2022 ECREA OSC Conference: **A new era of (digital) teaching?**

Theory, Creativity and Responsibility in Communication Education

Abstracts book

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Final Program

9th February 2022 (Online)

13:00 – Opening Session
Evandro Oliveira, ECREA OSC-Chair; Holger Sievert – Macromedia local organiser

13:05 – Welcome Speech - Castulus Kolo, President, Macromedia University

13:15 – Impulse Keynote - Now or Never: Transforming Educational Practices Through Learning Engineering – Peter van Leusen, Arizona State University

14:00 – Homely Coffee-Break

14:10 – Session 1– Strategic Communication Education

Teaching organisational communication through problem-based learning: Comparing offline and online learning environments.
Michael Johann, Universität Augsburg

Disciplinary approaches and theories in Argentinian PR undergraduate programmes.
Gabriel Sadi, Huddersfield Business School

Meaningful applied learning in Spain during the pandemic: An asynchronous collaborative experience.
Andrea Castro-Martínez and Cristina Pérez-Ordóñez, Universidad de Málaga

Teaching strategic communication in Spanish online universities.
Ileana Zeler, Universitat Autonòma de Barcelona, Marc Compte Pujol, Universitat Oberta de Catalunya

15:00 - Session 2 - Pedagogic strategies in communication

Increasing engagement of students in online teaching: The use of asynchronous video discussions in disseminating knowledge.
Gabor Sarlos, University of Roehampton

Innovative practices in Communication education: the use of biomimicry and the AskNature platform.
María Belén Barroso, Universidad de Málaga & Almanatura Trust; Alejandro Álvarez-Nobell & Isabel Ruiz-Mora, Universidad de Málaga

The 'Coaching Lab': bridging fundamental advertising theories with their practical value.
Sara Vinyals-Mirabent & Cristina Martorell, Universitat Autonòma de Barcelona

Approaches to the development of master's programs in the context of digital transformation: the experience of the Russian State University for the Humanities (Moscow).
Veronica Yarnykh, Russian State University Moscow

PodCasting as a tool of discourse and qualification on didactics in higher education.
Andreas Hebbel-Seeger & Annette Strauß, Macromedia University of Applied Sciences

16:00 – Homely Coffee-Break

16:20 – Session 3– Intercultural Communication Education

The benefit of VR in teaching intercultural communication competence.
Liane Rothenberger, Katholische Universität Eichstätt-Ingolstadt; Yi Xu, Kathrin Knutzen & Irina Tribusean, TU Ilmenau

Hybrid and team teaching of intercultural communication. Theoretical and empirical perspectives on a bilingual case study on communication management within a multi-campus university.
Holger Sievert, Florian Meißner & Dominik Pietzcker, Macromedia University of Applied Sciences

Training intercultural communication competencies with an open approach and movement.
Evandro Oliveira, Universitat Autonòma de Barcelona

Peeking at the privates: teaching protest organisations research of the (online) public sphere.
Yulia Belinskaya, Universität Wien

17:10 – Session 4 - New tools and strategies within Digital Environments

Teaching tech to non-techie Media students… online
Danilo Giglitto & Mon Rodriguez-Amat, Sheffield Hallam University

The SCoRe Project: from research-based learning to research-based seeing via video
Marianna Baranovska-Bölter, Andreas Hebbel-Seeger & André Kopischke, Macromedia University of Applied Sciences

Teaching like a YouTuber: Exploring ways of applying YouTubers' techniques for online lectures
Hantian Zhang, Sheffield Hallam University

Adapting film creative project realisation to Covid teaching conditions.
Susannah Gent, Sheffield Hallam University

18:00 – Homely Coffee-Break

18:30 – Communication Education during and after Corona: A pan European expert panel

Ana Tkalac Verčič, Faculty of Zagreb. Croatia and Slovenia
Evandro Oliveira, ECREA Organizational and Strategic Communication Section Chair. Portugal, Germany and Spain
Ileana Zeler, ECREA Organizational and Strategic Communication Section Vice-Chair. Argentina and Spain.
Ralph Tench, EUPRERA – European Public Relations Education and Research Organisation. UK

Chair: Holger Sievert, Macromedia University of Applied Sciences, Germany.

This session will be open to public without registration.

19:45 – Virtual get together

Keynote:

Now or Never: Transforming Educational Practices Through Learning Engineering also in Communication Management

Peter van Leusen, Arizona State University

As institutions of higher education face the need to respond to global pandemics, prepare the workforce of the future, and integrate new technologies, new instructional models are necessary. Although faculty are educational experts in their content areas, they often lack the time and resources to investigate new curricula and their potential implications for the classroom. Learning Engineering is a collaborative approach – including instructional designers, UX designers, technologists, data analysts - that provides the methods and skills to systematically create effective, efficient, and engaging learning experiences in diverse contexts.

In this session, Peter van Leusen, Director of Learning Experience & Student Success at Arizona State University, shares concrete examples of transforming educational experiences at one of the largest universities in the US. By partnering with faculty as well industry experts his team is able to engineer meaningful and innovative learning experience for diverse subject areas, such as personalization at scale or leveraging VR as a storytelling tool. Furthermore, he discusses the need to foster student-centered learning, consider the pedagogical implications of these technologies, and achieve measurable (data-driven) outcomes.

Session 1 – Strategic Communication Education

**Teaching organisational communication through problem-based learning:
Comparing offline and online learning environments**

Michael Johann, Universität Augsburg

Keywords: organisational communication; online teaching; offline teaching; problem-based learning;

Higher education for media professions faces the challenge of preparing graduate students for a continuously changing media landscape (Pavlik, 2013). In this context, problem-based learning (PBL) is an effective learning method to foster knowledge and skills which students need as future organizational communication professionals. PBL is a "learned-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem" (Savery, 2015, p. 7).

The goal of this presentation is to reflect teaching organisational communication in offline (in-class teaching before the COVID-19 pandemic) and online (teaching via Zoom during the COVID-19 pandemic) learning environments. The environment is a seminar applying a problem-based learning approach. Here, crisis scenarios are simulated and the students take the roles of small teams of organisational communicators and journalists for 3 months. By solving real-word crisis communication problems during the simulation, PBL is expected to establish a flexible knowledge base, to develop problem-solving skills, to foster self-directed learning skills, to support collaboration, and to foster intrinsic learning motivation (Barrows & Kelson, 1995).

