

be #**C**onfident

Enhancing Intercultural and Digital Competences of Mobile Students in Times of Crisis

Erasmus + Project - 2020-1-RO01-KA226-HE-095384



ALEXANDRU IOAN CUZA
UNIVERSITY OF IAȘI



Tampere University
of Applied Sciences



HSB
Hochschule Bremen
City University of Applied Sciences

17 March 2023

Multiplier Event

**“Alexandru Ioan Cuza” University of
Iași, Romania**

**Confident
Cyber Café**



Co-funded by the
Erasmus+ Programme
of the European Union

Partner Universities



Organizing committee

“ALEXANDRU IOAN CUZA” UNIVERSITY OF IAȘI, ROMANIA

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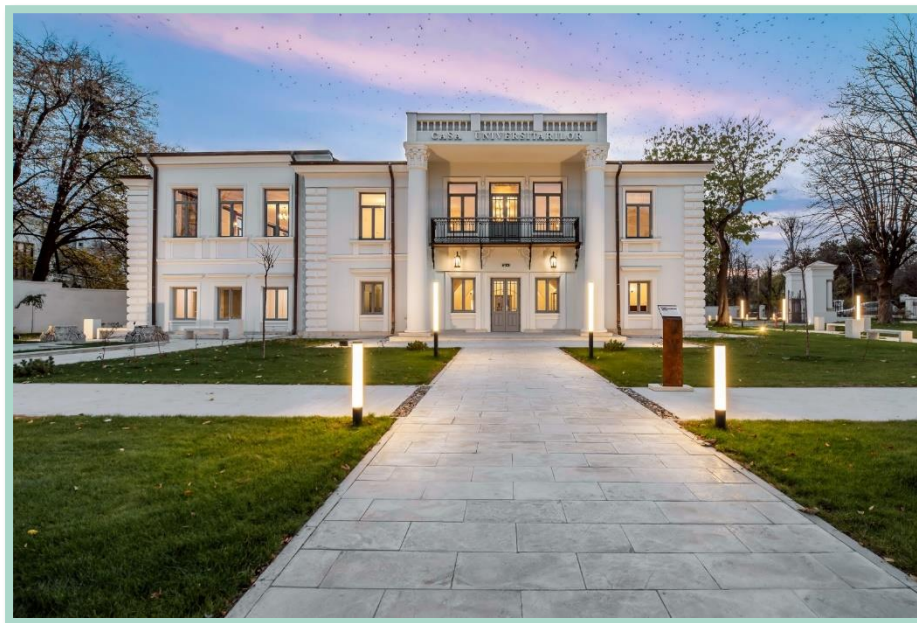
Dorina MOISĂ, International Relations Officer, Faculty of Economics and Business Administration

Mugurel PATRICHI, IT Department, Faculty of Economics and Business Administration

Alexandra Raluca JELEA, Phd Student, Doctoral School of Economics and Business Administration

Venue

CASA UNIVERSITARILOR, "ALEXANDRU IOAN CUZA" UNIVERSITY OF IAȘI,
ROMANIA



Source: uaic.ro

Address: Carol I Boulevard, no. 9, Iași, Romania, 700506

Detailed Programme

BUCHAREST TIME ZONE

09:30 – 10:00	Registration of participants	1st Floor
10:00 – 10:30	Opening session Prof. Mihaela ONOFREI , Alexandru Ioan Cuza University of Iași, Vice-Rector Prof. Cristina Teodora ROMAN , Alexandru Ioan Cuza University of Iași, Dean of Faculty of Economics and Business Administration Prof. Carmen PINTILESCU , Alexandru Ioan Cuza University of Iași, Confident Project Manager	Conference Room 1
10:30 – 11:00	Presentation of the Confident project (activities and results accomplished, project outcomes) Dorina MOISĂ , International Relations Officer, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași	Conference Room 1
11:00 – 11:15	Coffee Break	1st Floor
11:15 – 12:00	Your intercultural self - the better part of you Prof. Adriana ZAIT , Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași	Conference Room 1
12:00 – 12:40	Pillars of digital transformation. Digital competences as the foundation of future workforce Dr. Valentin MĂZĂREANU , SCC Iași	Conference Room 1
12:40 – 13:15	Confident Cyber Café for mobile students Dr. Mugurel PATRICHI , Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași	Conference Room 1
13:30	Lunch	Restaurant Ground Floor
15:00 – 17:00	Iași City Tour Prof. Mihai BULAI , Faculty of Geography, Alexandru Ioan Cuza University of Iași	Meeting point: Lions in front of A Building of Alexandru Ioan Cuza University

Confident Project

The Erasmus + project *CONFIDENT - Enhancing Intercultural and Digital Competences of Mobile Students in Times of Crisis* (no. 2020-1-RO01-KA226-HE-095384) addresses the needs identified in times of crisis within the mobile students regarding their cultural and social adjustment in the host country, providing them with a digital alternative to the physical interactions.

