2): Discover popular online communication platforms like Skype, Google Meet, Zoom, WhatsApp, and Viber. Engage in interactive tasks and earn badges as you explore each platform's features.

Teacher backed Activities

Platform Features Quiz (3.2.1): A quiz game with Baamboozle to answer questions about the features, uses, and purposes of different online communication platforms.

Random communication wheel (3.2.2): Spin the wheel, answer questions about digital communication and share your thoughts with peers.

Assessment Methods

As final assessment, after the implementation of the Skill Unit, participants will experience a practical simulation of using the WhatsApp/Viber, Skype, Zoom and etc. The learners will have the opportunity to project and test themselves in an almost real situation. The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.



ANNEX - ACTIVITY CHARTS



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THE WAY OF THE LETTER

Step by step process

1. Introducing the concept of traditional mail and its role in connecting people before the digital era.
2. Assign roles to the participants, such as writers, postmen, postal workers, and recipients. The educator makes sure each participant understands their role and responsibilities.
3. Provides sheets of paper, pens, and envelopes for the writers. Encourages participants to write short letters or messages to each other, expressing their thoughts or sharing experiences.
4. Create a simple post box using a shoebox or similar materials and explain the purpose of the post box and demonstrates how to place the letters inside.
5. Assign postmen the task of collecting letters from the postbox. Assist participants in sorting the letters based on the address information.
6. Instructs the postmen to deliver the sorted letters to the designated recipients.
7. Guide recipients to open and read the letters they receive and encourage participants to share their emotions as they read their letters.
8. Introduce the concept of email communication and its advantages in the modern digital era and show a simple example of an email exchange on a screen or through printed materials. Everyone discusses the benefits of email communication, such as instant delivery, accessibility, and the ability to connect with people around the world.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity? Did you enjoy playing your role?
How is sending letters different from other ways of communicating that you are familiar with?
Can you think of any situations where sending a letter might be better than using email? Why?
How do you think email communication is similar to or different from sending letters?

Tips

Provide visual aids e.g. Provide labels with different addresses (countries, cities) for the postal workers to sort the mail, but also with recipient names and addresses to assist participants in finding the correct recipients. Provide several separate rooms or different spaces: for writing letters, for the post box, for the postal workers to distribute the letters, for the recipients.

Activity type: Introduction

Topics and content: sending letters, introduction to email communication

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: sheets of paper, pens, envelopes, stamps, teacher's handmade post box (using a shoebox), and sheets of paper with the recipients' addresses.
Printable: [cards with a role description](#)



EMAIL ACCOUNT QUEST

Step by step process

Activity type: Instruction

Topics and content: Setting up an email account

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: laptop

Printable: [guide](#)

1. The educator provides learners with a set of instructions on how to create an email account with a popular email service provider (such as Gmail). The educator includes clear and simplified steps, accompanied by visual aids or screenshots if possible.
2. The educator divides learners into small groups or pairs
3. Each group or pair will be given a checklist of tasks related to email account setup, such as:
 1. Creating a new email account with a specific username and password
 2. Verifying the email account through a confirmation link
 3. Setting up security questions or two-factor authentication
 4. Customizing the email account settings (e.g., display name, signature, notification preferences).
4. Once the tasks are completed, the educator has each group or pair present their newly created email account to the rest of the class, showing the key features and settings they have customized.
5. The educator discusses the importance of having an email account and how it can be utilized for communication in various contexts.
6. Move to the debriefing questions.

Debriefing

Did you face any difficulties or challenges during the process? How did you overcome them?
What are some important steps you had to follow to create your email account?
How do you think having an email account can be useful in your daily life?

Tips

Provide a live demonstration and visual guides and cues of each steps if needed.

Set a time limit for completing the tasks, considering the complexity of the instructions and the learners' abilities.

Encourage learners to collaborate, ask questions, and provide assistance to each other during the process.



EXPRESS EMAIL

Step by step process

1. The educator provides each participant with a pen and a stack of small cards or pieces of paper.
2. The educator creates a deck of topic cards with various subjects written on them.
3. The educator randomly distributes a topic card to each participant.
4. The educator sets a time limit (e.g., 15 minutes) for learners to write a brief email expressing their thoughts and ideas on the given topic. The educator encourages participants to focus on clarity in their writing.
5. The educator invites learners to share their emails. The educator asks them to read aloud their emails to the group or to a partner.
6. The educator prompts participants to provide positive feedback to each other, highlighting effective expressions and clear communication.
7. Move to the debriefing questions.

Debriefing

How did you feel while writing your emails?