To better understand the challenges and opportunities of teaching organisational communication offline and online, the teaching experiences in these environments are evaluated on different levels linked to PBL: (1) the role of the problem, (2) the learning process, (3) the role of the teacher, (4) the students' collaboration, and (5) the learning tools (Hmelo-Silver, 2004). Student evaluations and own observations are used to compare the different environments. The evaluation indicates that PBL in the online environment is facing the challenge to design different problems than in the offline environment. The learning process in both conditions is characterized by clearly defining subgoals in order to generate ideas and stimulate creativity. Moreover, collaboration in the online setting requires advanced project management skills. With regard to learning tools, it is shown that it is the teacher's responsibility to identify the students' needs and to create real-world solutions in order to empower the integration of theory and practice.

Based on this evaluation, this presentation will provide recommendations for strategic communication education online and offline. In this way, it adds to the discussion about how educators can prepare future communication professionals before, during, and after the COVID-19 pandemic.

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Disciplinary approaches and theories in Argentinian PR undergraduate programmes

Gabriel Sadi, Huddersfield Business School

Keywords Public relations, theoretical frameworks, higher education, Argentina

From an academic perspective, Argentina has become a leading regional player for both the establishment of university-based public relations programmes and for the number of institutions that offered those courses. That said, the need for in-depth research has been identified to verify the general public relations approaches and theories adopted and used by five leading Argentinian universities in their undergraduate public relations programmes.

To this end, fifteen of the most relevant general approaches and theories are systematised on a global scale. The systematisation is based on the classic division between functionalist, interpretative and critical currents or traditions (Bermejo-Berros, 2014), with the addition of the postmodern tradition due to its specific impact on the field. The ordering strategy is the result of a literature review based on the Google Scholar citation criteria used up to and including year 2019, where key concepts of each general construct, research tradition, founding text(s) and referent(s) are identified.

Methodology

The study has an exploratory nature. A non-probabilistic sample of five Argentinian universities with the largest undergraduate public relations student population was conformed. Those universities together account for 67 percent of the public relations student population in Argentina. The results cannot be generalised to the remaining 15 national programmes.

Three types of institutional documents were examined: the curricula, to identify modules with a theoretical disciplinary component; the governmental resolutions that created each programme, which included the profile and scope definitions; and the syllabus associated with the theoretical modules.

A qualitative content analysis was carried out to ascertain the theoretical tradition promoted for each programme. Semi-structured in-depth interviews were conducted with five course leaders. Finally, a structured survey was carried out on the 28 module leaders to help identify the theoretical choices they had made.

Findings and initial discussion

The results are presented in the context of seven key aspects, namely: (1) Purpose and impact of university education; (2) Object of disciplinary study; (3) Curricula; (4) Lecturers' selection criteria; (5) Bibliography; (6) Theoretical constructions; and (7) Research tradition.

Based on the limited use of the various approaches systematised, enough evidence has been found to conclude that the selected programmes prefer theoretical frameworks linked to the functionalist tradition, in particular J. Grunig's *Excellence Theory*. From this evidence, Argentinian higher education presents a markedly professional character, an aspect that can contribute to justifying the monochordist disciplinary theoretical load that has become evident.

Implications

This study is believed to be the first to explore in detail the use of public relations theoretical frameworks in the Argentinian higher education system, and could promote new research regarding public relations pedagogy on an Argentinian or Latin American perspective. Pertinent new research lines could address the role that disciplinary theory has had or should have in teaching and learning or could provide valuable input for lecturers to broaden the theoretical basis for their specific modules. This study could be useful for researchers who (in the future) can employ representative samples to obtain results that can be generalised to the total population or for cross-country comparative research initiatives.

Meaningful learning applied to communication university teaching in Spain during the pandemic. An asynchronous collaborative experience

Andrea Castro-Martínez and Cristina Pérez-Ordóñez, Universidad de Málaga

The pandemic led education systems to switch immediately to online learning, in many cases without the necessary period of design and adaptation of teaching tools. In many cases with no specific training in online teaching, the lecturers had to adapt their classes to a permanent virtual space, usually abusing synchronous teaching. This literal adaptation of the methodologies used in the classroom to the online learning scene, in addition to aspects such as periods of lock-in, required physical distance and overexposure to digital media, have caused significant tiredness among students, who reported difficulties in maintaining their attention in synchronous lectures.

This paper presents a proposal implemented in 5 subjects of Spanish communication degrees by two professors who had previous experience in e-learning education. Our aim is analysing the usefulness of class diary writing in a collaborative and asynchronous process for each student in the whole class. For studying this tool, two methods have been developed in each of the subjects: the participant observation and satisfaction surveys on the use of the personal diary.

The results indicate that it is a tool highly valued by the students which allows them to work on the contents of the subjects themselves, in such a way that the students use the class diary as a means for individual reflection and for real debate with their classmates. It also shows how this tool limits the negative effects of the social pressure of presenting one's own idea in public. Thus, students who are shyer or less skilled in public speaking participated to a greater extent and with higher quality contributions than they usually do in a physical setting. Furthermore, it is an interesting tool for complementing other learning strategies such as the flipped classroom or using the practical application of theoretical content through real case studies. On the other hand, it facilitates knowledge of transversal contents such as design, the gender perspective, and current affairs in the professional sector.

The findings of this work indicate that the personal diary was a successful instrument for teaching communication subjects during the pandemic. Higher education could be enhanced by the combined use of synchronous and asynchronous technological tools to stimulate meaningful learning, transcending the model of online teaching that involves a simple conversion from the lecture to a videoconferencing system. Higher education could be enhanced by the combined use of synchronous and asynchronous technological tools to stimulate meaningful learning, transcending the model of online teaching that involves a simple conversion from the lecture to a videoconferencing system. Student diaries provide a channel of expression and reflection that each student employ whenever and wherever he or she needs to. It is therefore a permanent space for collaborative learning and the development of critical thinking of great value for university teaching that can also be applied in the post-pandemic era.

