



BACK 2  
BASICS

BRIDGING THE GAP BETWEEN HIGHER EDUCATION  
AND LABOR MARKET BY FOSTERING DIGITAL SKILLS

# Training course for HE Teachers: Bridging the gap between HE and the labour market

2021-1-PT01-KA220-HED-000023543

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## Module 2

Online Communication and Netiquette



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## Online Communication and Netiquette

### 1 – Key competences for a better employability

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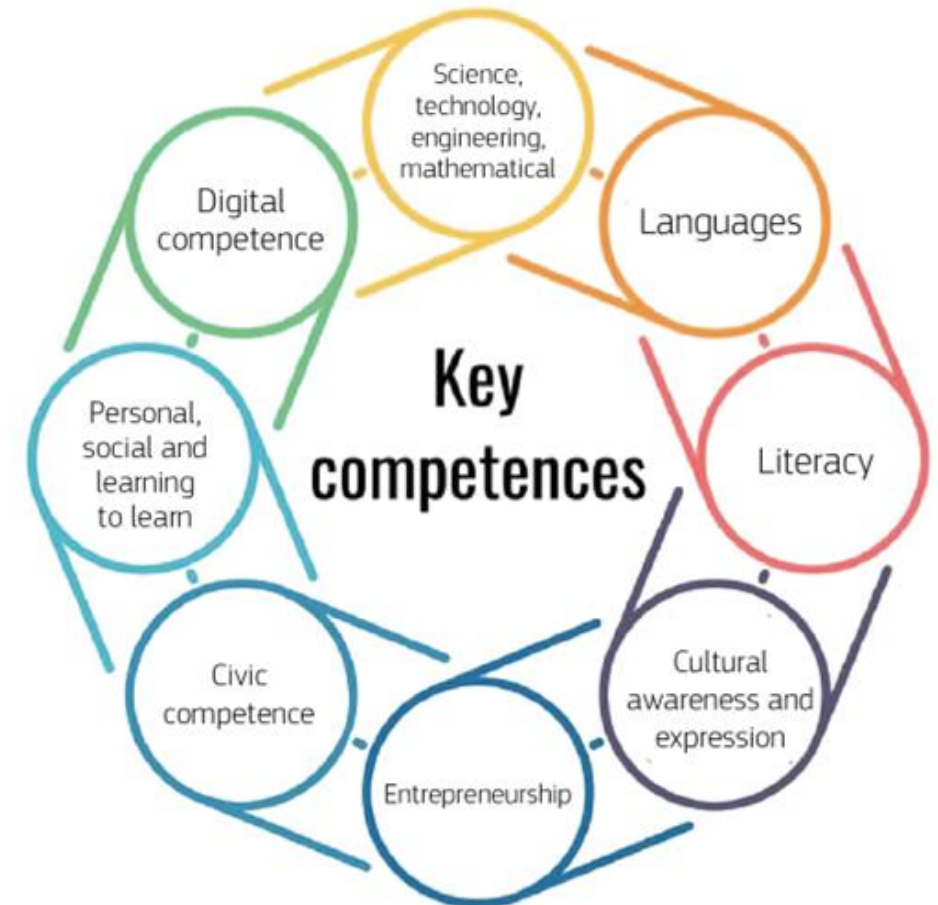
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# Key competences for a better employability



# DigComp: A digital tool for a digital era

- Developed by the EU institutions, DigComp is the **Digital Competence Framework for Citizens**.
- It is defined as the **combination of knowledge, skills and attitudes** that provides a common understanding about what a digital competence is.
- Reference frameworks such as the DigComp framework create an agreed vision of **what is needed in terms of competences to overcome the challenges that arise from digitalisation** in almost all aspects of modern lives.



- DigComp is used for **multiple purposes**, such as designing competence assessment tools, creating training courses and materials, and identifying professional digital profiles, in the contexts of employment, education and training, and social inclusion.
- Moreover, it identifies the **key components of digital competence** in the five areas summarised in the figures below.
- Among them, the “**Communication and Collaboration**” competence has proved to be one of the most demanded ones by employers, being crucial for the integration of young people in the labour market.



Thus, it is possible to outline this key competence in **three main goals**:



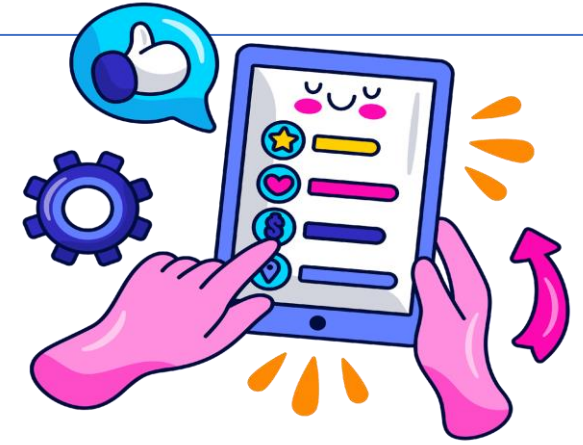
1. To **interact, communicate and collaborate through digital technologies** while being aware of cultural and generational diversity.
2. To **participate in society** through public and private digital services and participatory citizenship.
3. To **manage someone's digital presence, identity and reputation.**



In this way, considering its particular relevance in terms of boosting the employability perspectives of youth, along this module we will focus on “**Online Communication and Netiquette**”.

It can be understood as the **behavioral norms and know-how while using digital technologies and interacting in digital environments**, adapting the communication strategies to the specific audience. Through different learning scenarios, we will be addressing:

- How to **behave online** depending on the situation (formal or informal);
- How to **communicate appropriately** when applying for a job or academic opportunity;
- How to **create a profile in digital environments** for personal or professional purposes.





