

MODULE 2

TRAINING COURSE

Bridging the gap between Higher Education (HE) and the labour market

Module 2

Online Communication and Netiquette

Duration

120'

Contents

1. Digcomp 2.2: Competences, objectives and framework.
2. Online communication and Netiquette digital skills: Practical learning scenarios
3. Debate.

Expected outcomes

By the end of Module 2 participants are expected to:

- Understand the current context, needs and demands from the labour market, having in mind what kind of digital skills students and recent graduates must acquire in order to increase their employability perspectives.
- Be able to understand the essentials of online communication and etiquette, so that teachers and youth trainers can transmit to students and recent graduates simple pieces of advice to be more successful when applying for a job or communicating with possible employers.
- Be acquainted with learning tools and scenarios that teachers and youth trainers can easily implement in their courses so that students and recent graduates learn how to communicate online properly through daily practice, being more prepared to enter in the labour market.
- Exchange opinions, ideas, previous professional experiences and suggestions about online communication, digital skills and how to improve the HE system and the professional perspective of students and recent graduates.

Training methodology

On-site PowerPoint presentation + Practical examples to be discussed + Group debate/Brainstorming

SESSION PROGRAMME

Activity	Time/duration
1. Key competences for better employability.	35'
2. Online Communication and Netiquette: Practical learning scenarios	55'
3. Final group debate and reflection	30'

STEP BY STEP

What to do	Technical aspects
0. Tests: Wifi/Internet connection. Audio and video connection.	Before the session
1. Key competences for better employability.	35'
1.1 Welcome. <ul style="list-style-type: none"> Greet the participants and ask them to introduce themselves and their educational experience. Briefly introduce the trainer and the organisation represented in the project. 2 truths and a lie: Icebreaker to stimulate participation: All participants will gather in a big circle, so that everyone can see each other. Then, one by one they will have to tell three things about themselves, such as funny stories related to the use of digital skills or personal facts linked to their professional/academic experience. Two of these statements must be true, and one must be false. All participants must find out when the speaker is lying. 	<ul style="list-style-type: none"> "B2B_TrainingCourse_M2_Keynote_ShortVersion_EN" (Slides 3-12) B2B Infographics B2B Youtube Channel 2 truths and a lie – Icebreaker Suggestion: To make the lesson more interactive, you can test your students' knowledge with a Kahoot
1.2 DigComp: A digital tool for a digital era. <ul style="list-style-type: none"> According to the documents provided by the European Commission, brief introductory explanation about what is DigComp 2.2, highlighting the relevance of the '<i>Communication and Collaboration</i>' competence and its concrete goals, and how it is relevant in order to develop the digital skills of students and young people, as well as their professional perspectives. 	

1.3 Skills for work, skills for life.

- Taking the European Qualifications Framework (EQF) as a reference, brief description and introduction on the two main types of existing skills; soft and hard.

1.4 Why online communication?

- Remark the relevance that within the soft skills, and taking into consideration several reports from job search platforms such as LinkedIn or Jobbland.es, online communication has as the most demanded competence by employers, making the training of students in this field crucial to improve their future employability.
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2. Online Communication and Netiquette: Practical learning scenarios

55'

2.1 Learning scenario 1: Writing a formal email

- Brief introduction about the relevance of knowing how to write a formal email, since it is the first communication channel chosen by employers.
- Group exercise to find out all the mistakes in a bad formal email example. Teachers can show the example of a bad email in the presentation and ask students to point out the mistakes. Then, the answer will be shown and explained.
- Show to the participants a good formal email example, rewriting in a proper way the previous email full of mistakes in order to visually highlight the difference when getting in touch with an employer.
- Comparative tip examples with Do's and Don'ts.
- Explanation of a learning scenario to be implemented in the classroom by teachers and youth trainers. Due to the lack of contact with the work world, most students do not know how to properly address an employer, an institution or a professional entity. For this reason, it is proposed that students could upload their respective academic work to the Moodle platform (or similar), writing an email to the teacher of that subject once the task is finished. These emails should have formal vocabulary and a classic structure that includes greeting, statement of facts, conclusion, farewell and signature of the student. It could be compulsory and could count for the student's final grade. In this way, it is hoped that by becoming accustomed to formal online communication through these daily protocol habits, the learner will internalise this knowledge and improve their chances of success later on when entering the job market.