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Teaching strategic communication in Spanish online universities

Zeler, Ileana. Universitat Autonoma Barcelona
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The demand for professionals trained to manage strategic organisational communication has increased significantly. The European Communication Monitor (Zerfass et al., 2020) confirms that the need for a strategic profile of the communicator is becoming increasingly evident. Thus, university education (undergraduate and postgraduate) in strategic communication becomes a requirement for communication and public relations professionals.

Strategic communication is a new field of communication resulting from a paradigm shift generated by technological changes developed at the end of the 20th century (Holtzhausen et al., 2021). Van Ruler (2018) emphasised that strategic communication is how organisations present and promote the organisational strategy and is built. Holtzhausen et al. (2021) and van Ruler (2018) agree that strategic communication involves advertising, public relations, integrated marketing communications (IMC), management, marketing, political communication, technical writing/communication, and branding. Nevertheless, its definition is more complex than the simple connection between such a set of disciplines. Strategic communication is part of organisational strategy formulation (van Ruler, 2018). Therefore, it is an aid instrument to successfully achieve the organisational goals by influencing stakeholders to accept them (Holtzhausen & Zerfass, 2013).

The higher education offer in Stain has been focusing its educational models towards distance education and, especially, online education to respond to users' requirements (García-Peñalvo, 2020). Thus, this research aims to know how online higher education institutions in Spain teach strategic communication in their postgraduate programmes. To this study, a content analysis was applied to postgraduate programmes of 6 Spanish online universities: Universitat Oberta de Catalunya (UOC), Universidad a Distancia de Madrid (UDIMA), Universidad Nacional de Educación a Distancia (UNED), Universidad Internacional de la Rioja (UNIR), Universidad Internacional de Valencia (VIU), and Universidad Internacional Isabel I de Castilla (UI1). Strategic communication teaching was identified in the titles of subjects and/or modules that have keywords related to strategic communication ("communication", "marketing", "advertising", "public relations", "journalism") and "strategy" or derivatives ("strategi*") in the English, Catalan, and Spanish languages. The final sample was 23 subjects/modules of 18 postgraduate programmes. Although results were found in only 4 Spanish online universities, the postgraduate programs do not offer strategic communication training from a global perspective. A strategic view is approached, almost exclusively, in terms of marketing in the subjects and/or modules. Public Relations, Advertising or Management are closed in isolated cases. This study allows knowing the reality of strategic communication teaching in Spanish online education. A comparative analysis will be done in other online universities worldwide for future research.

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Session 2 - Pedagogic strategies in communication

Increasing engagement of students in online teaching
The use of asynchronous video discussions in content co-creation

Gabor Sarlos, University of Roehampton

Reflecting to social and technological changes, Higher Education around the globe is moving towards a robust digital philosophy and platform to share and create knowledge. Henry Jenkins (2006) defined Digital immersion as 'the widespread, frequent and intense use of digital technologies, a process that, may induce changes in the cognitive structures of users'. Co-creation is becoming a widely used practice in HE to represent a new quality of student – academic partnership (Bovill, 2020). Of its various interpretations the terminology of Bovill (2014) and Delpish et al. (2010) is adapted here, where they refer to it as students' involvement in co-designing modules and courses'. Digital engagement makes students experience digital challenges at first hand, which 'increases student engagement and reinforces learning by experiencing and doing' (Shea and Bidjerano, 2010).

As a result of COVID-19, universities in Britain were predicted to lose £2.6B in revenue, putting 30K jobs at risk and creating disruptions in the education of 2.38M students (THE Times Higher Education, 2020). All course content, including lectures, moved online in the spring semester of 2020 and it was difficult to ensure that all students have an equal chance of accessing the material.

In pursuing solutions to the need for asynchronous online teaching tools and increasing student engagement through digital engagement, in November 2020, the University of Roehampton entered into a consultancy project with Vialog, a UK based technology startup. The Business School coordinated testing of the Vialog education technology features and providing feedback that was incorporated into the product roadmap.

Within the framework of the consultancy project, a digital forum was created where students and the module leader asked video questions from an external expert and students took part in course content creation. Participants contributed at their own schedule, between 2 classes. A total of 26 videos were submitted and published in this video discussion. The following class all questions and answers were critically discussed.

In another setup, short assessment clinic sections were presented by the module leader through a series of video summaries. In response to the 12 films, 41 questions and comments were attached by the students in the form of short video contributions and all this was available to every participant of the course. This dialogue helped students understand in more detail the assessment requirements of the given module.

Based on Vialog lecturer Interviews following the close of the project, university lecturers believed that a digital tool supporting short asynchronous video interactions with students is pedagogically highly useful (4.3/5 on a scale where 5 is 'very helpful') and it would support teaching activities effectively:(4.2/5 on a scale where 5 is 'very effective')

Participant student survey responses indicated usefulness of Vialog powered asynchronous videos (4.7 out of 5) and expressed wish to have more topics to be covered with Vialog (4.5 out of 5). 29% of students confirmed preference to having Vialog on Moodle as a regular, weekly option. Feedback confirms that creating asynchronous video discussions contribute to student engagement and student experience, as well as reinforces the concept of learning by doing.

Innovative practices in Communication education: the use of biomimicry and the AskNature platform

María Belén Barroso, Universidad de Málaga & Almanatura Trust; Alejandro Álvarez-Nobell & Isabel Ruiz-Mora, Universidad de Málaga

There is no greater library in the world than nature itself. 3.8 billion years of evolution and survival as a system is, without a doubt, an inescapable source of inspiration in today's turbulent times for the co-creation of a harmonious, regenerative world that supports the well-being of all life. Biomimicry is a field of study, research, innovation and design (Benyus, 1997) that emulates the genius of nature and applies it to the problems or challenges of everyday life. In the field of communication, this is an area to be explored. Although there are authors who have taken important steps such as McLuhan (1986,1996), founder of Media Ecology (1986,1996), who has been a pioneer in this field; or even more contemporary and from different perspectives such as: Hawkins (1983) Maturana and Varela (2012), Monge Rodríguez (2012), Scolari (2015, 2021), Álvarez-Nobell and Barroso (2018), Islas and Arribas (2021), among others…. biomimetic experimentation in the applied field of communication does not exist as such. However, at a holistic level, there are initiatives such as the Biomimicry Institute's platform 'AskNature' that systematise the big social and human questions and dilemmas we face and outline potential answers based on nature's solutions.