Since universities usually place their focus on the academic contents of education, our project aims to fill the gap in an area which was not well covered not even in the pre-Covid era in Romania:

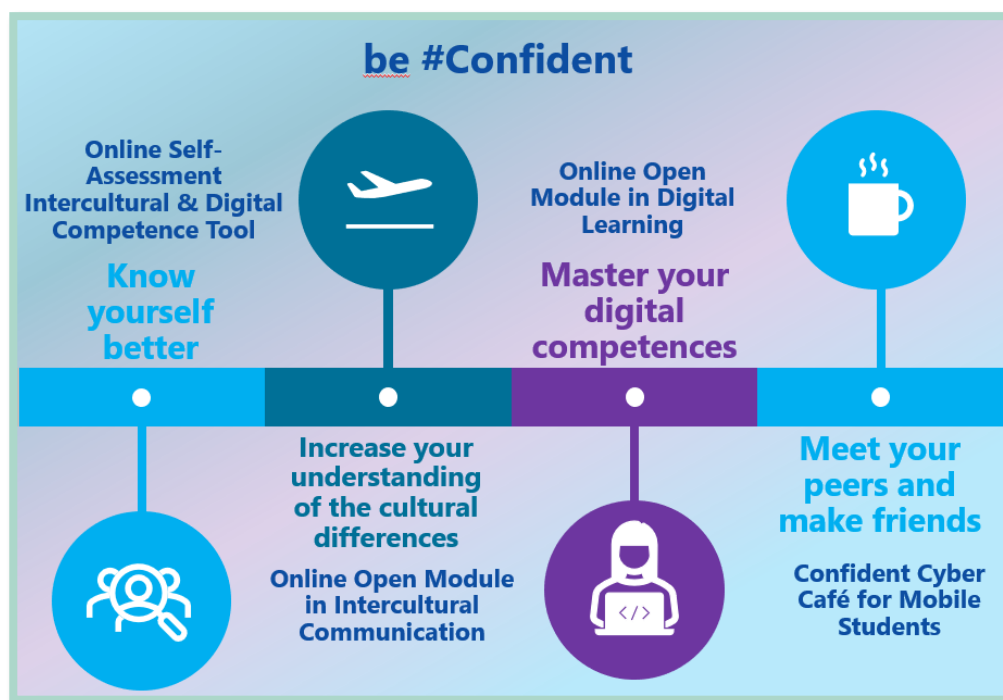
- enriching students' soft skills and preparing them for the future;
- developing the intercultural and digital competences of mobile students;
- making them proactive and curious about other cultures by means of the digitalization tools which are currently in the spotlight of the educational process.

The project was coordinated by Alexandru Ioan Cuza University of Iasi (Romania) and implemented in cooperation with two partner universities: Hochschule Bremen (Germany) and Tampere University of Applied Sciences (Finland). The project aims to reach as many students as possible who either want to study abroad as exchange students or wish to work in multicultural environments, where the awareness of their intercultural and digital skills will represent an advantage for their personal and professional development.



The project obtained the following results:

1. Online Self-Assessment Intercultural & Digital Competence Tool;
2. Online Open Module in Intercultural Communication;
3. Online Open Module in Digital Learning;
4. CONFIDENT Cyber Café for Mobile Students.



Besides the targeted group, the results of the project can be useful to any individual who wants to self-assess and improve their intercultural and digital competences, while interacting with peers with similar interests.

We consider the results especially relevant for:

- Students at any level of study, interested in the expansion of their intercultural and digital knowledge;
- High school pupils who would like to pursue an academic career abroad;
- International Relations officers who work on a daily basis with mobile students;
- Teachers and instructors in the intercultural, information and communication technologies (ICT) and project management fields;
- Employees working in intercultural and digital environments.

Confident Online Self-Assessment Intercultural & Digital Competence Tool

The first Intellectual Output developed within the CONFIDENT project is an online questionnaire intended for the mobile students who wish to assess their intercultural and digital competences in order to be able to know themselves better and adjust more easily to new academic multicultural surroundings.

The developed questionnaire aims to determine the level of intercultural and digital skills of students benefiting from a study mobility in a university abroad. Through the answers given to the three parts of the questionnaire, the students will become aware of the necessity of possessing an adequate level of intercultural and digital skills in order to better adjust to the host university, city and country. On the other hand, the questionnaire can be used as a useful baseline for the home universities to assess their students' level of intercultural and digital competences. In the partner universities (UAIC, HSB, TAMK), the questionnaire will be applied to incoming and outgoing students both before leaving for mobility and upon their return, after completing the study mobility. In the case of incoming students from partner universities, the results of the questionnaire will be used as a starting point in customizing the content of the Online Open Module in Intercultural Communication (Intellectual Output no. 2) and Online Open Module in Digital Learning (Intellectual Output no. 3) through discussions and assistance provided within the Cyber Café for Mobile Students (Intellectual Output no. 4).



The questionnaire is available to all universities interested in its use, as institutions involved in international student exchanges, as well as to other potentially interested individuals and organizations.

The questionnaire starts with an introductory part, collecting general data about respondents, preceded by a privacy disclaimer. The data collected are the name and surname of the respondent, age, gender, institution, study level, current semester of enrollment, field of study, a mention about the mandatory/non-mandatory status of an international exchange during the studies, the current Erasmus+ related status, e-mail address (for the delivery of the personal PDF report after each part of the questionnaire). For a better interpretation of collected data, respondents are asked about the spoken languages, visits abroad in the last three years, the cumulative time spent abroad during this period, the purpose of visits.

The Online Self-Assessment Intercultural & Digital Competence Tool consists of the following three main parts:

1. [Intercultural Sensitivity Scale](#);
2. [Digital Competences Scale](#);
3. [Online Intercultural Intelligence Scale](#).

After completing each part, the respondent receives a personalized evaluation of his/her level of competence for the analyzed dimensions and a subsequent score. Based on the scores range, the three levels of competence are determined: beginner, intermediate, and advanced. For every level, a short description is provided, followed by learning recommendations.

