

## GUIDELINES FOR VIDEO-MEDIATED INTERACTIONS

<b>RESOURCES TO BE SUBMITTED</b>	<p>You will have to submit the following resources (files) on the EU-MADE4LL platform:</p> <p><b>By [SUBMISSION DEADLINE] :</b></p> <ol style="list-style-type: none"> <li>1) Video-mediated Interaction as mp4 – filename: [TITLE OF THE INTERACTION], e.g., “JobInterview.mp4”</li> <li>2) Transcription grid as pdf – filename: [TITLE OF THE INTERACTION] + TRANSCRIPTION, e.g. “JobInterviewTranscription.pdf”</li> <li>3) Analysis as pdf – filename: [TITLE OF THE INTERACTION] + ANALYSIS, e.g. “JobInterviewAnalysis.pdf”</li> </ol> <p><b>By [SUBMISSION DEADLINE] :</b></p> <ol style="list-style-type: none"> <li>4) Peer-assessment form filled in on the EU-MADE4LL platform</li> </ol>	
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. To have full awareness of the multiple modes/resources that come into play in video-mediated interaction (VMI).</li> <li>2. To understand how all resources, including, but not limited to, language, contribute to successful communication in VMI.</li> <li>3. To be fully equipped with theoretical notions and practical suggestions for successful communication in VMIs in intercultural, educational and professional contexts.</li> </ol>	
<b>TASKS</b>	<b>A)</b>	<p><b>Produce a video-mediated interaction</b> with the peer international student that you’ll have been paired with. (40% of your final mark).</p> <p>Select one out of the two types of interactions: 1) A private video interaction (e.g. casual conversation over Skype) <b>or</b> 2) A public video interaction (e.g. job interview or business meeting over Skype).</p> <p>Record the video interaction</p> <p><b>Step 1: The pre-production phase: interaction</b></p> <ul style="list-style-type: none"> <li>• Decide whether you prefer a private or public context</li> <li>• If you opt for a private context, select casual topics for conversation</li> <li>• If you opt for a public context, plan in advance the kind of questions you’d like to ask if you are the executive/employer</li> <li>• The student who will act as the job seeker can plan her/his answers, but <b>no reading is allowed</b></li> <li>• In both private and public interactions, conversation should be as natural as possible.</li> </ul>

	<p><b>Step 2: The production phase:</b></p> <ul style="list-style-type: none"> <li>• Download Skype (<a href="http://www.skype.com/it/">http://www.skype.com/it/</a>) or similar programme;</li> <li>• Download a free software programme to record video conversations, such as <a href="http://camstudio.org/">http://camstudio.org/</a> for Windows, QuickTime for Mac (integrated in Mac); <a href="http://www.screencast-o-matic.com/">http://www.screencast-o-matic.com/</a> (no installation required, max.15 mins); or free trial version of Camtasia <a href="http://www.techsmith.com/download/camtasia/">http://www.techsmith.com/download/camtasia/</a></li> <li>• Record a videocall with a partner/student</li> <li>• Save your file as <b>mp4</b>. Name the file by giving it a title (on the main topic of the interaction), e.g. BarillaJobInterview.mp4</li> </ul> <p><b>Both students involved in interaction need to record it.</b></p> <p><b>Step 3: Submission</b> Save your file as mp4 and submit it on the EU-MADE4LL Platform.</p>
B)	<p><b>Select</b> an excerpt of the interaction, <b>transcribe</b> and <b>analyse</b> it. <b>(40% of your final mark)</b></p> <p><b>Step 1: Selection of the clip</b></p> <ul style="list-style-type: none"> <li>• After your record a video, view it several times to select the most interesting part for your research purposes (30 to 180 seconds)</li> <li>• Slow down to attend to all details</li> <li>• As soon as you have selected the clip, take note of the timeframe (starting and ending time of the clip)</li> </ul> <p><b>Step 2: Transcription of the selected clip</b> Transcribe the selected clip following the transcription system used in the readings. Transcription should report on 30 to 180 seconds of the recorded interaction.</p> <p><b>Step 3:</b> Save the transcription as a <b>pdf</b> file. Name the file as [TITLE OF THE INTERACTION] + TRANSCRIPTION</p> <p><b>Step 4: Analysis of the selected clip and transcription.</b></p> <ul style="list-style-type: none"> <li>- Write a 2000-word long multimodal analysis of the selected clip and transcription.</li> <li>- Describe all the resources and how they develop in time and have been used by participants to communicate.</li> <li>- Explain how the interplay of semiotic resources produces meanings and explain why communication was successful or not by providing examples from your video data.</li> <li>- Provide interpretations also by drawing on the studied theoretical notions.</li> </ul> <p><b>Step 5:</b> Save your analysis as a <b>pdf</b> file. Name the file as [TITLE OF THE INTERACTION] + ANALYSIS</p> <p><b>Step 6: Submission</b></p>

		Submit your transcription pdf file and your analysis pdf file on the EU-MADE4LL platform
	C)	<p><b>Peer-assess</b> the selected clip, transcription and analysis of the video-mediated interaction produced by one of your international peer students <b>(20% of the final mark)</b></p> <p><b>Step 1: Peer-assessment</b>  After submission, you'll receive notification for assessing the work of one of your international peer-students. You need to carefully evaluate and assess the selected clip and related transcription grid and the analysis, and fill in the peer-assessment form on the EU-MADE4LL platform.</p> <p><b>In your peer-assessment</b>, consider that the other student will have had the same type of teaching contents and learning materials, and will have been assigned the same task you had in A) and B) above. Consider however that the other student may have a different cultural background from yours.</p> <p>When producing your peer-assessment, make sure you keep to the <b>following criteria</b>:</p> <ul style="list-style-type: none"> <li>- <b>Argumentation</b>: Support and justify your evaluations</li> <li>- <b>Consistency</b>: Grade in alignment with the qualitative feedback throughout the assessment</li> <li>- <b>Constructive feedback</b>: Provide recommendations for improvement (along with criticism on weaknesses and praise for points of strengths)</li> </ul> <p>When peer-assessing, give reasons for your marks and support your evaluation with appropriate arguments. You will also be asked to provide constructive feedback: <b>The aim is not to spot your peer student's mistakes, but to help them improve the quality of their work (max. 400 words).</b></p> <p><b>Step 2: Submission</b></p> <ul style="list-style-type: none"> <li>► After filling in your peer-assessment form in all its parts and sections, click '<b>Save and Submit</b>'</li> </ul>