This paper proposes to analyse, systematise, and disseminate the different existing biological strategies and innovations applicable to the field of strategic communication. Asking nature allows us to calm our intelligence and measure our place on the planet; to tune in, observe and listen deeply to the organisations, systems and universal patterns that shape it based on a strategy and model of emulation; to apply wisdom to create a regenerative world; and finally, to be grateful for the power to connect.

This approach proposes innovative solutions in the field of teaching in Communication in higher education lever. In times like the present, characterised by a turbulent environment that affects both teaching and the people themselves (university lecturers and students), biomimicry means applying the creativity of nature in the classroom to improve the teaching and learning process.

The 'Coaching Lab': bridging fundamental advertising theories with their practical value.

Sara Vinyals-Mirabent & Cristina Martorell, Universitat Autònoma de Barcelona

Theory and Structure of Advertising is an introductory course within the Bachelor of Advertising and Public Relations that aims to plunge students into the fundamental theories surrounding advertising and strategic communication. Despite its intrinsic theoretical orientation, the initial survey about students' course expectations revealed their eagerness to learn 'applied, practical, and useful knowledge.' While the use of examples and shorter activities during the lessons introduced dynamism to the class and contributed to a better comprehension of the theory, these did not seem to fulfil the expectation of 'applied knowledge' entirely. This challenge became even more manifest during online teaching. Therefore, in 2021 we introduced the 'Coaching Lab:' a role-play-based initiative where students are asked to act either as communication coaches or as clients of the different cases presented. Game-based learning has been increasingly used in educational settings over the last decades (Spires, Turner et al 2008) due to, among others, its potential to generate immersive and engaging class dynamics (Gjedde, 2013). Furthermore, recent literature also supports the value of game-based education in a digital environment which may better prepare students for the future challenges of the century (Molin, 2017), enhancing the learning experience not only towards the content of the course but also acquiring classic transversal skills: communication, collaboration, and critical thinking.

The 'coaching lab' occurs after the theoretical lecture where the basic content is provided and puts students in the role of either communication coaches or potential clients. The class works with two cases simultaneously (addressing similar challenges), and it is structured in 5 phases: [1] homework, [2] introduction to the challenge, [3] team work to draft an improvement strategy, [4] pitch performance, and [5] evaluation and feedback. First, one week before the class an introduction to the cases is provided to the students to prepare for the activity. Both cases face a similar challenge and show a similar history of communication. Second, the session begins with the discussion of the brands' history and critical strategic elements (i.e., goals, target audience, stakeholders, etc.) (homework), and introduces a major challenge linked to the theoretical content provided the session before (e.g., routes of persuasion, identity theory, etc.) to be addressed by the students. Third, students are assigned to only one case and work in small teams to provide solutions to the challenge. Fourth, a spokesperson of each team performs the pitch in front of the potential clients (student's role-play): i.e., all teams working on the same case perform their pitches simultaneously (breakout rooms) to a small group of clients (students that were working in the alternative case). The pitch is repeated until all the students acting as clients have listened to the recommendations proposed by all the teams. Finally, students performing as clients vote anonymously (using mentimeter.com) which of the teams proposed a better strategy to improve the challenge. As an incentive, the winning team gets the maximum score of the activity, although non-winning teamswho have done an outstanding job can also get it (the teacher assesses the pitches in parallel). Phases four and five are repeated with the other case (the students' role either as a coach or as a client are exchanged). Importantly, key learnings, strengths, and weaknesses of the pitches are highlighted in the end of the session by the teacher. The teaching experience appears to have encouraged students in the learning process at the same time that it seems to be better bridging the theoretical content with their practical value, which has been shown to be critical to improve the students' learning experience (Bachnik & Nowacki, 2018).

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Approaches to the development of master's programs in the context of digital transformation: the experience of the Russian State University for the Humanities (Moscow).

Veronica Yarnykh, Russian State University Moscow

Formulation of the problem: The transformation of the modern educational space is due to several factors. On the one hand, there are new requirements and requests to the learning process and studying methods from Generation Z and a mix of Gens Z & Y. The second important factor in the transformation of the educational space was a significant acceleration of the digital transformation of the educational process, significantly accelerated by the events of the COVID-19 pandemic 2020/21. So, it's necessary to mention, the approaches to the learning and communication process in the master's program need to be changed, significantly strengthening the digital component on the one hand, and changing the learning process to meet the request of generation Z and the mix of generations Z and Y, on the other. (...)

Methodology of work: Based on the works of researchers Fahrie Altinay & Mustafa Kurt, Jan Papula, Kirill Postolov, Veronika Yarnykh and others, the following tasks were identified, which are currently the main ones in the formation of approaches to the implementation of the master's program. It is familiarity, convenience and comfort for communication, searching for material, studying educational materials and, in principle, just learning. It also becomes important to use the possibilities of implementing the elements of an individual educational trajectory for graduate students, studying the material at an individual pace, and returning to the material for study. It is also necessary for the teacher to provide for the possibility of constant updating of the teaching material, constantly expanding and adding it. (...) For the technical implementation of this task, the Google ecosystem was chosen, in particular Google Classroom in conjunction with other elements of the system. Google Classroom posted materials for lectures and seminars, laid out assignments for seminars, links to additional resources, additional materials and links to videos, cases, etc. Students always have the opportunity to return(...). An additional opportunity was the implementation of the E-mentoring process, both at the horizontal level with the help of students, and at the vertical level with the help of a teacher. Finally, the placement of independent project group (...) One of the learning cases was to prepare the small video about national auto- and geterostereotypes by a small project group. And for increasing the information opportunities in Google Classroom there were the material from one of Russian education platform with open text books' content.

Results. The creation of a single information and educational space for individual disciplines made it possible to solve fundamental and urgent educational tasks. The convenience of such a solution was noted by 87% of students on the program (inside data. 93 students took part in the survey last two years). Especially convenient for the masters was the opportunity to return to the material under study at any time, to be able to see the entire educational landscape of the discipline, the opportunity to ask additional questions about the discipline material and to get the support of both colleagues and a teacher through the process of E-mentoring. Also, the result of the realization of the possibility of creating a unified information and educational space was the possibility of developing the professional competencies of group communication and project work that are in demand today.