Welcome

Welcome to this survey that will allow you to better know your digital competences as a critical set of abilities needed for the success in learning, working, and playing an active role as a confident citizen. The results of this survey will offer support in your education and first career steps in a digital world. Below are 25 statements about one's experience when using the internet. There are no correct or wrong answers, please indicate to what extent each of the following statements describe you.

S1 – S5
Information navigation skills

S6 – S10
Social skills

S11 – S15
Creative skills

S16 – S20
Safety skills

S21 – S25
Problem-solving skills

Download PDF Report

DC ADAPTED SCALE INTERNET SKILLS

REPORT FOR

Information navigation
3.6

Your ability to articulate information needs, to search for data, information, and content in digital environments, to access and navigate between them, to create and update personal search strategies is at the **intermediate** level (the maximum score is 5). You are able to autonomously define and refine searches depending on your needs, to discover relevant digital resources for your fields of interest, and, as a result, to find proper answers to complex information needs in an efficient way. For the advancement to a highly specialized level, there is a need to learn how to guide others in the information navigation processes, how to solve complex navigation problems in various subjects, and how to identify the best online resources by using complex search strategies.

Device and data protection
4

Your ability to prevent disinformation and manipulation, to protect yourself and others from possible dangers in digital environments (e.g. cyber bullying), to secure devices and digital content, to understand how to use and share personally identifiable information, to know about safety and security measures and to have a clear regard to reliability and privacy is at the **advanced** level (the maximum score is 5). You can identify solutions to protect yourself from manipulation and disinformation, and to ensure the reliability and privacy in digital environments. Your knowledge has to be transmitted to your peers in your personal and professional life, and you have the responsibility to guide others in planning their information diet and protecting their personal data.

Information navigation (information searching skills, including the ability to find, select, and evaluate sources of information on the Internet)

Your ability to articulate information needs, to search for data, information, and content in digital environments, to access and navigate between them, to create and update personal search strategies is at the:



Beginner level

- You are able, at a basic level and sometimes with appropriate guidance, to understand and explain your information needs, to find answers online through simple searches, and to navigate between relevant content using basic personal search strategies.
- It is necessary to increase your degree of autonomy in refining searches, in discovering digital resources relevant to the fields of interest, and in understanding the search paths, in order to be able to find proper answers to complex information needs in an efficient way.



Intermediate level

- You are able to autonomously define and refine searches depending on your needs, to discover relevant digital resources for your fields of interest, and, as a result, to find proper answers to complex information needs in an efficient way.
- For the advancement to a highly specialized level, there is a need to learn how to guide others in the information navigation processes, how to solve complex navigation problems in various subjects, and how to identify the best online resources by using complex search strategies.



Advanced level

- You are autonomously able to define and refine searches depending on your needs and for the needs of others and to discover most relevant digital resources in different topics, by using complex search strategies.
- There is still room for improvement – never stop learning and share your knowledge for the progress in information navigation field!

Intercultural Sensitivity Scale

The Intercultural Sensitivity Scale is designed to measure the extent to which the respondent holds each of several attitudes and values, which can influence his/her interactions with individuals from different cultures. The scale contains 9 items and is based on the Development Model of Intercultural Sensitivity, developed by Hammer, Bennett, and Wiseman's (2003) and the intercultural sensitivity scale developed by Löhr (2010, 2012).

An individual's belief about different cultures could take three different forms. Some people believe that their culture is dominant or better than others. Alternatively, cultures could be perceived to be a little different from one another. Yet others could believe in the cultures being different, but not necessarily inferior or superior to their own. It is always possible for a person to holistically perceive intercultural situations using all three perspectives. The preferred perception of a particular situation can be dynamically interpreted using any of these three perspectives based upon the context. For example, the observer's current emotional state, experiences, and the environment in which the situation takes place can all influence how an intercultural situation is being perceived and which of the three perspectives is currently dominant.

The three intercultural sensitivity perspectives measured by this instrument are:

-
1. Ethno-Centric Perspective;
 2. Ethno-Minimalistic Perspective;
 3. Ethno-Relative Perspective.

Ethno-Centric Perspective (Belongingness to a dominant culture). Ethnocentrism indicates that the norms of one's own culture are central to an individual's worldview. The norms and rules of behavior, which are predominant in one's own culture, are the standards and benchmarks against which all other cultures are judged. With such a perspective, one has a strong sense of belonging with the people from one's own culture. A strong sense of "we" and "us" is contrasted with "the others". Consequently, an ethnocentric perspective often views its own cultural values and norms as being superior to those of other cultures.

In principle, being aware of and respecting one's own values is an exemplary quality. However, having an ethnocentric perception can also lead to people from other cultures being given far too little acceptance and appreciation.

Under an ethnocentric perspective, cultural differences are frequently interpreted in a manner that one's own culture emerges as the dominant one and people from other cultures are stereotyped. This can lead to the development of prejudices against specific groups or individuals based on their differing cultural backgrounds.

Ethno-Minimalistic Perspective (Minimization of the differences between cultures). The Ethno-Minimalistic Perspective emphasizes the similarities that people of different cultures have with one another. This perspective indicates that humans have similar values and that cultural norms have only limited influence on people.

With this perspective, one tends to assess everyone equally, irrespective of cultural differences, using a single criterion, striving hard to avoid stereotyping people based on their backgrounds. As liberal-minded and cosmopolitan individuals, those with this perspective consider all cultures to be driven by similar universal values.

In many situations, this can be a very useful perspective. However, in conflicting intercultural situations, those using this perspective are in danger of ignoring critical differences between the values, norms, and behavioral reactions that could have led to the conflict. Instead, one might attribute just the personal and individual traits of the conflicting parties as the major stimulants for the escalating situation. This prevents them from looking at the differing contextual points of view that the conflicting parties hold, as they ignore the important differences between the values and norms in action.