# Skills for work, skills for life

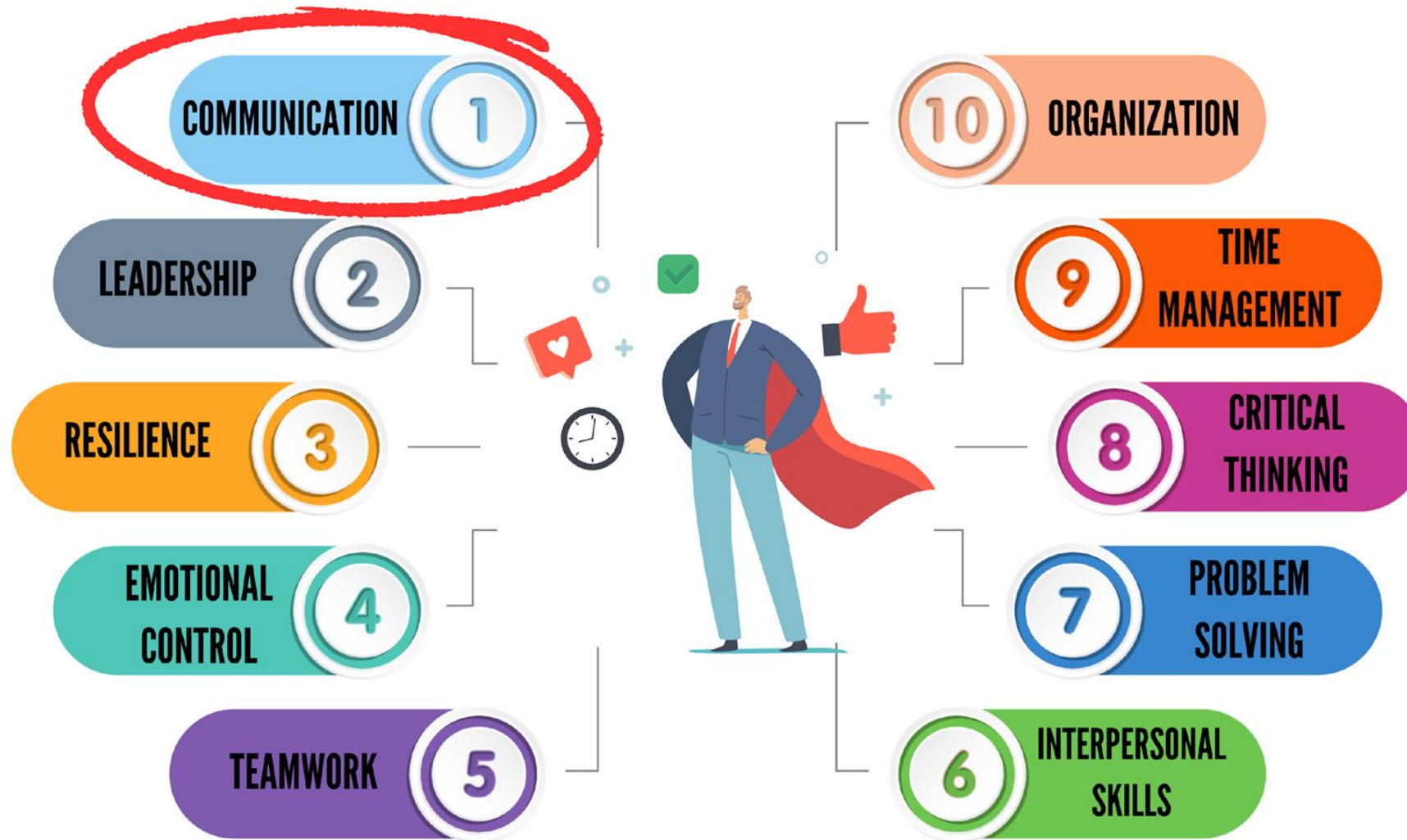
The **European Qualifications Framework (EQF)** defines skills as the ability to apply knowledge and use know-how to complete tasks and solve problems. These skills are commonly classified in two categories; hard skills and soft skills.

- **Hard skills** can be defined as specific abilities that a person can possess and demonstrate in a measured way, or in other words, the theoretical knowledge that is typically acquired in university degrees and post degrees or certified courses, such as Economy, Engineering, History, Medicine, Administration and Accountability, etc.



- **Soft skills** are described as character traits and interpersonal abilities that features relationships with other people, complementing hard skills in the workplace. They cannot be learned but through non formal education. For example; resilience, team work, leadership, etc.





# Why online communication?

Traditionally, hard skills and **theoretical knowledge were considered more relevant than soft skills**, but with time, **employers have begun to look for a balance between both of them**. However, with the pandemic generating a growing remote workforce and the AI machine learning and automation replacing the easy work in the workplace, soft skills have demonstrated to be the competitive advantage for human beings in the coming years.

- **Communication** is the **most demanded skill** for today's labour market. Dan Brodnitz, head of content strategy, says that *"as our interactions become more complex, the need for a higher level of communication skills becomes more obvious and essential"* (LinkedIn Learning)



As a proof, **Jobbland.es**, a Swedish job search engine, found out that after analysing 6.5 million jobs posted on LinkedIn, that included at least one of the most common soft skills, the words “**effective communication**” was **cited in job postings at more than 35 times the frequency of other soft skills** such as problem solving, empathy or adaptability, and more than double times than “leadership”, the second soft skill of the list (6.5 million vs 1 million).

- It is clear that the HE system must be adapted by filling the digital gap with the labour market demands. To ensure a hoping professional perspective, **training of HE students in online communication is a must!**



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## Online Communication and Netiquette

### 2 - Online communication and Netiquette: Practical learning scenarios

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# Online communication and Netiquette: Practical learning scenarios

*“We are what we repeatedly do. Excellence, then, is not an act, but a habit”*  
(Aristotle)



# Learning scenario 1: Writing a formal email

- As we have seen, communicating effectively is one of the most important pillars, whether not the main one, to be successful in the current labour market.
- Within the online communication field, **being able to write a proper email** is without doubt absolutely essential for students and recent graduates since they will have to get in touch with universities, companies, organizations, public/private entities and all kind of employers when applying to a job vacancy, a traineeship or even a volunteering.
- Moreover, email is according to expert studies, the **first communication channel chosen by employers**, so master it becomes almost mandatory.
- However, many students do not know how to write a formal email, failing when looking for a professional opportunity despite their solid formal skills. So, how could we fix it?





## Exercise 1: Look for mistakes in the following example of a bad formal email

From: <u>thewilliee888@outlook.com</u>	23:57pm
To: humanresourceoffice@gtconsulting.com	
Subject: Job offer	
<p>Hello, my name is Will. I've seen on internet that you're looking for people to join your company cause you have some vacancies now in IT, and I'm about to finish my studies. So, I'd be happy if you could count on me and hire my services to make your company better, I promise my tech skills are outstanding. Write me once you read the cv attached to this email. See you soon!</p>	
Will	







From: thewilliee888@outlook.com 23:57pm

To: humanresourceoffice@gtconsulting.com


Subject: Job offer

Hello, my name is Will. I've seen on Internet that you're looking for people to join your company cause you have some vacancies now in IT, and I'm about to finish my studies. So I'd be happy if you could count on me and hire my services to make your company better, I promise my tech skills are outstanding. Write me back once you read the cv attached to this email. See you!

Will

· CRIME SCENE · DO NOT CROSS · CRIME SCENE · DO NOT CROSS ·



From: <u>w.sanderson@outlook.com</u>	10:30am
To: humanresourceoffice@gtconsulting.com	
Subject: <b>Data Base Manager – IT vacancy</b>	
<p><b>Dear</b> members of the <b>HRRR Department</b>,</p> <p>My name is <b>William Sanderson</b>, it is a pleasure to meet you. According to the instructions provided by the post on your official website, and as recent <b>graduate in Computing and New Technologies</b> at Birmingham University, I get in touch with you in order to apply to the “<b>Data Base Manager</b>” position that has been opened in the <b>IT Department</b> of your company. Attached to this email you will find and updated CV where you can consult all details you may need.</p> <p>Without nothing else to add, I <b>remain at your disposal</b> for any inquiry that it may occur. Thank you for your attention, I look forward to hearing from you soon.</p> <p>Sincerely, William Sanderson </p>	



## How to implement this practice in the classroom?

- Most of **students and recent graduates use Moodle or similar platforms** when studying at High School or University to check their learning materials and be in touch with their teachers and professors.
- In this regard, we suggest to develop a learning scenario according to which students will **have to send a formal email to their teachers** every time they **finish and upload a task on Moodle platform**, including all its parts; salutation, corps/body text differentiated in paragraphs, explanation of the goal of the message, closing and signature.