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PodCasting as a tool of discourse and qualification on didactics in higher education

Andreas Hebbel-Seeger & Annette Strauß, Macromedia University of Applied Sciences

Abstract: The Macromedia University of Applied Sciences has been dealing with the question of how to optimize face-to-face and distance learning and how to combine them into blended learning offerings not just since the beginning of the Corona pandemic. However, the experiences of the past semesters, which were dominated by online teaching, make it clear that it is no longer a matter of promoting digital transformation. Rather, "classic" on-site teaching is suddenly under massive pressure to justify itself. Students are asking why they should come to campus for what content. Whereas in the past the search was on for reasons as to what added value could be gained from digitally supported, media-mediated teaching, the logic of justification is reversed when the special nature of on-site teaching has to be explained.

For the optimization of study programs on the basis of a guiding didactic concept in which center is the teaching of the future skills (Ehlers, 2020), relevant for the future employability of the students, this development means a special opportunity, because didactic innovation is no longer thought of in only one direction. At the same time, however, it also increases the uncertainty that generally accompanies change processes, because supposedly secured ground, in this case the traditional teaching, suddenly appears as unstable as the new one that has not yet been established.

The mediation between innovative formats and lived practice is accordingly one of the central challenges: on the one hand, to try to give formats and methods of a "new" teaching concept a binding character through formative settings and, on the other hand, to pick up colleagues and take them along and not only to value their teaching experiences in principle, but to let them have a constructive effect on the concept level in the sense of a critical dialogue. To this end, we use a PodCast (Hebbel-Seeger, 2021), in which changing guests from our own university universe speak on different key topics, the common feature of which, however, is the consideration and reflection of one's own teaching framework.

Overall, the PodCast is designed as a low-threshold continuing education resource and is accepted accordingly. In addition, we are subjecting the published episodes to a content analysis in order to filter out which indications can be derived from the colleagues' recommendations for best practice (successful university teaching); on the one hand, for the practical implementation of the didactic guiding concept itself and, on the other hand, for the conception and design of continuing education programs in higher education didactics (Hebbel-Seeger & Strauß, 2022).

In this contribution, we present the concept, content and practical implementation of the PodCast and reflect on its connectivity to accompanying continuing education programs in higher education didactics.

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Session 3 – Intercultural Communication Education

The benefit of VR in teaching intercultural communication competence

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The Covid-19 pandemic has severely impacted communication education. Classes had to switch to online mode and international students could not come to Germany due to visa issues. Deriving from this context, Technische Universität Ilmenau decided to implement three study programs as completely digital versions. The pilot project "VEDIAS"[1] comprises the preparation and testing of digital, internationally oriented degree programmes supported by a social virtual reality (VR) application. One of the three study programs is Media and Communication Science (Master of Arts).

Within this master, in winter term 2021/22, we offered the course "Intercultural Communication", a mandatory class for all first semester master's students (around 50). This postgraduate program consists of a highly diverse group with students from 16 countries of four continents. The goal of the class is to train intercultural communication competence, thus enhancing soft skills that communication students need for their professional life in a globalized media world.

Preparation phase. Whereas VR technology has been used quite extensively in STEM disciplines, the social sciences are far from having this form of teaching in their everyday education repertoire. In this regard, we faced a challenge in designing a course that uses avatars and virtual spaces and develop a version of our hitherto successful on-site "Intercultural Communication" training that now should work

independent of location. Due to the inexperience of students and teachers, a thoroughly structured and user-friendly approach to the platform is essential to increase the motivation and curiosity of the participants. Thus, a "walk-through tutorial" was developed for students to accustom them to the techniques of virtual rooms. For our classes, a virtual replica of the Audimax and custom rooms for our seminars were built. We developed a storyboard for the rooms including architecture and 2D and 3D materials for the rooms.

Implementation phase. In a social VR class, students and lecturers first entered a dressing room where they could either customize or select default avatars. Then, we started with interactions letting students walk into four "cultural rooms", i.e., virtual rooms equipped with furniture that showed depictions of social interaction (dining, praying, and shopping) in four different cultures: Latin

American, Arab-African, Asian and European. To avoid motion sickness and headaches, we tried to limit the time in the spaces to approximately 30 minutes.

Evaluation phase. As the course ends in January, at the workshop we will present first-hand impressions of the students' evaluation of this new form of teaching communication skills in VR environments. We will address challenges in VR teaching. First, not only students but also lecturers had to adapt to the new technologies. For instance, they spent some days getting acquaintance of using VR and re-scheduled their agenda as setting up the VR hardware takes at least one hour before class. Second, only two students in our course could be provided with VR glasses (VIVE), while the others used browser-based VR instead, which limits the feeling of immersion.

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Hybrid and team teaching of intercultural communication. Theoretical and empirical perspectives on a bilingual case study on communication management within a multi-campus university

Holger Sievert, Florian Meißner & Dominik Pietzcker, Macromedia University of Applied Sciences

Not only due to Corona, but also due to long term strategic decisions, university teaching also on communication management has partly moved online in recent years. This linked with the need to adapt, translate and implement changes involving new skills and new resources both from universities and students. This abstract presents a case study of a course on intercultural communication that was taught at a multi-campus university, combining different educational formals like hybrid learning and team teaching.

As stated by Linder 2017 (p. 11), hybrid pedagogy can be understood "a method of teaching that utilizes technology to create a variety of learning environments for students". Instructors who make use of this approach intentionally combine technology tools both to enhance student learning and to respond to a wide range of learning preferences: "In hybrid classroom settings, face-to-face activities are often combined with technology-mediated activities so that there is more active learning in the face-to-face setting as well as more intentional guidance when students are learning outside the classroom" (p. 11).

Team teaching refers to "two or more teachers in some level of collaboration in the planning, teaching, and/or evaluation of a course" (Baeten & Simons 2014, p. 93, quoted accoding to Simons et al. 2020, p. 24). According to this double approach, five team teaching models from pure observation up to real teaming can be differentiated. (Baeten & Simons 2014, p. 95) as well as between parallel and sequential training with different advantages and disadvantags (Simons et al. 2020, p. 30-32).