The belief that people around the world are not different from one another does show an inclusive attitude towards those who are not from our own culture. Those with this perspective try to practice what they believe and treat people from different cultures and groups with equal respect. However, without a deeper understanding and appreciation of the cultural values norms, rules, and strategies driving the behavior of people from different cultural groups, such ideals are often unfulfilled, and the equality and respect often are limited to a superficial level. Knowing and respecting such differences, on the other hand, can help people from different cultures feel more appreciated and welcome.

Ethno-Relative Perspective (Flexible appreciation of the different strengths of various cultures, including one's own). People with an ethno-relative perspective believe in the strong influence of their culture on their behavior and attitudes, but also tend to accept and respect the cultural differences between people. They interpret the values, rules, and behavior of other cultures in the context of the norms existing in those cultures and accept that such norms could differ from those in their own culture.

This flexibility in interpreting the situation relating to different cultural norms helps to see the situation from various points of view. People with this perspective can understand and respect the perspectives of others to interpret the situation. This can help to identify and understand the situation and to differentiate the individual and cultural motives behind many misunderstandings. It helps them in not only deescalating a conflict situation, but also in helping to avoid many misunderstandings that could lead to such conflicts.

With an ethno-relative perspective, one is able to more objectively reflect upon the stereotypes about various cultural groups and enhance one's understanding of and interactions with the different cultures by acting upon these reflections. Not having a fixed position about one's own culture being superior to others or about having to ignore differences between cultures frees people with such a perspective to explore the nuances of cultural differences. This in turn helps them develop strategies for successful intercultural interactions.

Digital Competences Scale

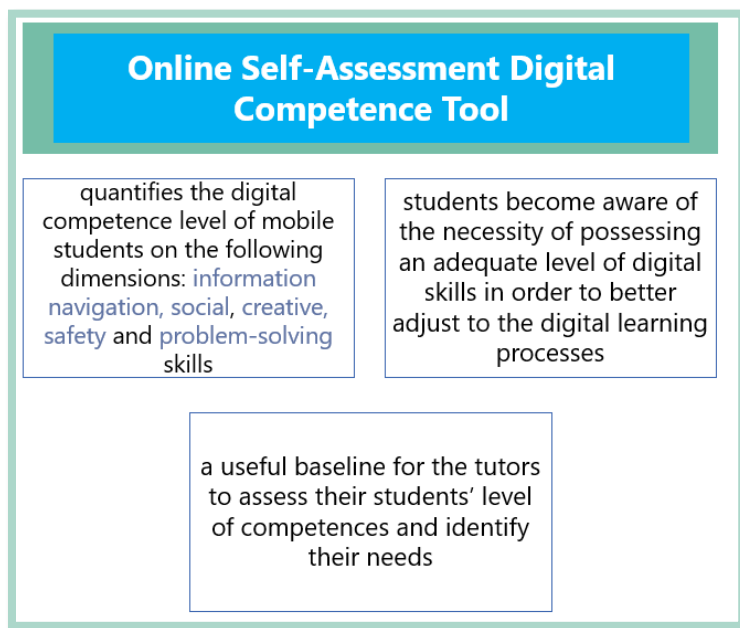
The Digital Competences Scale measures an individual's digital competences, as a critical set of abilities needed for the success in learning, working, and playing an active role as a confident citizen.

The proficient use of an ever-growing range of Information and Communication Technologies for information, communication and problem solving is essential in the

contemporary information society, both in personal and professional life and helps reducing misinformation, manipulation, and digital divide.

Digital competences are transversal, able to support the acquisition of social and civic competences of a student, who will be more informed and well-equipped for future challenges in the workplace, especially in the context of the accelerated digitalization provoked by the pandemic situation, which is seen as the main influencer for the future of many jobs, and of the new “work from home” concept that gains ground rapidly all over the world.

The Digital Competences Scale, consisting of 25 items, measures the respondents’ digital competences, seen as a critical set of abilities needed for the success in learning, working, and playing an active role as a confident citizen. The questionnaire uses three dimensions of the short Internet Skills Scale developed by van Deursen et al. (2016) and validated in Grošelj, Van Deursen et al. (2021) and two dimensions from Digital Competence Framework for European Union Citizens, as presented in Carretero Gomez, Vuorikari, and Punie (2017) and Kluzer and Padroni (2018). The investigated dimensions are information navigation, social, creative, safety, and problem-solving skills, as manifested in the digital world.



Information navigation skills include the ability to find, select, and evaluate sources of information on the Internet. In an overabundant information world, it is important to identify and use valid and reliable information sources, in order to build valuable knowledge on topics of interest. Critical assessment of data and information, curiosity, exploration of the adjacent potential and crossing its limits, the original perspectives of interpretation of the problems and

the various heuristics for finding solutions, as the basis for an individual's innovative behavior and personal progress, are supported by browsing, searching, filtering data, information, and digital content skills.

Social Internet skills refer to online communication and interactions skills, including selecting, evaluating and acting on contacts online. The digital communication has no time and place constraints, permits the free circulation of information and knowledge flows through conversations and questioning, as possible catalysts of creative ideas. In the global village, the ability to interact through a variety of digital technologies, to understand appropriate digital communication means for a given context, to share adequate content at the proper moment in time is essential, as the learning and working processes are based on teamwork, collaboration and interaction with people located potentially all over the world.