- This activity **could be mandatory for all students** and, with successful completion, will be reflected in the final grade of the module.
- In this way, In this way, students and recent graduates are **encouraged to practice frequently** something as simple and useful as writing formal messages, increasing their experience in this field on a daily basis with the aim of **facilitating their integration into the labor market** and improving their employability prospects.

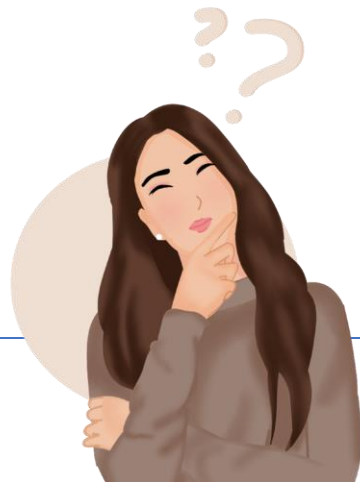


# Learning scenario 2: Creating a Cover Letter

- During our academic/professional live, we will have to **deal with all kind of personalities and entities**, from employers, CEOs, and recruiters, to teachers, professors, national/international administrations and organizations. In this process, formal emails and CVs will **play a decisive role to achieve our goals of getting hired for a job vacancy**, accepted in a University Degree or selected for a trainee. Nevertheless, in most of these occasions another document will be required by the recruitment department: a **Cover Letter**.
- Understood as an essential part of any of the above mentioned processes, a **Cover Letter** is basically a job-specific document written with the purpose of **highlighting those personal qualities, academic and work experiences that makes the candidate suitable** and the best option for the position he/she is applying to. In short; a Cover Letter must be **designed to show the motivation of the candidate for a particular opportunity**, demonstrating why he/she should be the chosen one among the rest of applicants.



- Despite **Cover Letters** are no always mandatory in job seeking processes, they are **very valuable** since they **allow the recruiter to know more in depth the candidate**, facilitating his/her work and giving an impression of true interest and motivation for the position (the applicant took time to write it).
- So, taking into consideration the relevance of this document in online communication for students looking for taking their next professional step... **How to prepare a good Cover Letter?**





## Exercise 2: Look for mistakes in the following example of a bad Cover Letter

Dear Members of the European Commission,

My name is Fabio and I am writing to you because I have seen that you have opened an internship period at the European Commission, so I would like to be considered as a candidate.

I am a person with a great passion for European affairs since I was a child, since my father took me abroad for the first time and I discovered how big the world is and how interesting other cultures are.

Moreover, as you can see in my CV, I have studied Social Sciences Baccalaureate at the Secondary School in my hometown Monteriggioni, a small place surrounded by fields and woods in the Tuscany region, then a university degree in International Relations at the University of Florence and finally a Master in Project Management at the University of Bologna.

On the other hand, I have worked in many different places throughout my life that have allowed me to gain a lot of knowledge of all kinds; from waiter in Pisa, selling clothes in a department store in Paris, as a Red Cross volunteer in an NGO working with refugees in Berlin, then in a supermarket as a cashier in Budapest and finally, I did an internship in a think-tank company focused on European policy issues in Copenhagen.

Thanks to these experiences I have learned a lot about these countries and the way life works there, which has been very satisfying for me because I love learning new things in general, and because I have a very open and empathic character.

For these reasons, I believe that together I could help you in your work in the service of European citizens. I also speak several languages, including Italian, my native language, English at an intermediate level and a little French, although I don't have an official certificate to recognize it (I hope this won't be a problem).

Finally, I would very much like to be selected for an internship at the European Commission because I think I can learn a lot surrounded by great professionals in this sector.

I also love travelling, reading, playing rugby and getting to know other cultures, so this experience would be fulfilling in every way. I hope to be lucky and see you soon in the institutions, it would be a real honour for me.

Fabio Tozzini





Dear Members of the European Commission,

My name is Fabio and I am writing to you because I have seen that you have opened an internship period at the European Commission, so I would like to be considered as a candidate.

I am a person with a great passion for European affairs since I was a child, since my father took me abroad for the first time and I discovered how big the world is and how interesting other cultures are.

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Fabio Tozzini





To **whom it may concern** / Dear **DG NEAR members**,

We live in difficult times, there is no doubt about it. **In addition to the severe global socio-economic crisis** caused by the effects of the Covid19 pandemic and climate change, we are facing diplomatic tension in South East Asia between China and the United States, instability in the Middle East and, most recently, the unprecedented refugee crisis caused by the outbreak of the Ukrainian war on Europe's doorstep.

**In this context, the European Union is confronting a set of complex challenges** that are already testing the solidity of the European project, which it is trying to respond by turning the institutions not only into a global economic reference, but also into a political power, with the de jure and de facto capacity to defend the universal values of democracy, equality, the Welfare State and justice that define it in its treaties.

For this reason, as a **graduate in International Relations and Humanitarian Project Management**, I believe that a cross-cutting and interdisciplinary background such as mine in geopolitics, law, economics, society and history would be of great use in the service of the European Commission. Similarly, it is worth mentioning my work **experience** both as a **Red Cross volunteer in EU4ALL**, an NGO based in Berlin, working on the processing and integration of Syrian and Ukrainian refugees after their entry into the Schengen Area, and as a **trainee at Global Eko**, a think-tank based in Brussels whose aim is to advise the institutions on policy issues through the preparation of specific reports and studies.

Thanks to these experiences, I have been able to acquire a **wide range of knowledge and skills** such as **project management and coordination, leadership, multicultural teamwork, resilience, interpersonal communication and conflict resolution** that could play an important role in DG NEAR as a department specialised in neighbourhood policy, cross-border cooperation affairs and EU accession support, whether it be preparing progress reports, coordinating meetings with partners and political representatives or managing administrative procedures.

Thus, **it would be an honour for me to be part of your team** by working with you as a trainee in such a crucial department in the current circumstances, putting into practice the theoretical knowledge acquired during my university education, **learning how the negotiation processes with third countries** are carried out and supporting the integration of Ukrainian refugees into the European development project. I am therefore at your disposal for any questions that may arise. **The road to overcoming the above challenges will not be easy**, but even the longest journey begins with a first step. I look forward to hearing from you soon.