- "B2B_TrainingCourse_M2_Keynote_ShortVersion_EN" (Slides 13-54)
- If needed, paper sheets with written examples.

2.2 Learning scenario 2: Creating a cover letter

- Short explanation about the importance of being acquainted with writing a cover letter, as it is a mandatory requirement in most of the selection processes when students and recent graduates apply for a job vacancy or a spot in a University Degree or just to become a trainee in a public/private institution.
- Group exercise to find out all the mistakes in a bad cover letter example. Teachers could show different examples of cover letters, discuss mistakes and how to avoid them.
- Display to participants a good example of a cover letter, insisting on the changes made in comparison with the wrong example shown before regarding the content, the structure, the ideas and the grammar used, among other key aspects.
- Comparative tip examples with Do's and Don'ts.
- Explanation of a learning scenario to be implemented in the classroom by teachers and youth trainers. Most university and vocational training students will have to submit an official application (internship, job, scholarship) sooner or later, either in their academic or professional life, which will have to be accompanied by a cover letter as part of the selection process. However, many of them have never seen or drafted such documents. To this end, and given that when teachers design the evaluation of the contents of their subjects, they usually include a percentage of the student's grade reserved for research work, it is proposed that the student could prepare a cover letter explaining the reasons why he/she has chosen a particular topic for each of these assignments, how he/she considers that it benefits him/her and why he/she should be the one to develop it. In other words, the student must "sell" himself/herself as the best candidate to research that topic. This requirement could be compulsory for both ordinary and optional assignments. Regardless of this, the "cover letter" must have an appropriate structure, precise language and a formal tone, not exceeding one page in length. The aim is to have the students write a type of document that will accompany their CVs throughout their professional lives, improving their employability.
- Quick reference to the Europass official website through the link included in the presentation, where participants can find a very complete online tool, including videos and detailed explanations, to develop their CV's and cover letters according to the European standards, which will boost their employability perspectives.

2.3 Learning scenario 3: Using LinkedIn

- Brief introduction to the LinkedIn platform and how relevant it is for students and recent graduates to master it, considering it has become the world's largest professional network, directly affecting their employability.
 - Bullet point explanations with comparative examples about having an adequate profile picture, taking into account its
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quality, features, environment, background or label among others.

- Bullet point explanations with comparative examples regarding how to get an attractive background picture in terms of creativity, style, quality and content.
- Bullet point explanations about writing a good profile description regarding its length, ideas included, key and buzzwords and the use of visual emoticons.
- Bullet point explanations taking into account how to appropriately fill in the academic/training/professional experience section, paying particular attention to the type of experiences chosen, how they are ranked, the inclusion of certificates and diplomas or the use of key words and action verbs.
- Compilation of extra tips that might be useful for students and recent graduates in several ways, such as indicating the adequate skills and validating them, asking for recommendation letters, being active on the platform sharing content and looking for new contacts or how to look and apply for a job.
- Explanation of a learning scenario to be implemented in the classroom by teachers and youth trainers. With the arrival of the digital era, LinkedIn has become a platform that acts as a "window" to the world of work, making it almost essential for any job seeker to be present on this platform. However, there are many students who are unaware of its existence or who, although they are aware of it, do not take the time to discover the possibilities it offers in terms of employability. For these reasons, it is proposed that, in addition to the subject taught, the teacher could ask students to add 3 relevant personalities related to the subject of each task/ thematic research to their LinkedIn contacts, also sharing 3 publications of content related to this topic on their respective walls. This could be a mandatory requirement for the evaluation. In this way, the aim is that the student not only gets regular contact with LinkedIn, but also learns to navigate the network of contacts, establish a formal conversation with public profiles (remember that they will have to contact the personalities they decide to add explaining their student status and their reasons for such a request), and develop critical thinking through the choice of content for their walls. If it is not possible to ask students to post on their LinkedIn, the teacher can assign them this task, but instead of posting online, they can write it and submit it as a document.