Creative skills refer to the ability to create and edit quality digital content in different formats. The existing online content is modified, refined, improved, and integrated into an existing body of knowledge to create new, original, and relevant content and knowledge. The understanding of copyright and licensing rules, the proper use and citation of sources is important, as the original work of an author should be respected also in the digital world.

Online safety refers to the ability to protect personal digital devices and data from a large variety of threats that affect the confidentiality, integrity and accessibility of data, information, and knowledge. An individual should be aware of the privacy rights of citizens and should also be able to find ways to protect his/her own digital identity. On the other hand, trends like big data, information overload, and fake news are nowadays affecting humans' intellect, understanding capacity, attention span, and active presence in learning communities. An increased level of awareness about the impact of Information and Communication Technologies on in-forming of an individual is needed for a non-biased online behavior and proper decision-making processes in personal and professional life.

Problem solving ability consists of identification and use of adequate digital tools for specific situations that appear in the digital environment, by adjusting and customizing them to personal needs. An individual should prove the capacity to engage individually and collectively in cognitive processing, to understand and resolve conceptual problems and problem situations in digital environments.

Online Intercultural Intelligence Scale

The Online Intercultural Intelligence Scale contains 14 items and measures the respondent's ability to adapt to a cultural context in an online environment by means of the concept of

Cultural intelligence (CQ). The questionnaire uses the theory-based, short form measure of cultural intelligence (SFCQ), developed by Thomas et al. (2015).

Intelligence is commonly defined as the abilities necessary for adaptation to an environmental context. Cultural intelligence is this ability as applied to a specific aspect of the environmental context – the cultural context. Our approach involves a further complication of things, considering the online environment as a framework for the manifestation of the intercultural context. Consistent with contemporary views of intelligence, Thomas et al. (2015) define cultural intelligence as the multifaceted and unique construction of abilities that exists outside the cultural boundaries in which these abilities are developed.

The online intercultural intelligence is a system consisting of cultural knowledge, cross-cultural skills and cultural metacognition that allows people to interact effectively across cultures (Thomas et al., 2015) within the online environment.

Cultural knowledge is composed of both declarative or content-specific knowledge and general process knowledge of the effect of culture on one's own nature or the nature of others. Content-specific knowledge relates to recognizing the existence of other cultures and defining the nature of these differences and is at the core of the definitions of intelligence. This knowledge allows an understanding of the internal logic and the modal behavior of another culture so that we can adapt ourselves to the context of a new culture. Process knowledge involves intercultural encounters, the demands of problem solving and how these demands can be met under varying conditions. Obtaining cultural knowledge becomes unprecedentedly difficult in the online digital context. The creation of this general cultural knowledge involves learning from specific experience with culturally different others, resulting in higher levels of cognitive complexity (Thomas et al., 2015).

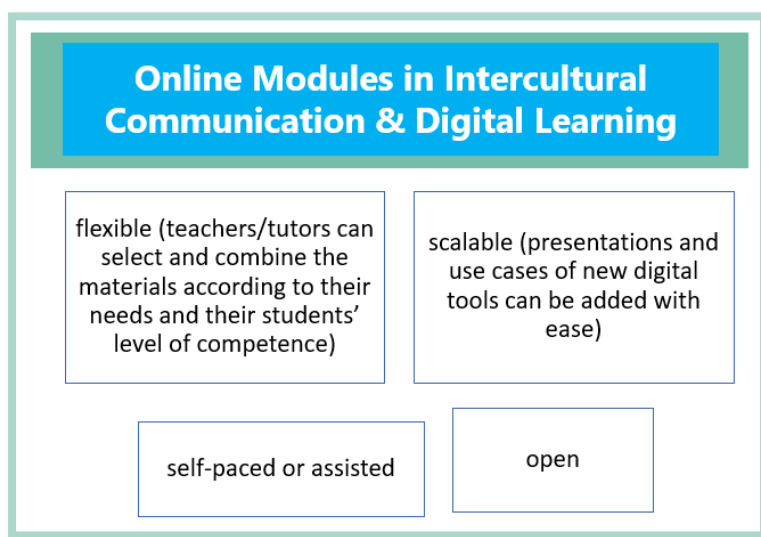
Cultural Skills. A key element that is consistent across theories of cultural intelligence is the presence of a skill or behavioral component. Exhibiting cultural intelligence involves skills associated with learning from social experience (including online interactions), appreciating critical differences in cultures and the background between oneself and others, relating successfully with culturally different others in online environment, and being able to adapt behavior to a particular intercultural situation. Therefore, the construct of cultural intelligence is very broad, so broad that the skills component might be categorized and measured in any number of ways (Thomas et al., 2015).

Cultural metacognition occupies a central position in the theory of cultural intelligence underlying the measure developed by Thomas et al. (2015). Based on the more general concept

of metacognition, cultural metacognition is knowledge of and control over one's thinking and learning activities in the specific domain of cultural experiences and strategies. Within our context, it functions by regulating cognition, transferring knowledge gained in specific experiences to broader principles, focusing cognitive resources, and compensating for individual disadvantages in cultural knowledge or skills during the intercultural interactions in online environment. Not all researchers agree on all aspects of metacognition. However, there seems to be a consensus that metacognition involves the ability to consciously and deliberately monitor one's knowledge processes and cognitive and affective states, and to regulate these states in relation to specific objectives (Thomas et al., 2015).

Confident Open Learning Modules

The students intending to do an international exchange program are most welcome to join these open modules. The holistic aim of the modules is to empower individuals to achieve maximum output from their exchange period. The modules pave the way to prepare a student prior to his/her departure for an exchange abroad.