**Yours sincerely**  
Fabio Tozzini



## How to implement this practice in the classroom?

- Throughout their academic/professional life, **students will have to apply for a job, an internship or a vacancy in a well-regarded Bachelor's or Master's degree, and a Cover/Motivation Letter** will be required as part of the selection process, making previous experience crucial for success.
- Bearing in mind that most students are asked to carry out thematic researches during their academic training as part of their final grade in each subject, we propose that **when having to work on such researches, they must previously write a one-page (maximum) Cover Letter explaining why they are the best candidates to develop that research** on a particular topic, rather than another colleague.
- Furthermore, **they shall do the same when applying for an external position (in a company, institution, organization)** according to their Bachelor's internship programme. A process implemented in most of the EU educational systems that has become extremely competitive, taking into account its impact on their employability.





- In this way, following our proposal, students will have to **explain why they have decided to go on that specific research topic** or traineeship position, pointing out how they think they can contribute and why/how they believe that being able to develop the research or becoming a trainee in that company/organization/institution, will boost their personal/professional career.
- Therefore, it is expected that **this regular practice** on creating Cover Letters **will boost the employability perspectives** of students by preparing them from an earlier stage to what will be requested from them when entering in the labour market, besides increasing their synthetic, analytical and digital communication skills.

# Learning scenario 3: Using LinkedIn

- With the simple purpose of connecting workers from all over the globe to make them more productive and successful, since its launch in 2003 LinkedIn has become in the world's **largest professional online network**, with more than **930 million members in more than 200 countries** and territories worldwide.
- However, according to the studies we carried out, such as focus groups, it is a fact that a majority of **students have not heard about this online platform**, and if they did, they still do not know how to use it properly or they have very old-fashioned and inactive profiles. Jobs, learning courses, professional contacts, articles... There are so many options to let pass this useful tool!
- Consequently, despite the deep theoretical knowledge they may acquire during their academic training, **they are missing golden chance to increase their employability** and work on a successful professional career by starting to use LinkedIn from now and wisely. So, it is hoped that the following key points help the students to overcome online communication obstacles and introduce them into the current demands of the labour market.



## How to implement this practice in the classroom?

- With the arrival of the globalisation era, students, recent graduates and young people in general are **constantly in touch with new technologies** such as social networks. Nevertheless, most of them do not take advantage of it by using them to improve their employability, missing a unique opportunity.
- In this regard, and considering how much students like to interact through these social platforms, our suggestion is based on implementing a **regular use of the LinkedIn network** and its professional services at the time they train themselves in the classrooms.
- How? Easy and simple; every time that teachers ask them to carry out a task/thematic research, apart from looking for materials and bibliography to develop this task, **students could also to do** the following in order to complete the process and being able to be fully assessed.



- **Students could look for three relevant profiles of researchers**, writers, scientists, journalists, politicians, etc whose professional career is linked to the topic that students are working on. Thus, they must **add them as new contacts, keeping in touch** with them by private messages/chat to explain them the academic purpose of this and finally, **make three publications on their own walls** about news, articles, reflections, etc related to the mentioned topic.
- Therefore, it is expected that such regular contact with LinkedIn by **pushing them to create professional personal profiles**, getting in touch with relevant personalities in a formal way, and enhancing their social networking and critical thinking with the creation of new academic content, will substantially improve not only their digital skills not in the field of online communication and netiquette, but also their chance of getting hired in a close future.





# Learning scenario 4: Facing online presentations

- As mentioned, digital era has come but most of our educational systems are not prepared, updated or able to adapt to it as far as needed. Proof of it is that despite **digital and online communications are becoming indispensable**, teaching tends to follow traditional methodologies based on face to face lessons, even though teachers make a great effort to renew them.
- According to this, and as we pointed out after our focus group sessions, **students deal with notorious issues when having to enter into the labour market and pass online interviews, develop online/remote presentations** for customers or discussing with other professionals during meetings. They feel nervous, unsure and with a lack knowledge about “what to do”, “how to behave” or “what to answer”.
- So, it is expected that through this learning scenario they can feel ready to overcome any problem in their present and future professional pathways when facing these kind of daily obstacles in the labour market.



What **not to do** on a online presentation...

<https://www.youtube.com/watch?v=yZpEpNPaxsw>



## Tools that you cannot miss: Zoom, Meet, Teams, Skype

- Having seen what is important to carry out an online interview or presentation, a question emerges by itself. What kind of platform should you use?
- There are several options for this purpose, but three of them are particularly recommended: **Zoom, Google Meet, Teams and Skype.**
- All of them are **free applications** that will **only require to create an account or register** your profile, being possible to **access through our Google account.**

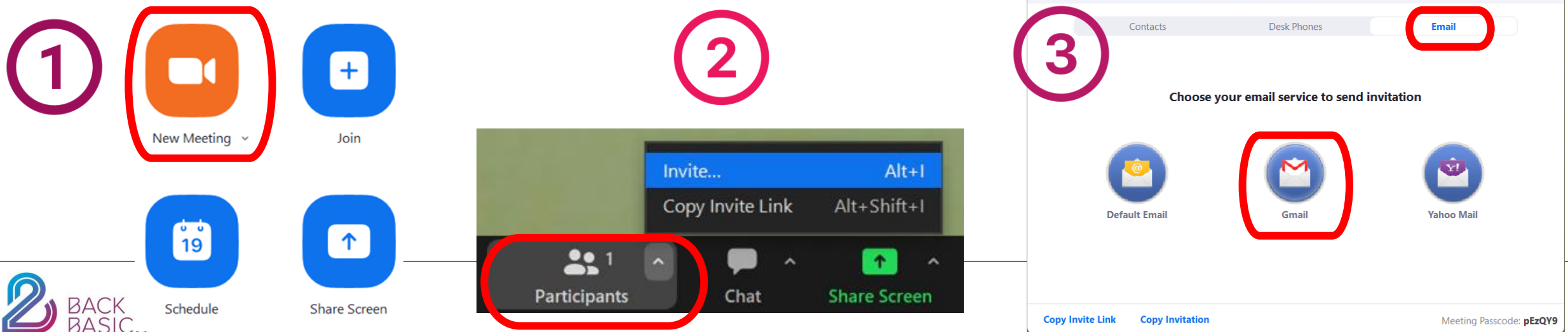


Google Meet



All of them have **very similar interfaces and offer a similar experience** to the user in terms of possibilities, with **little differences**. In this way, **taking Zoom as a reference**, it is relevant to point out:

- **If you are the person invited to a meeting**, you will only need to accept the invitation and click on the link provided by the host;
- In case **you are the host**, it falls to you the responsibility of creating the meeting. This is as simple as **entering in your Zoom account, click on the icon “New meeting”** and once you are in, going to the bottom of the screen, **click on “Participants”** and then on **“Invite”** (choosing email as a way to send them the link) or directly copying the link of the meeting. From the moment they accept, you will already be in a video call!