The chosen case study here is based on the partly year-long experience with the course "Intercultural Communication" at a private multi-campus university focusing originally mainly on media and communication studies. The learning objective of this course are addressing different competence levels starting from "recognising various aspects of culture and the possible areas of application" up to "plan and assemble a small independent intercultural analysis related to a specific management context in a world region or a specific country" (quoted from the syllabus of the course).

What makes this course an interesting case study is the partly bilingual situation as well as the difference pedagogical approach used: For the students speaking the country's native language, this course consists of a central online lecture given in a team-teaching model by two full time professors and locally organised on campus tutorials taught mainly by freelance academics and professionals; English reading material and interview partners are also included in this model. For the mainly English-speaking students, asynchronous self-learning based on course material is combined with regular centralised online tuturials, here again with a full-time professor.

This paper will analyse and systematise the case study based on the mentioned theoretical approaches by Linder and Simons – using in addition quantitative evaluation data of both course with up to 450 students, but also drawing from the personal teaching experience in this course by the three full time professors proposing this paper.

Training intercultural communication competencies with an open approach and movement

Evandro Oliveira, Universitat Autonòma de Barcelona

The challenge of bringing intercultural and international communication competences to students on undergraduate and postgraduate programmes in very little assigned hours has risen over the last 20 years, as those are more than ever crucial in organisational life and the internationalisation of business. On one side the globalisation, digital transformation and expansion; on the other the pan-European and regional business strategies headed and performed by and from the central office. Furthermore, the existence of virtual-multicultural teams and the growth of e-commerce, are offering new possibilities but also demanding new skills. We can here consider the challenges of intercultural communication, intercultural mediation, and culturally specific needs. Those can be then considered from the needs of the multicultural teams in terms of interpersonal communication, organisational needs to avoid ethnocentrism either by the HQ or management staff assigned; but also, the competence to design communication and do communication management internationally. International business failure has been attributed by various studies to three components: (1) lack of intercultural skills and competence; (2) inability to communicate effectively at a global level; and (3) failure to practice acceptable etiquette in business negotiations (Washington, Okoro & Thomas, 2012)

RQ: How can we develop those competences effectively in short interventions?

Pedagogical approach: Experimental learning style theory from Kolb (1984) was applied to the design of the learning experience. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences. Therefore, the development of the dynamic always was set on creating relation with previous experiences and activating games, like the game of positioning yourself in your country dimensions. The participant could then get exposed to cognitive concepts. Afterwards, a session of 30 to 60 minutes of dance, movement and games. In this particular case, an applied class of Biodanza was used. Biodanza is a human integration system of organic renewal and of affective re-education. Its application consists in leading vivencias through music, singing, movements and group encounter situations.

Content approach: The introduction of an open definition of culture was built on Jurgen Bolt theoretical proposals, especially the integrated model of action competence (2020), that addresses a cognitive, conative and affective component of the competences.. Further, the cultural identity and intercultural communication/mediation. Build upon, either a more internal organizational approach was done based on the cooperation principles and non-hegemonic or ethnocentric approaches; or a more PR and Communication Management approach was inserted by addressing issues like transcultural communication, cultural globalization, International PR, Glocal principle.

Results: Interventions made on commission of refugees from Leipzig (2015), Master of Corporate Media (LSM, 2017-2019), Master on Public Relations and Digital Marketing (HMKW, 2018-2020); as well as on an intensive study program in Belgium (Marpe Diplo, 2019) showed immediate outcomes after the intervention. By the first interventions, participants that were very familiar with mediation and consent agreement on interventions, could register the insights on the hegemonic and ethnocentric approach they were forcing into the process. This was developed on the dance situations. The students from the Masters, could solve known problems from their professional life applying the principles and experiences. On the last program, organisers and students recognized the effects of the session on the team work immediately, also when compared with other editions or similar programs. The evaluation was done though verification of assimilation and application of competences to real life situations. This results go in line with recent recommendations for education on intercultural communication (Isaiah & Solomon, 2021) that address the same approach of developing intercultural communication competences.

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Peeking at the privates: teaching protest organisations research of the public sphere (online)

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Freedom of expression is not only an inevitable human right but also a foundation upon which all other rights are built and defended. According to Freedom House, the world has been experiencing a sustained decline in freedom of expression. There is a tendency to control this freedom not only in undemocratic regimes but also in consolidated democracies. This module, initially explored the principles behind the protection of freedom of expression, including those related to national security, religion, and privacy; but the COVID-19 situation implemented new changes on the course for it to be delivered online.

The shift allowed a whole new range of discussions that centered on the specific operations of discourse, ideology and expression within the organisations preparing for a protest. Indeed, the digitalisation (hybridisation) of the public sphere not only introduces the important debate on moderation of social media activity constraining civil participation, but it also opens a new strand of debates involving the freedom of expression and moderation processes within the organisations themselves.

This is a one semester empirically based communication core research 25 student module on Freedom of Expression connected to protests and the organization of civil society for communication students at University of Vienna.

Students were involved in a one-semester long project devoted to the data collection in the first half and data analysis in the second half of the term. And within the online delivery conditions contents were adapted by displacing the initial focus on free speech as general universal values towards more specific organisational problems involving right to participate, right to be understood, and right to be challenged fairly. This change of scope included new readings and a change of some aspects of the syllabus.

Students were now asked to arrange online meetings with organisations and political actors and ask about their procedures of internal debate and internal organisation; to identify networks of activity and the features of internal democracy within the organisations. These enquiries were then shared within the seminar and further analysed and tested against their own limitations regarding the fairness of the debate they entailed. Finally, students were asked to write reports against each organisation to test their democratic structure and their internal operations process. This experience allowed students to discuss relevant research related issues including methodological and ethical problems encountered when undertaking such online research; and at the end of the module students were capable of developing and presenting a research project (planning, literature review, formulation, choice of a suitable method, research, writing, and presentation).

The students have feedback praising the high interest of the cases, the critical proximity with the actual political scene, and the possibilities of researching combining traditional and digital methods, online interviews, and critical debates.

Session 4 - New tools and strategies within Digital Environments

Teaching tech to non-techie Media students... online.