However, these modules serve anyone wishing to enhance their competences in intercultural communication or digital learning.

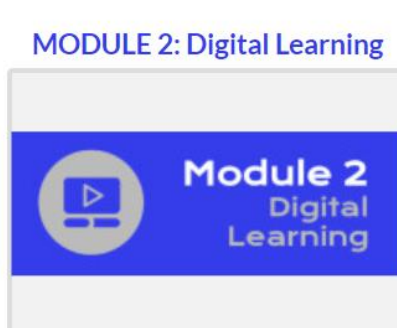


All learners are most welcome to join these open modules, after creating a user account on the digicampus.fi platform.

Open Online Module in Intercultural Communication

We live in a more multicultural world than ever before. We face diversity in our everyday life whether it is located in our home country or abroad. Developing individual intercultural skill is therefore essential to enable successful and appropriate communication with people coming from different cultural environments, having different perceptions of life, value systems, rituals and communication patterns. Understanding the significance of culture in every human being's life – including ourselves - will open the door to being skillful in various intercultural environments.

The aim of the Intercultural Communication module is to introduce the learners to the various dimensions of communication between cultures. The module will show different ways to comprehend cultures according to their deep structures and diverse communication patterns. Issues that create misunderstandings in intercultural interaction will be considered. Through these theoretical and practical observations, another objective of the course will be achieved: development of intercultural skills and competence in diverse multicultural contexts.



After completing the module, the learners will:

- be sensitive to cultural determination of behavior and values;
- be able to identify their own cultural norms and prejudices;
- have a greater ability to understand and interpret cultural differences and to be aware of the different culture specificities they will encounter while abroad;
- be able to recognize different communication styles in a culturally sensitive manner.



Online learning in general is no novelty in the education system today, but online learning tools in intercultural communication are still rare. Get your free pass to [Intercultural Communication Open Module!](#)

The most innovative aspect of this open module however resides in the fact that students from different academic backgrounds will be able to interact, exchange experience and use this open module to enhance their intercultural skills from the comfort of their home or if their university doesn't provide them with an intercultural training course.

The module is structured in 4 chapters:

- Chapter 1. Culture;
- Chapter 2. Intercultural Dimensions;
- Chapter 3. Intercultural Competence;
- Chapter 4. Intercultural Communication.

Misunderstandings on a non-verbal level

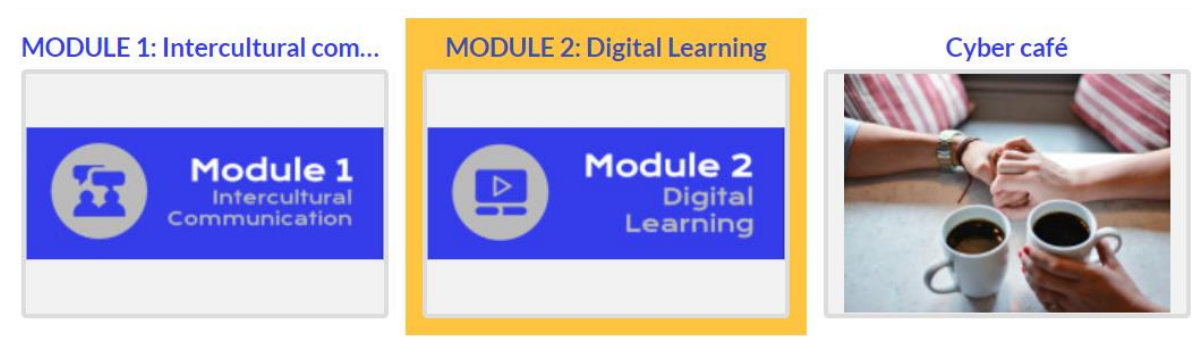
- Dress code: differs significantly. Dressing casually in jeans and a sweater at work may be taken as an affront in France, Latin America, or Asia.
- Table manners: If you don't know the table manners of the local culture, you will quickly be considered uncultured.
- Written vs. oral contracts: In Indonesia, for example, a verbal agreement or handshake counts just as much as a written elaboration of business formalities in Germany.
- Gestures and facial expressions: Whether negotiating partners greet each other with a limp or strong handshake, whether they touch each other when speaking - all this is included in our mostly unconscious assessment of a person.
- Natural body distance: Northern Europeans prefer a distance of about an arm's length in conversations, while Southern Europeans and Latin Americans prefer a shorter distance.

Each chapter contains:

- a small case of students' experience as an introduction;
- theoretical inputs including short learning videos and comics;
- 1-2 videos of group discussions with students;
- a self-learning exercise;
- a test for self-assessment;
- further links for information and
- the literature used.

Open Online Module in Digital Learning

The Digital Learning module is designed to address the needs of learners to get accustomed to different online teaching and learning platforms and tools, thus ensuring a better inclusion in virtual study and work groups. Another goal of the module is to tackle the topic of ethics and information security in order to ensure the individuals' welfare in the digital world, and to fight against cyberbullying, fake news, online violence and other means of online disinformation.