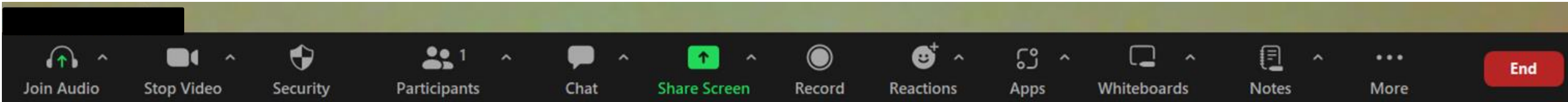


# What are we going to see on a Zoom screen?





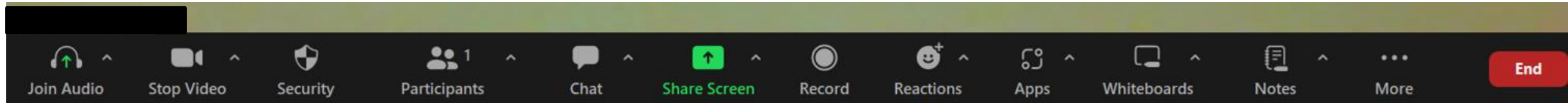
1 2 3 4 5 6 7 8 9 10 11



- **Buttons 1 and 2 allow you to connect/disconnect both your microphone and webcam**, so that you can choose if showing your face or not, as well as muting the microphone to avoid annoying sounds. In addition, the button 2 give you the chance to blur the picture taken by your webcam, only the background or directly to share a picture of your choice.
- You can click on **button 3 to invite people to the meeting** and check the number of participants, as previously referred.
- **Button 4 opens the chat tool**, of which we will talk about later.
- **Button 5 allows you to share your screen** so that everyone in the meeting can see what you have in your computer (documents, presentations, pictures, videos...). Just remember to delete or hide those things that you do not want to share!



1 2 3 4 5 6 7 8 9 10 11



- **Button 6 permits recording the session**, which is specially useful if you are a teacher and you need to save a lesson for your students so that they can rewatch them, or for those that could not attend the meeting.
- By clicking on the **button 7, you can virtually rise you hand**, letting the rest of participants know that you wish to speak without interrupting the others, which is great to create a better and more respectful environment!
- Thanks to the **button 8, you and the rest of the audience can engage in interactive activities and work on materials through an online dashboard**, such as maps, question trees, table of contents, etc., which is very advisable when summarising ideas.
- **Buttons 9 and 10 serve to create different rooms and divide the participants** that are in the online meeting in various groups. This is something particularly useful when exchanging ideas or debating topics with students or co-workers, for instance.
- And finally, **button 11 will close the meeting**. Do not click there until the end of the session!

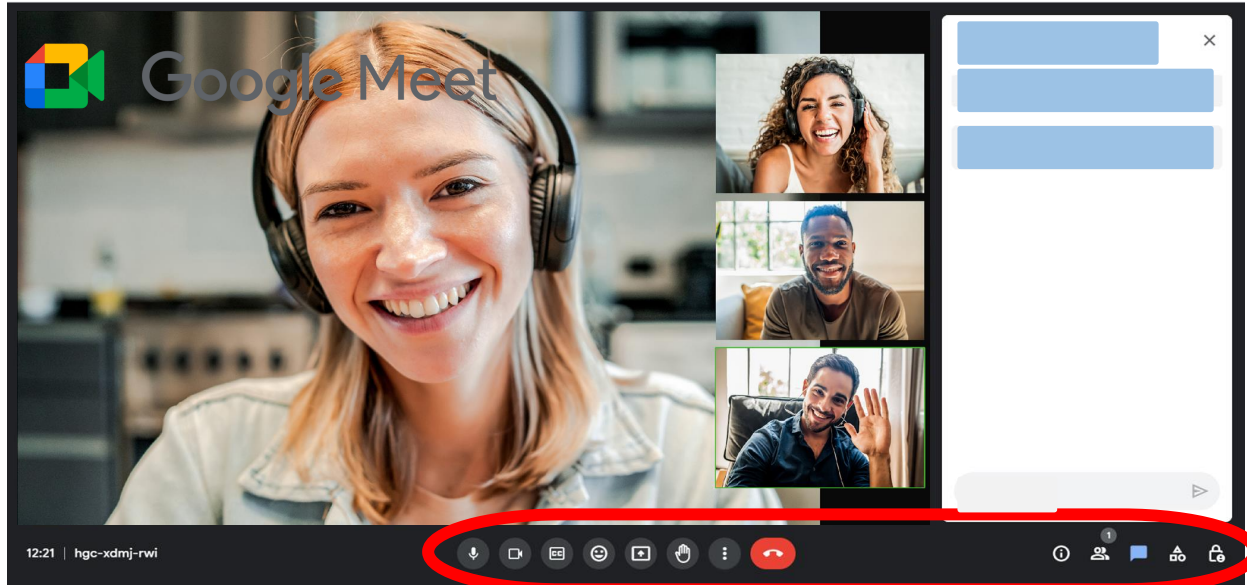


- Back to the **chat tool**, it offers us simple but very interesting options, such as:
  - **Chat with participants** without interrupting the speaker. In this way, we can let the host know that something does not work, that we have doubts, etc.
  - **Edit the format of your text message** by changing the style (bold, italic, underline...), structuring it in bullet points and paragraphs, inserting quotes or adding a link.
  - **Attach files and documents**, like PDF's, pictures, videos, etc., that will complete or support our presentation.
  - **Take a screenshot.**
  - Or even **limit the people that can be contacted** by each participant (only the host, the whole group, etc.).

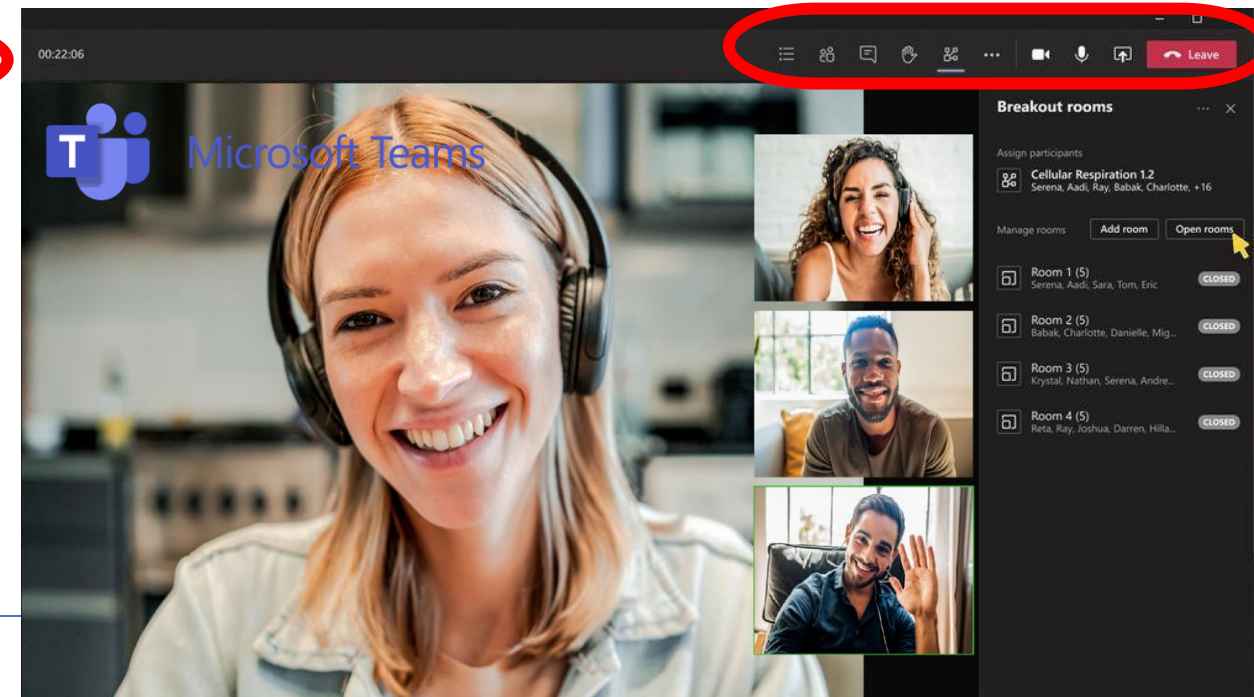
As you can see, there is no much difference between Skype







Or Google Meet and Teams' interface...



