



# 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 3.2 – 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.



# 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?