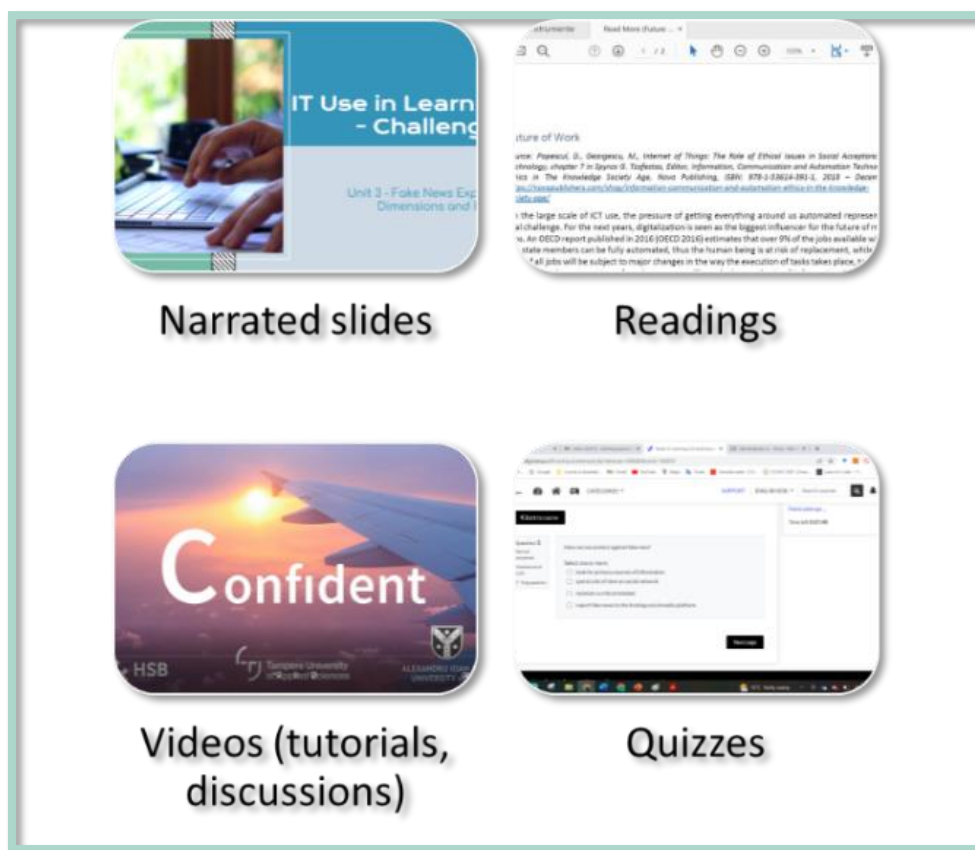


The structure of the module is the following:

- Chapter 1 – Intercultural Communication in the Digital World:
 - Unit 1 – Power of Diversity in Multicultural Virtual Teams;
 - Unit 2 – IT Solutions for Supporting Virtual Teams (tools for informal teamwork);
- Chapter 2 – E-Learning Platforms:
 - Unit 1 – E-Learning Definition, Advantages, and Disadvantages;
 - Unit 2 – Widely Used E-Learning and Knowledge Sharing Platforms (tools for formal teamwork);
 - Unit 3 – E-Learning 2.0 (and beyond), Mobile Learning, Gamification;
- Chapter 3 – IT Use in Learning - Challenges:
 - Unit 1 – Ethical Challenges;
 - Unit 2 – Cybersecurity Threats;
 - Unit 3 - Fake News Exposure. Dimensions and Effects;
 - Unit 4 – Guide for an Ethical, Secure and Non-Biased Behavior in the Digital World;
- Chapter 4 – Teamwork:

- Using the e-learning platforms and the Cyber Café platform, mixed teams of learners will interact and debate on themes derived from the module's contents: cases, theoretical inputs, videos, self-learning exercises, quizzes, and further links to different kinds of platforms and literature used.

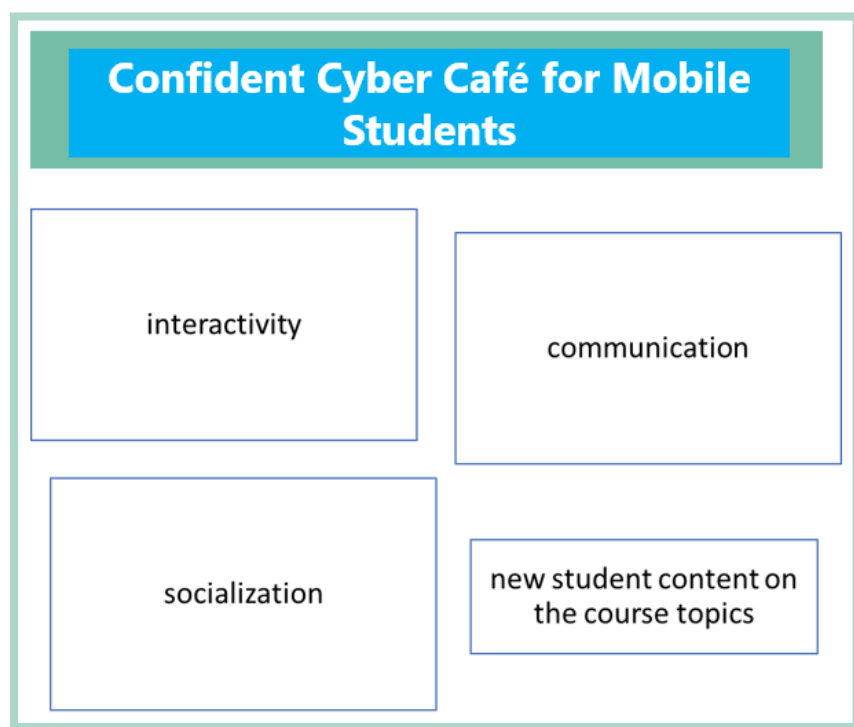
The module mixes narrated slides, readings, short videos with tutorial and discussion and quizzes.