Danilo Giglitto & Mon Rodriguez-Amat, Sheffield Hallam University

Media Technologies is a second year, second semester core module in the Media BA at Sheffield Hallam University, UK. The 2020–21 edition of that module took place online and the authors dealt with the update, implementation, and assessment of the module materials, with recording of more and shorter video-lectures and the development of materials such as an online handbook that the students could work on through the semester in the seminar sessions. Among the goals of this module there are the raising awareness of the inequalities and political implications of the invisibilized digital technologies. To reach them, the module articulates a series of lectures around software, hardware, and critical technological determinism, as well as a series of hands-on seminars that require the students to design and develop a working prototype that usually consists of a working mobile app (formative assignment).

Students were free to approach this task in the manner they preferred, being able to freely choose the design, functionalities, and purposes of their app as well as the platform and tools to use for its design. Overall, the students were given minimum guidance, with the purpose to encourage independent learning and stimulate their role as developers/designer and to help them self-explore in-depth the intricacies of interfaces and affordances. Previous experiences with the same module suggest how, once the initial lack of guidance and sets of barriers and challenges are overcome, students achieve much more than they could have predicted at the start of the module.

Exacerbated by Covid-19 pandemic restrictions, with increasing frustration fostered by the lack of social experiences embedded within their university life and the impossibility to collaborate with each other in physical meetings (Babicka-Wirkus et al., 2021; Hagedorn et al., 2021), some students started to antagonise the project to a greater extent than their predecessors, trying to also convince the more mild-mannered students of the unfairness and cruelty of the assignment's requirements. Some of the criticisms concentrated on the lectures teaching the "wrong thing", the learning path being confusing, and the seminar being pointless.

To help and to improve the students' perception, three strategies were implemented. Firstly, increasing project time: as their presentation drew closer, gradually more and more seminar time was dedicated to discussing their progress rather than dealing with lecture-related material. This seminar time also included an element of peer evaluation, where students were asked to comment on the work of their colleagues, sharing responsibility across the whole class (Kwok, 2008) and benefiting students' overall learning (Tullis and Goldstone, 2020).

Secondly, sharing the descriptions of prototypes designed by students from previous years. These works were presented as stemming from students that were initially sceptical towards their own capabilities to design a working prototype. This approach greatly boosted the self-confidence of the students and also stimulated their willingness to design prototypes at least on par with the ones from previous years.

Thirdly, mitigating the students' sense of despondency deriving from collaborating with each other in the context of the restrictions due to the COVID-19 pandemic. This was done by sharing experience as established researchers collaborating transnationally in complex and large research projects without moving from our homes. This helped the students relativise their situations.

The final module evaluation questionnaire was positive (with some students describing it more as an engaging life experience rather than just a learning process) demonstrating that the patient and daring approach – based on a mix of common sense and pedagogical literature – bore fruits and will be replicated to overcome similar reluctances in the future.

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The SCoRe Project: from Research-Based Learning to Research-Based Seeing via Video

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The joint research project SCoRe* is about enabling and supporting research-based learning in online communities by the example of sustainability. Within our part of the joined project, we are engaged in conception of application scenarios, the technical infrastructure requirements, as well as the evaluation of the use of video. Beside the audiovisual communication solutions, which are developed and provided on an online learning platform, we are interested in particular in the use of 360°-video, along with the questions where and how that video technology can enhance the research-based learning. Especially in comparison to a fix-frame video format, 360°-video technology offers new didactical options, aspects of awareness and knowledge gaining functions.

All in all, we define the use of video technology not just as an additional, "nice to have" element, but as a new quality option in the advancement of students' research. This option features both improvement of documentation and communication of the research process, and a new construe of seeing (Huber & Reinmann, 2019, p. 36). Based on that, the term of research-based learning is extended by the concept of the "research based seeing" (Reinmann et al., 2020). In this context, the use of video technology plays a central role in fulfilment of various functions within phases of a research process (Hebbel-Seeger & Vohle, i.p.). Students may use videos as a source of information about the content, process, or structure of research. Videos can also be as a cause or a subject of communication in terms of "social video learning" for a learning-relevant exchange, which unfolds via textual annotations (commenting and re-commenting) attached to the video (Vohle, 2016). Students also produce videos, which serve as research artifacts and data for scientific analysis.

In this process, videos seem to allow the assumedly objective visualization of what really occurred. Although factually a variety of decisions during the production process influence the documentary function of an audio-visual artifact. In order to be able to use videos as research artifacts, a methodical control of the video formation is required, which should be performed as a detailed documentation of the production process. This is where the interdependence between the video production and the research-based seeing develops. Eventually, video is an established dissemination tool and can be used accordingly for the communication of the (interim) results and findings of the research work.

In this contribution we'll give a brief overview about the SCoRe project and focus on our findings regarding to the use of 360°-video within the framework of research-based-viewing.

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Teaching like a YouTuber: Exploring ways of applying YouTubers' techniques for online lectures

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This research investigates how YouTubers' techniques can be applied for online teaching, with a focus on online pre-recorded lectures.

The Covid-19 pandemic is leading to the reshaping of university campuses that promote online/hybrid teaching and learning (Martin, 2021). One asset of online teaching during the pandemic is pre-recorded lectures. Students' performance seemed to improve with the use of pre-recorded lectures (Kyaw, 2021; Noetel et al., 2021), as videos enable rich cognitive processing to establish meaningful learning (Mayer & Moreno, 2003; Shams & Seitz, 2008). However, some drawbacks with online learning created challenges to make engaging online lectures, such as the lack of face-to-face interactions (Dhawan, 2020; Adnan & Anwar, 2020).

Meanwhile, digital platforms are shaping culture and media productions (van Dijck et al., 2018; Nieborg and Poell, 2018) and dominate the online ecosystem. And among them, YouTube has emerged as an attraction for large audiences. Research unveiled that YouTubers use unique technical and social approaches to make engaging content (Zhang, 2018; Tur-Viñes & Castelló-Martínez, 2019; Marôpo et al., 2020); and despite YouTube's reduced number of affordances for interaction (comments and live chat), in comparison to video-based e-learning platforms like Panopto, young people seem to subscribe massively and use YouTube for many learning activities (Moghavvemi, et al., 2018; Mustafa et al., 2020) increasing the amounts of educational related content on the video platform.

However, do university online educators consider the possibility of using YouTubers' approaches in their pre-recorded lecture videos? Before asking the educators this question, this early research analyses exiting online lecture contents and explores to what extent teachers have applied the "YouTubers' techniques" in their content for online teaching.