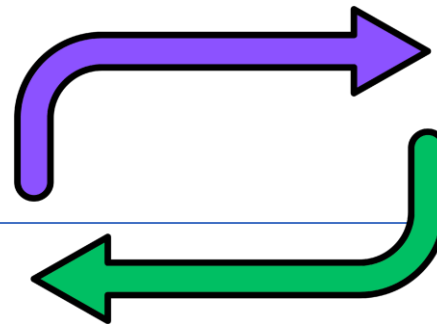
We kill three birds with one stone!

## How to implement this practice in the classroom?

- Since one of the **main disadvantages for students to acquire online communication skills** that make them get ready to answer the demands of the current labour market, is the lack of training during their years of study at the university, it is clear that they need exactly that; more chances to be trained.
- Thus, what we suggest is to **popularise online situations** such as online presentations, **asking for these type of tasks instead of an on site one where the students have to prepare the explanation of a topic** or defend a thematic research in front of their colleges, taking advantage of these its character as very frequent tasks in HE studies. In other words; teacher will **demand to host online presentations from home instead than in the classroom.**



- By the way, in the case that **two students choose the same topic** for their task, the **teacher can prepare a formal “interview”** for them both to decide who is the best possible candidate.
- Under this learning scenario, it is estimated that students will potentially increase their practical experience not only in online presentations, but also in interviews, getting accustomed and better prepared for the time when a real situation like these ones comes.
- Therefore, they **will practice public speaking, working under pressure, digital tools management, control of their emotions despite criticisms and polite arguing**, among many others, that will make of them candidates adapted to the demands of the current world.



# Some interesting links

- *Zoom: Getting started guide for new users:* <https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users>
- *Zoom tutorial:* <https://www.youtube.com/watch?v=QOUwumKCW7M>
- *How do I make a call in Skype?:* <https://support.skype.com/en/faq/FA10613/how-do-i-make-a-call-in-skype>
- *How to use Skype:* <https://www.youtube.com/watch?v=NRcb3uB3Jac>
- *Start or Schedule a Google Meet video meeting:* <https://support.google.com/meet/answer/9302870?hl=en&co=GENIE.Platform%3DDesktop>
- *How to start and create a meeting as a host in Google Meet:* <https://www.youtube.com/watch?v=IUX-WQsbKfc>

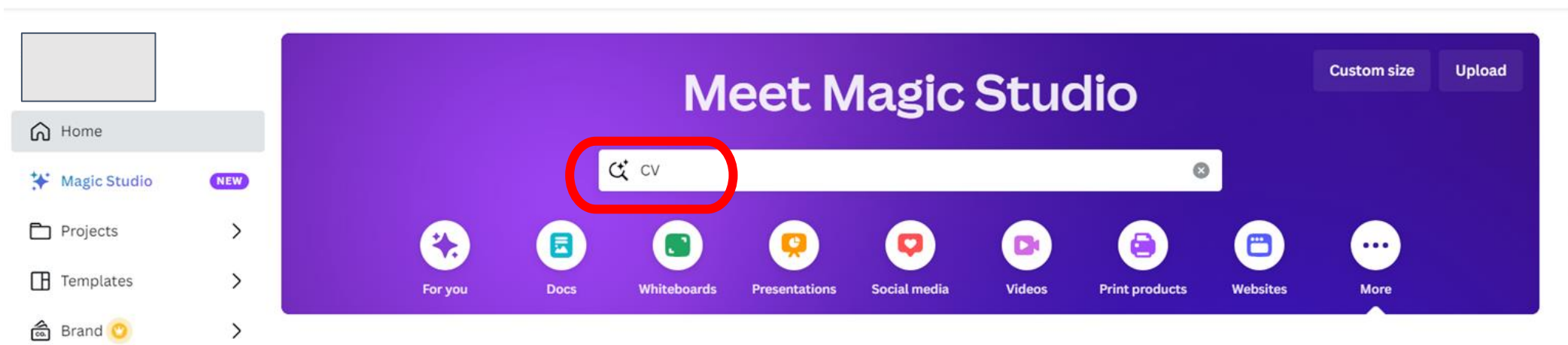


# Learning scenario 5: Building a CV

- Apart from handling how to write formal emails, prepare cover letters, use LinkedIn or face online presentations and interviews, there is another crucial factor that all HE students must keep in mind whether they want to succeed in the labour market: **How to build a good CV.**
- Considered as the main document for job seekers, employers give it a huge relevance, and it makes sense; in most cases, the **recruitment stuff does not pay attention for more than 30-40 seconds** to a CV.
- Thus, **applicants must know how to reflect the information**, select experiences and organise them in such way that the HR department finds out their skills and competences without difficulty, besides engaging them to read more thanks to an appealing aspect. Consequently, HE students still have a date with the CV making process that they cannot forgive. Let's offer some **useful guidance!**



- In this way, **Canva** is one of the largest online free designing platforms, covering from basic and amateur levels, to professional environments.
- Canva offers the **possibility to create, edit, improve and redo** pictures, posters, presentations, videos and what interest us now, CV's.
- You can take advantage of its **free version**, which is actually really wide and full of options. However, if you need to go a step further, you **always can pay a low monthly fee** and become a pro.
- Therefore we have two different options; using a **predetermined template**, or preparing a **new one**.





- If we type 'CV' in the searching box on Canva, we will automatically see **hundreds of different CV templates**, falling to us to choose the one that fits better our requirements.
- Of course, the **choice depends on our professional cluster**; if we work on arts, graphics and designs we can be more creative and cope with a wider chromatic frame, whereas if our job is more related to Law or Medicine, for instance, it is advisable try to be more formal and serious.
- In any case, **we can just change the information** and the picture of the chosen predetermined CV template, and *voilà!* Job done.
- However, **we encourage you to find your own style**, for which you need to use **Canva's editing tools**.