Digital competence is defined by the European Commission as “the CONFIDENT, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society” European Commission (2019). Improve your digital competence with the [Confident Open Module in Digital Learning](#)!

Confident Cyber Café for Mobile Students

Confident Cyber Café is conceived as a virtual social meeting place for mobile students where they can contact each other, chat on various topics under the guidance of a facilitator (a representative of the students' associations such as the local ESN) and exchange ideas on the topics tackled in the Intercultural Communication and Digital Learning modules (under the supervision of a mediator – professor).



The Cyber Café welcomes the students before, during and after their mobility, thus becoming a melting pot of cultures and identities. It fosters interaction, proactivity, communication and a sense of belonging to a community (contributing to the social and cultural integration of students). The Cyber Café is intended for both incoming and outgoing students from the partner universities and it started its functioning at the same time as the Intercultural Communication and Digital Learning modules.

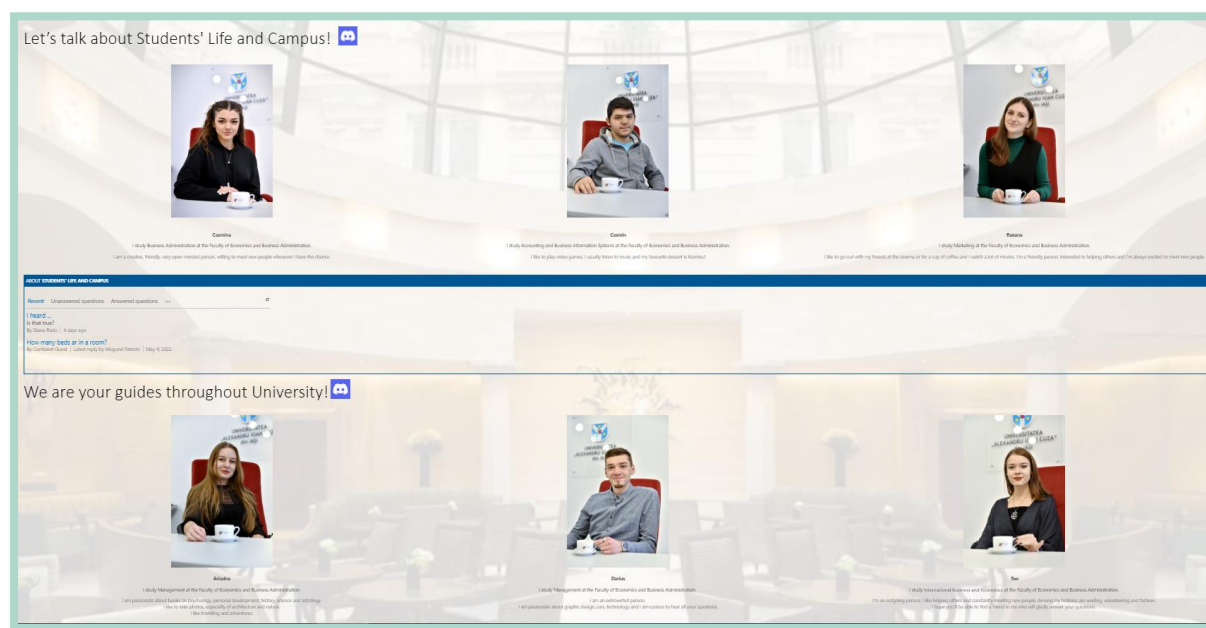
The Confident Cyber Café is composed of two main parts:

- one dedicated to predefined topics (chosen by the professors) on the modules that the students attend;

- a forum/portal of discussions related to students' integration (accommodation, canteens and restaurants, health care, safety issues, extracurricular courses, etc.) at the host universities.



The first part is moderated by the professors who worked on the learning modules (Intercultural Communication and Digital Learning) while the forum is moderated by the local students' representatives as well as by the staff working in the International Relations offices.



The necessity of the Cyber Café is two-fold: on one hand, it responds to the students' need to belong to a community during their academic activities, it will be a virtual place where they can find support for the problems they might face and on the other hand it will be a useful instrument for the partner universities to monitor the students' progression, learning track and stay in contact with them. Even though it can never replace a physical environment for interaction, it can be a substitute where the mobile students can interact with other students, with professors and staff from the host organizations before their physical arrival in the host country.



The model of the Cyber Café can be replicated into a wide range of universities that are involved in the Erasmus programme. At the same time, we will be very happy to host information about your organization on our [platform](#) – just let us know!

Contact us

If you consider that the CONFIDENT project results may be useful for you, we would be grateful if you could disseminate them to all the interested parties. Likewise, if you receive feedback about the intellectual outputs of the project, don't hesitate to share it with us in order to be able to improve our results.

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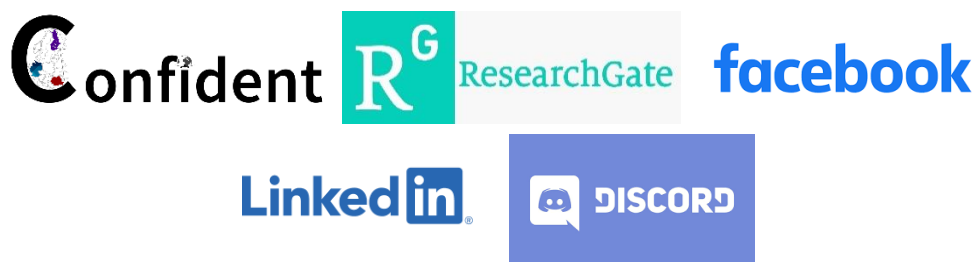
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