Did you find it easy or challenging to express your thoughts clearly?

Did you enjoy sharing your emails with the group? What did you like about hearing others' emails?

How do you think clear email communication can be important in real-life situations?

Was there anything you found challenging while participating in this activity?

Tips

Ensure that the topics are simple and relatable to their experiences.

Activity type: Introduction

Topics and content: Composing emails, communication skills

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas

Target group: Individual activity

Material

Physical material: pens, laptop

Printable: [deck of topic cards](#)



EMAIL PEN PALS

Step by step process

Activity type: Follow-up

Topics and content: Email writing, communication online

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas
The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

Physical material: laptop
Printable: [template](#)

1. The educator assigns each participant a classmate or friend to be their email pen pal. The educator ensures that both participants have access to email accounts.
2. The educator provides a template or guidelines for writing their first email to their pen pal. The educator includes prompts such as introducing themselves, sharing their interests, and asking questions to initiate a conversation.
3. The educator sets a timeframe (e.g., one week) for learners to exchange at least two emails with their pen pal. In that timeframe participants should engage in a meaningful conversation with their pen pal, responding to their questions and sharing updates about their lives, hobbies, or any topics of interest.
4. The educator encourages participants to personalize their emails by using their creativity, sharing stories or experiences, and expressing their thoughts and feelings. The educator emphasizes the importance of email etiquette, including using proper greetings and salutations, maintaining a friendly tone, and proofreading.
5. After the designated timeframe, the educator encourages participants to share their experiences with the class or group, highlighting interesting conversations or connections made through the email exchange.

Driving questions

What are some interesting facts or experiences you could share with your pen pal to help them get to know you better?

How can you show curiosity and engage your pen pal in conversation? What questions could you ask them?

What common interests or hobbies do you have that you could discuss with your pen pal?

How can you express yourself clearly and effectively in your email? Are there any specific details or stories you could include?

What tone and language would be appropriate to maintain a friendly and positive conversation with your pen pal?



THIS IS MY EMAIL

Step by step process

1. This activity can be part of the Email Pen Pal journey, alternatively, learners are assigned a peer to which they have to send an email.
2. Learners are encouraged to write something about themselves on a Word file (alternatively, they can use the outcome of the game "This is Me" in SU 2.1).
3. Learners write and send an email to their peer attaching the Word file.
4. Learners wait to receive the email from their peer and answer to the message.

Driving questions

How did writing and sending an email to your peer enhance your understanding of them?

How did the email exchange help you in getting to know your peer better?

What was the most interesting or surprising thing you learned about your peer from their email?

Connections with other activities

Possible follow-up of "This is me" (MODULE 2 - SU2.1)

Activity type: Follow-up

Topics and content: Email writing, communication online, attachments

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas; The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual/Peer activity

Material

Physical material: laptop



EMAIL EXPLORER

Step by step process

1. The educator creates a series of tasks on Liveworksheet related to email creation, sending emails, reading messages, recognizing symbols, etc.
2. Tasks can include simulated scenarios and practical exercises to reinforce learning.
3. The educator sends the link to perform the tasks in liveworksheet to learners
4. Learners access the Liveworksheet platform and complete the assigned tasks one by one.
5. The educator monitors students' progress on the Liveworksheet platform and addresses difficulties promptly, when applicable.
6. After completing the tasks, students send their answer to the educator.

Driving questions

What are the objectives of this tasks? Are the instructions clear to you?
Do you have any questions or uncertainties about the tasks?

Activity type: Evaluation

Topics and content: creating and sending emails

Learning outcomes: The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

Physical material: laptop
Link to activities: [liveworksheet](#)



DIGITAL COMMUNICATION ROLE-PLAY

Activity type: Introduction

Topics and content: Using online communication platforms, online communication

Learning outcomes: The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Printable: [scenarios](#)

Step by step process

1. The educator divides learners into pairs or small groups and assigns each group a specific online communication platform.
2. The educator provides them with a scenario or topic for discussion (e.g., planning a party, organizing a trip).
3. The educator instructs each group to engage in a role-play activity where they simulate an online conversation using the assigned platform.
4. The educator encourages learners to practice appropriate communication techniques, such as active listening, using polite language, and expressing ideas clearly.
5. The educator monitors the role-plays and offer guidance or prompts as needed to support learners in demonstrating effective communication skills.
6. After the role-plays, the educator facilitates a group discussion to reflect on the interactions and identify positive communication behaviors observed. The educator provides feedback and reinforces the importance of respectful and effective communication in the digital realm.
7. Move to the debriefing questions.