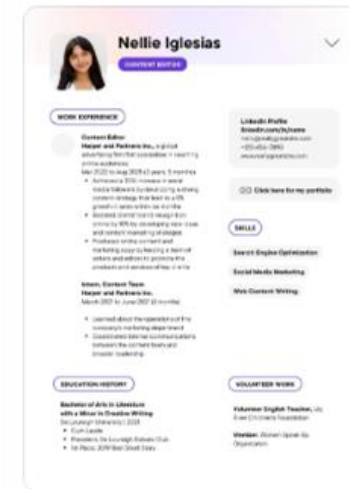
Blue Light Blue Col... Resume by Canva Crea...

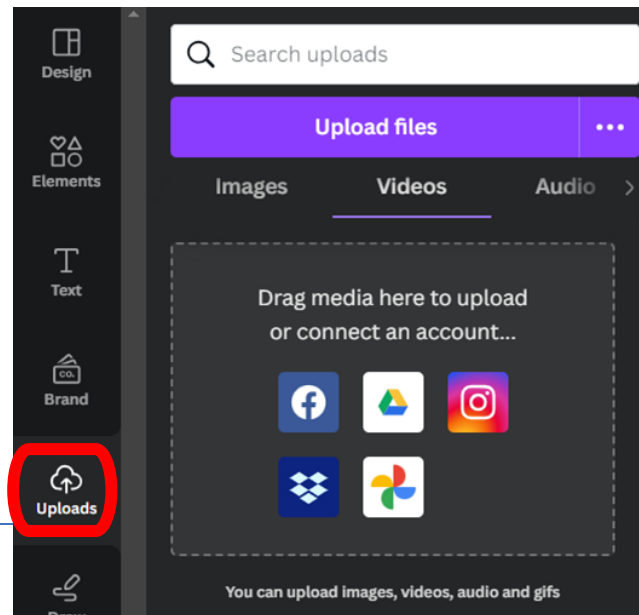
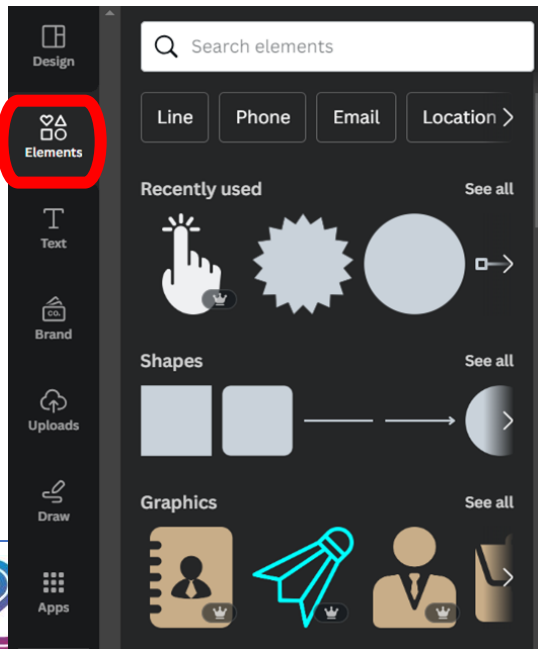
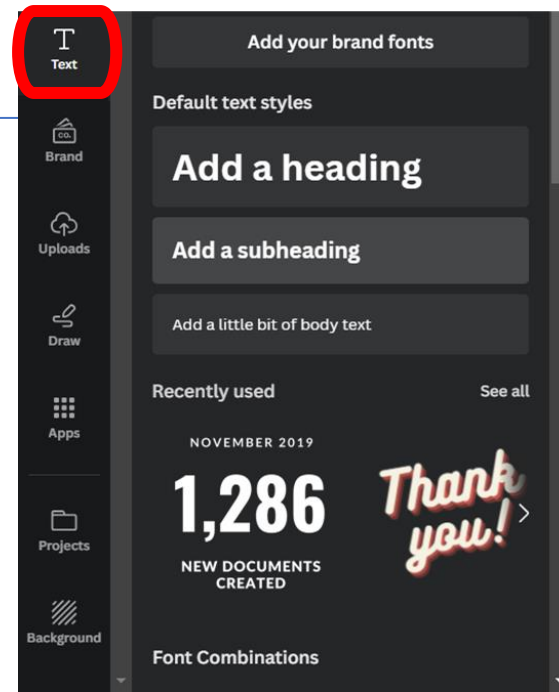
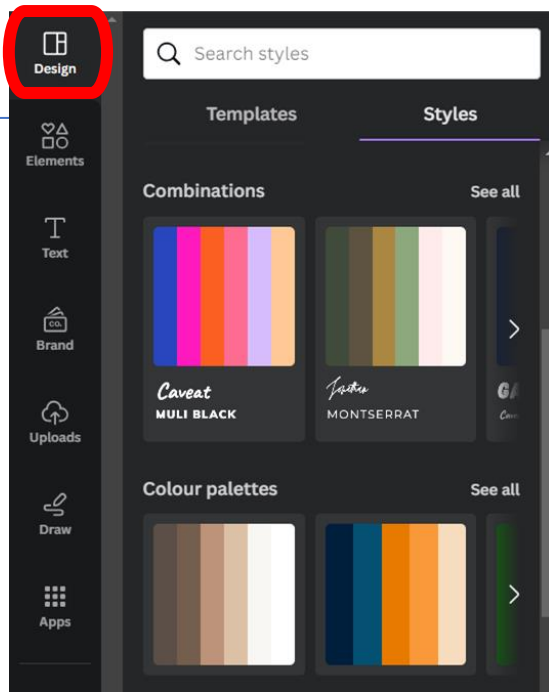


Green Grey Color B... Resume by Canva Crea...



Pastel Pink Light Bl... Resume by Canva Crea...