2.4 Learning scenario 4: Facing online presentations

- Short description about the relevance of being used to host, prepare and deal with online presentations and interviews, due to its presence in the majority of education systems and recruitment processes, especially in the current labour market after the digital revolution. Click on the link included in the presentation to show to the participants in a visual and informal
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way the consequences of ignoring how to work with online presentations and interviews.

- Ask open questions to participants about what kind of issues they usually observe in their students when having to pass through an online presentation, as well as the biggest challenges they deal with (postures, gestures, focus, nerves, things to remember...).
- Some bullet point tips about dealing with online presentations and interviews before (prepare in advance the agenda and all the materials, choose an appropriate meeting tool, select a professional background, be on time, wear informal clothing...), during (adopt good netiquette practices, be respectful, encourage the dialogue, look at the camera, keep a good body posture, speak slowly, take notes...) and close to end of the meeting (make a recap, ask and receive questions, express your gratitude, close the webcam...).
- Quick guide about the most common tools for online meetings and presentations (Skype, Google Meet, Zoom), indicating how to navigate through their interface, their multiple options in terms of image, audio, texting, interaction between guests or privacy, and some advice on how to improve the experience to ensure that the online meeting runs as expected.
- Explanation of a learning scenario to be implemented in the classroom by teachers and youth trainers. All students without exception will have to go through multiple presentations during their academic training/integration process into the labour market. However, very few of them have any previous similar experience, especially online, which highly reduces their chances of success. To this end, it is suggested that students develop online presentations (instead of offline) when having to expose a thematic research in public previously determined by the teacher. Moreover, in the case of two students choosing the same topic to develop their research/task, they could also pass an online interview where the teacher/youth trainer will decide who is the best possible candidate for that topic. In this way, thanks to this practical experience students and recent graduates will be accustomed and better prepared for a real situation when entering in the labour market, where online presentations and interviews are daily demanded. As a consequence, students are expected to improve their online communication/digital skills as well as their employability perspectives by acquiring a regular practice in public speaking, working under pressure, managing digital tools, controlling their emotions despite the critics and arguing reasonably about the value of their work.
- Useful links of interest related to the topic of the learning scenario, so that students can widen their knowledge if needed.

2.5 Learning scenario 5: Building a CV

- Short explanatory introduction underlining the imperative need that young people have of designing a good CV that makes them capable of competing in the current labour market.
- Focus on Canva and Genially as two of the most popular and commonly used free online design tools for creating CVs, going through all the resources offered by these two platforms; how to organise information, how to choose a suitable image, and how to take advantage of all the options contained in the interactive buttons to build a successful CV template (palette of colours, text style, experiences...).
- Some quick tips to have in mind in order when designing a competitive and visually appealing CV for employers and recruiters
- Explanation of a learning scenario to be implemented in the classroom by teachers and youth trainers. Aligned with the idea proposed in the Cover Letter scenario, it is suggested that professors ask their students to create and deliver a CV 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 will serve as a selection tool that will push them to work hard on their competences and skills. In addition, these CV's could also be stored in a database at the universities 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. Consequently, it is expected that thanks to this progressive experience, students increase their chances of success when they enter into the labour market and have to apply for a job position or to access postgraduate training.
- Useful links of interest related to the topic of the learning scenario, so that students can broaden their knowledge if needed.

3. Final group debate and reflection

30'

3.1 Brainstorming debate

- Face to face debate

- Exchange of ideas, opinions and teaching experiences among the participants, going through public discussions about good practices, previous mistakes and common challenges in a group activity.

SESSION RESOURCES

RESOURCES

- Laptop
- Screen projector

- Projector
 - PowerPoint presentation
 - Quizizz platform
 - Paper sheets
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ASSESSMENT /EVALUATION

General questionnaire assessing their degree of satisfaction about organisation, feedback (Moodle or Google Forms).

If possible, additional individual paper sheets might be provided to the participants at the end of the module so that they can freely leave comments about other related topics of interest that they would be interested in, what parts of the module were more useful for them or aspects that could be improved.