The research uses the case of online teaching in a hands-on informed module at Sheffield Hallam University. It examines the pre-recorded lectures of the module to identify the features of the lectures that have been or could be incorporated with the YouTubers' approaches for engaging students. And considering that developing online teaching materials based on the production on YouTube could be helpful to enhance students' online learning experience, this project explores the possibility of implementing the production languages of YouTubers in the creation of pre-recorded lectures for online learning. The ultimate purpose of this project is to develop a toolkit as a series of audience engagement strategies -typically used by YouTubers- that can be embedded into the lecture videos. This toolkit extends from the use of production techniques that attract students' attention to the implementation of social behaviours that promote teacher-student connections on screen.

This research contributes to developing an "authentic" online learning environment for students who are living in today's platformized society, enhancing their learning experience and graduation outcomes. The research also contributes to the design of quality online-ready curricula that prepares for not only potential crisis like Covid that affects the HE sectors but also for the reshaped universities campuses with wider implementation of online learning in the future. Finally, the research will contribute to the literature on digital platforms, as well as online and multimedia learning.

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Adapting Film Creative Project Realisation to Covid teaching conditions.

Susannah Gent, Sheffield Hallam University

Creative Project Realisation (CPR) is a module that introduces art direction and creative problem solving on a film production course. In normal times the twelve-week teaching block combines an introduction to using academic and fine art research as a support for practical filmmaking with set building in the studio, devising special and visual effects, and an introduction to Adobe software: Photoshop, Premiere Pro, and After Effects.

The strand has proved popular with consistently high student feedback over ten years (and confirmed by staff observation, module feedback, and attendance rates). Indeed, the practical aspect of the set building contrasts with the technical nature of most other aspects of the student assignments.

The adaptation to Covid-19 pandemic blocked the set building component due to social distancing requirements.

The pandemic solution included three lines of action: 1) the teaching: 2) the kit, and 3) the assessment.

Teaching was covered with weekly videos and zoom sessions. The videos included lectures that introduced academic research through the subject of the uncanny, a session on art direction and industry practice, technical demonstrations that introduced students to the Adobe software, and a model build demonstration; and the zoom sessions served as opportunities to share knowledge, experience, and problem solving.

The production of the videos included examples of an actual model built, and the post-production work completed. Also examples of previous work done to full scale were provided. The videos were released weekly and zoom sessions served

Craft kits were sent to the students for them to work from home. It included the basic materials necessary to build a model set, and the challenge of having to build it directly in their own space.

The assessment could then be essentially the same to the original offline, except for the scale of the work. The brief required using a green-screen element, including a special effect and a visual effect, considered use of lighting, and attempting to film a small space and make it look more expansive.

From a teaching point of view, delivering the course through non synchronic videos was very satisfactory in so far as it avoided the stresses of having to teach via an online platform; not knowing if students were present, being interrupted by family members at home, competing for bandwidth, etc. The production of the videos was enjoyable however the time required to effectively complete this work far exceeded the preparation and delivery time for the module strand. That the pandemic prevented face-to-face delivery for two semesters meant that the video course could be used twice and thus the preparation time became realistic.

The popularity of CPR is thought to be primarily down to the practical nature of the assignment. Most of the student's other activities involve interacting with technology and the rare opportunity of focussing on a construction task, regardless of its scale appears to be key to their enthusiasm.

Almost two years of COVID-19 lockdowns have forced many transformations in our daily lives. Among others, teaching had to move online from one day to the next which accelerated the need to adapt, translate and implement changes involving new skills and new resources both from universities, and from students. For any form of teaching of communication related skills these changes have multiplied discussions and also started a whole new strand of research on teaching communication.

Teaching online is not new. Indeed, theories and practices about distance and online teaching, about hybrid and embedded teaching have been developed and applied intensely over the last few decades (Cavanaugh, 2005; Simonson, Zvacek, & Smaldino, 2019), but it was too much treated as a subsidiary form of presence or synchronous teaching. Furthermore, at the time of implementing and reformulating all the teaching for online delivery, the antecedent knowledge and available studies about distance learning were very little considered (Rapanta, et al. 2020).

Furthermore, the speedy evolution of the communication ecosystem demands new skill sets and questions, too. The development and consolidation and growth of platforms, and proprietary software-based applications, cause issues about ownership and access; the abundance of mobile-laptop devices, and the possibilities of high internet connectivity conditions raise questions about infrastructures, resources, and social inequalities as well as about the availability that require not only the teaching staff to provide their own spaces for work, but also students to make their workspaces available. Needless to mention how mental health and camera-sharing of private spaces have crept into the teaching environment. All these new conditions come with new skills, new ethical questions, and new critical contents that need to be learned and to be taught: media and communication literacy, cybersecurity, and cyber responsibility, data protection and intellectual property protection, among others.

All these aspects add to the regular complexity of teaching communication, especially in the fitting and intersections between applied areas of knowledge, like strategic communication; with long sought, fast developing, and wide-ranging theoretical traditions: psycho-social informed or semiotic approaches, and management theories. Furthermore, professionals of communication are often expected to develop wider skills that trespass the theoretical backgrounds of their field. These skills include dealing with diversity in the classrooms, updating digital resources and tools, and facing an increment of undergraduate and postgraduate programs.

And yet, beyond these insurmountable conditions, teaching staff and students have managed to overcome the challenge with great amounts of creativity and opportunity, showing capacity for innovation and resilience, and they have arranged to teach and learn what was unthinkable before lockdown: sending cameras home to

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students; using VR and Extended Reality for teaching; incorporating online international experiences for the students, etc.

In this workshop, we invite you to share teaching experiences, research papers (or work in progress), or critical discussions in the format of 10-minute presentations. Around (but not limited to) the following areas:

- Challenges and strategies on theory teaching
- Organisational challenges of Communication Education
- Discussions about topics and new environments of Communication Education
- Innovations and developments in Communication Education
- Case studies and experiences
- Projections and future arrangements
- Implications for social justice and social inequalities
- Platforms, software, devices and technologies for Communication Education
- Students, teaching, and assessment strategies for Communication Education
- Ethics
- Creativity
- …

Please, submit a 1 page abstract (

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