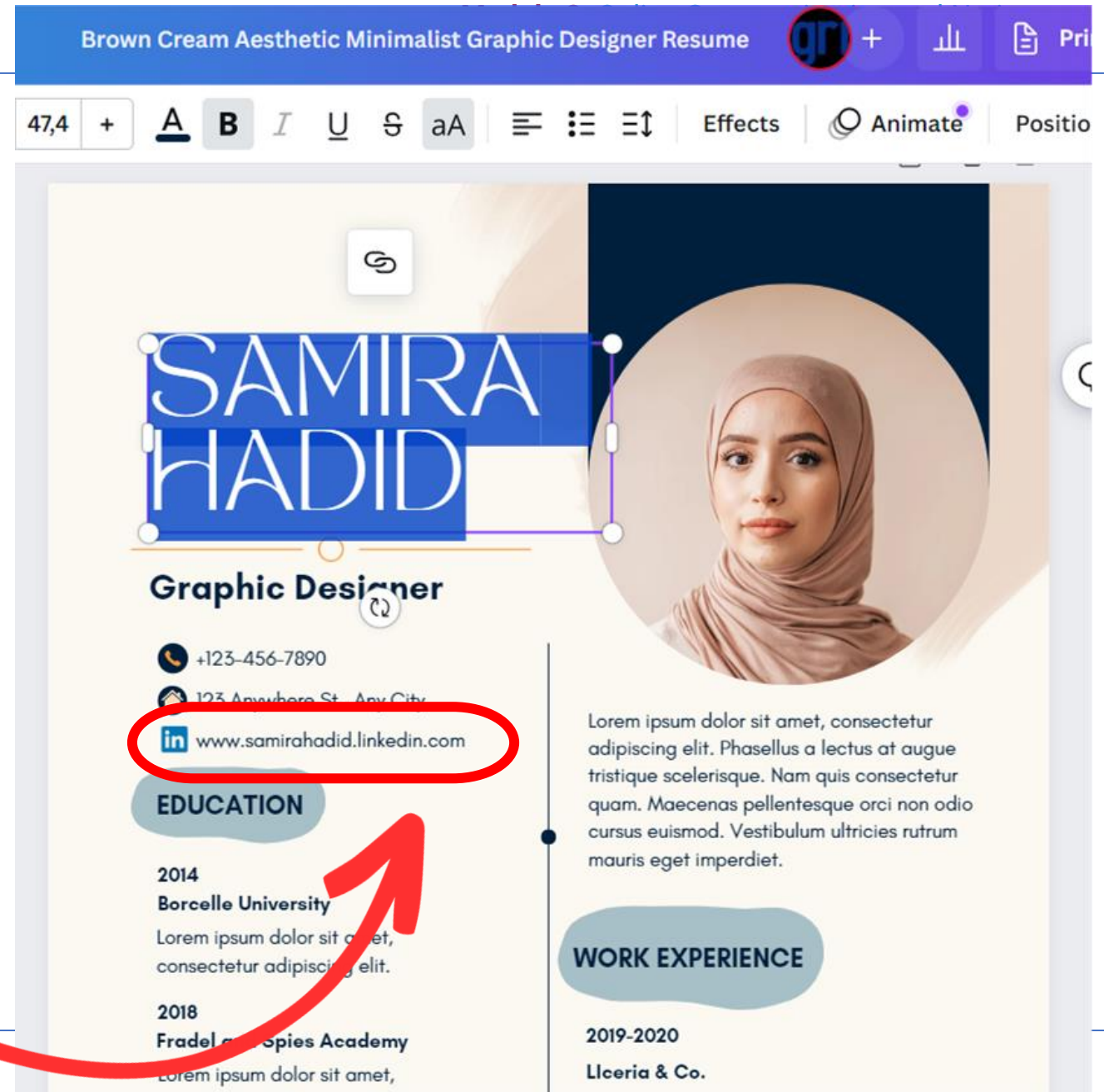


- If so, you will find out that Canva is **extremely intuitive** and allows to **generate very visual CV's** by making just a little effort.
- To this end, you only need to **check the deployable panel on the left side** of the screen.
- There, this useful platform gives you the chance to **change the writing style** and the colour palette, to add squares, rectangles, circles and other **forms to highlight information** and of course, to **upload your own pictures, videos or social media materials, among many other options.**





- In addition, on the **top on the screen** there is a simple panel where you can:
  - ✓ **Modify the size, the location or the colour of the text;**
  - ✓ **Introduce animated effects;**
  - ✓ **Implement grades of transparency in your pictures;**
  - ✓ **And what is fantastic, you also can attach web links to the document its PDF version (your LinkedIn profile, your portfolio, your personal blog, the article that you published on the Newspaper...).**



## What about Genially?

- Another interesting free platform that you can use to generate a online CV, is **Genially**.
- It looks and works **very similarly to Canva** in many aspects, with the difference that Genially was specially thought to **design interactive materials**, such as maps, or infographics.
- In this way, you can include **moving pictures and elements, scrolling labels or spinning effects**, among many other options, to generate a very creative and stunning CV for the reader.
- However, it is perfectly fine to build your CV on Genially and download it as a normal PDF, so do not be afraid! Just **play with the panel located on the left side** of the screen, like in Canva.



## Useful tips to keep in mind:

- Organise your experiences **from the more recent to the older** ones.
- Give **priority to your strengths** (if you have been studying and you have no professional experience, include your academic career at the beginning).
- **Adapt your CV to each employer:** every company, institution or organisation is different and you have to add, delete or rethink your profile to make it more engaging according to that position you are applying to, as well as its requirements.
- Do not make it too long, only astronauts should need more than 3 pages! **Be precise, the shorter, the better.**
- Chose a **picture that shows you in a natural but formal attitude**, and appropriately dressed for the position. In order to become a professional, you have to look as such.
- When deciding the **palette colours, do not go for a very intense or eccentric type** like red, yellow or orange. Blue, grey and green tones transmit better sensations.
- **Check all the information** to avoid mistakes and avoid entering into personal considerations/hobbies, except if they you are asked.



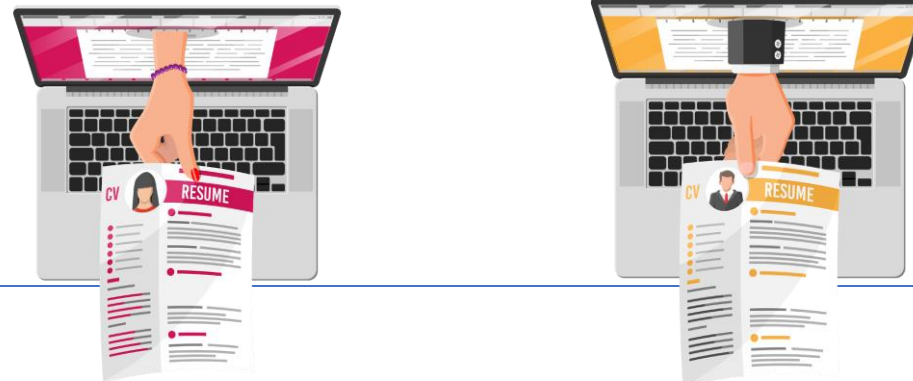
- Considering the crucial in terms of employability, **HE students must know how to created/design their own CV.**
- With this aim, professors can ask from them such a **task during the academic course.** Thus, when the time comes to decide between two students asking for researching the same topic, or choosing a concrete type of external traineeships, these CV's can serve as a selection tool that will push them to work hard on their competences and skills.
- In addition, these **CV's could be stored in a database at the universities** (if such database exists) with the aim of being used to **offer future jobs** to current or old students in case there are vacancies at the institution, motivating the students to take the task seriously.

## How to implement this practice in the classroom?



# Some interesting links

- *How to use a Canva CV template:* <https://uk.indeed.com/career-advice/cvs-cover-letters/canva-cv-template>
- *How to create a resume using Canva:* <https://www.canva.com/designschool/tutorials/designing/create-resume-using-canva/>
- *How do you create an interactive resume:* <https://blog.genial.ly/en/create-creative-resume/>
- *What is Genially and how do you use it?:* <https://www.youtube.com/watch?v=JxeJow3ujag>





BACK 2  
BASICS

BRIDGING THE GAP BETWEEN HIGHER EDUCATION  
AND LABOR MARKET BY FOSTERING DIGITAL SKILLS

**Thank you very much  
for your attention!**

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