Debriefing

What were the challenges faced during the activity?

What strategies we can implement to overcome them in future online interactions?



PLATFORM EXPLORATION CAROUSEL

Step by step process

1. The educator sets up different stations representing popular online communication platforms (e.g., Skype, Google Meet, Zoom, WhatsApp, Viber).
2. The educator creates visually appealing signs and decorations for each station to make them engaging and recognizable.
3. The educator divides learners into small groups and assigns each group to a station.
4. The educator provides printed step-by-step instructions, visual aids, and simplified guides on how to navigate and use each platform. Add a few tasks to be performed in the exploration of each platform - such as starting a video call, sending messages, and sharing files - A customizable template for the mentioned platforms is available, including tasks and badges for the completion of each task.
5. The educator encourages learners to explore the features of each platform, guided by a supervisor. The educator tracks and celebrates every single task performed through awarding of a badge.
6. The educator concludes the activity with a group reflection, allowing learners to share their experiences and insights gained from using different platforms.
7. Move to the debriefing questions.

Debriefing

What was your experience like exploring different online communication platforms during the activity? How did the step-by-step instructions, visual aids, and simplified guides provided by the educator help you navigate and use each platform?

Tips

Choose a number of platform to explore that is doable for your group: no more that 3 is suggestable, peek the ones that are more relevant in your organization, in the life of your learners, ecc. Ensure that there is at least one supervisor in each group Depending on the level of the group, you can allow more time for this activity and rotate groups among the stations to ensure everyone gets hands-on experience with each platform chosen. Use or cutomize the visual instruction for each station.

Connections with other activities

This activity can be followed by “Platform feature quiz” (MODULE 3 - SU3.1)

Activity type: Visual and instruction

Topics and content: Popular online communication platforms

Learning outcomes: The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Printable: [template and badges](#)



PLATFORM FEATURES QUIZ

Step by step process

Activity type: Evaluation

Topics and content: Features of online communication platforms

Learning outcomes: The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber

Target group: Group activity

Material

Link to activities: [Baamboozle](#)

1. The educator prepares a quiz game based on the features, uses, and purposes of each online communication platform explored in the carousel using the preferable platform or customize the Baamboozle provided.
2. The educator divides the learners into small teams
3. The educator shares the screen and presents the quiz game using a video conferencing platform with screen-sharing capabilities.
4. The educator explains the rules of the game, such as how points will be awarded and the format of the questions (multiple-choice, true/false, or open-ended).
5. The educator presents a series of questions related to the features, uses, and purposes of the different platforms.
6. The educator encourages active participation by allowing learners to discuss and collaborate within their teams or individually.
7. The educator displays the correct answers and explain the reasoning behind them, reinforcing the understanding of each platform's unique features.
8. Celebrate the winning team or individual at the end of the game and acknowledge their knowledge and understanding of the platforms.

Driving questions

Did you enjoy working in small teams during the quiz game?

What did you learn from the correct answers and the explanations provided by the educator? Did it enhance your knowledge of the unique features and uses of each platform?

Tips

Provide visual cues in the quiz, such as screenshots or icons, to support learners in identifying the correct platform associated with each question.

Connections with other activities

Possible follow-up of “Platform exploration carousel” (MODULE 3 - SU3.2)



RANDOM COMMUNICATION WHEEL

Step by step process

Activity type: Evaluation

Topics and content: Communication in the digital era

Learning outcomes: The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Link to activities: [Wordwall](#)

1. The educator sets up a Wordwall activity with a Random Communication Wheel containing a variety of questions related to communication in the digital era.
2. Arrange an online session using a video conferencing platform where all learners can participate.
3. The educator shares the screen and navigates to the Wordwall activity, ensuring all participants can see the wheel and the questions.
4. The educator explains the rules of the game: each student will take turns spinning the wheel, and when the wheel stops, they must answer the question that appears.
5. The educator encourages the student whose turn it is to respond thoughtfully and provide examples or personal experiences related to the question.
6. The educator allows other participants to actively listen and engage by nodding, showing visual cues, or using the chat function to provide positive feedback or additional input. After the student has answered, invite other learners to share their thoughts, opinions, or alternative perspectives on the topic.
7. The educator repeats the process, allowing each student to take turns spinning the wheel and answering different questions.

Driving questions

What was one question from the Wordwall activity that you found interesting or thought-provoking? Why?

Can you share an example or personal experience related to one of the questions you answered during the session?

How did sharing personal experiences and examples enhance your understanding of communication in the digital era?