

Communicate and Collaborate

COMMUNICATE AND COLLABORATE

Digital Essentials

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MODULE OVERVIEW

Aims and objectives

This module will:

- explore advantages and disadvantages of different methods for online communication
- examine tools for communicating and collaborating online.

After completing this module, you will be able to:

- communicate effectively, respectfully and safely in interactive online environments
- evaluate and select different tools for communicating and collaborating online.

Module sections

1. [Online communication](#)
2. [Collaboration tools](#)
3. [Writing formal emails](#)
4. [Online group work](#)
5. [Online meetings using Zoom](#)
6. [Discussion forums](#)
7. [Dealing with issues and conflict](#)
8. [Check your knowledge](#)
9. [Conclusion](#)

[Download versions](#) available on the homepage.

Duration: 

Approximately 30 minutes

Student partnership 

This module was developed with UQ student partners as part of a [Student-Staff Partnership](#) project.

Graduate attributes

Knowledge and skills you can gain from this module will contribute to your [Graduate attributes](#):



Connected citizens



Influential communicators

This module is part of [Digital Essentials](#), a series of online modules to help you quickly build your digital skills so you can succeed in study and work.

Return to [UQ Library](#).

1. ONLINE COMMUNICATION

- [Types of online communication](#)
- [Advantages of online communication](#)
- [Disadvantages of online communication](#)

Communicating effectively online is a key digital skill needed in the workplace and throughout your university studies. During COVID-19, being able to collaborate online seamlessly for tutorials, workshops and projects became essential. The ability to interact online efficiently and in a safe and respectful manner is an important skill to master.

Types of online communication

Ways that we communicate online:

- **Text-based** — email, discussion forums, texts, messaging and chat
- **Video and audio** — online meetings and conferences, screen and application sharing, virtual worlds and gaming
- **Social media** — can encompass a variety of media, including text, images and video.

Each of these communication methods have their own degree of formality and you must be careful with the type of language you use.

Advantages of online communication

Flexibility

People communicating online don't have to be in the same place or respond at the same time.

Increased productivity and efficiency

Time isn't wasted waiting for all the participants to get to the same location. People can respond when it suits them.

Skill development

Communicating online to learn, share insights and complete collaborative projects helps you to develop the digital literacy skills that employers value. Organising meetings, co-creating content, managing workloads, problem-solving and interacting respectfully, all through the use of online technology, are crucial skills for your future employability.

Cost efficient

Team members can work from home. This reduces transportation costs because team members do not need to be in the same location.

Disadvantages of online communication

Word or time limits

In online communication there may be word or time limits that prevent you from fully explaining everything you want to say. Research shows that people tend to scan and skip online content rather than reading the complete text word for word. Your audience may not focus enough to grasp your key message.

No visual or tonal cues

In text-based communication, you can't use your face or voice to convey your meaning. We look at the people we are interacting with face-to-face to gauge their reaction or mood. Does their facial expression or body language indicate interest or boredom, anger or happiness? Does their tone of voice indicate a joke or a serious statement? Even in video or audio meetings subtle cues or nuances can be lost when you can't hear or see people as clearly as you would face-to-face.

Conversation pace

In video or audio meetings and text-based communication the normal flow of conversation is distorted. Delays in responses can cause frustration and confusion.

Retracting statements

You may not be able to retract or remove a statement that you didn't really mean to say or write. Once you post a comment or say something in a recorded online meeting there is a chance that you won't be able to delete it.

Check your knowledge



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2. COLLABORATION TOOLS

- [Email](#)
- [Discussion tools](#)
- [Messaging platforms](#)
- [Collaborative documents](#)
- [Online meetings and videoconferencing](#)
- [Tools to schedule team meetings](#)
- [Tools for team tasks](#)

There are many great online tools that can help you collaborate on assignments and projects.

Check the privacy settings of any tool that you use so that you limit the availability of your data. Try to lock access so that only your group can see any activity.

Email

Email is the most common form of communication used at university and in the workplace.

Use your UQ email for any collaboration you do as part of your university program. This includes emails sent to your university peers, professors, and staff members. More information on writing professional emails is addressed later in this module.

The Use UQ Systems module has information about your [student email](#).

Discussion tools

Several university courses use discussion boards to allow students to collaborate with other students and staff members by posting or answering questions. This is a form of active learning that allows students to learn from different perspectives.

Platform	Discussion threads for organised conversations	App for mobile devices	File sharing	Other features	Limitations	Help and tutorials
Ed Discussion Board	Yes	No	Yes	Create categories for different discussion threads		Ed Discussion Board Quick Start Guide
Learn.UQ (BlackBoard) Discussion Board	Yes	No	Yes		Only instructors can set up group discussions	Using the BlackBoard Discussion Board
Padlet	No	Yes	Yes	Can be used as part of a live discussion	Does not save automatically; you need to bookmark the Padlet to save the workspace	Padlet via UQ Guide: Using Padlet

Messaging platforms

Instant messaging platforms facilitate quick and effective communication between members. Some platforms allow you to share and store files so that you can refer to them at any time.

Platform	Discussion threads	Free account available	File sharing	File storage	Other features	Limitations	Help and tutorials
Microsoft Teams	Yes	Free for UQ students as part of Office 365	Yes	Yes	Secure; searchable message archives; configure notification, integrates with the Microsoft suite	Does not integrate with Google Drive, but you can embed Google Drive links	Get started with Microsoft Teams
Slack	Yes	Yes	Yes	Yes	Integrates with Google Drive and many other apps; searchable message archives; configure notifications		Getting started with Slack
Messenger	No but you can directly reply to a message	Yes	Yes	Yes (stored within the chat)	Searchable message archives; configure notifications, available as a desktop app	App is only available in certain locations	How to start a group chat on Messenger
WhatsApp	No but you can directly reply to a message	Yes	Yes	Yes (stored within the chat)	Searchable message archives; configure notifications, available as a desktop app		Get started with WhatsApp
WeChat	No but you can directly reply to a message	Yes	Yes	Yes	The WeChat Chatterbox Blog outlines products and features		About WeChat

Let us know what messaging platform you like to use in [the following form](#)! The form is set to anonymous. We will get your response data but we won't know who has submitted it.



Check out [the responses so far](#)!



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Collaborative documents

Collaborative documents allow multiple members to work simultaneously on a single document. This facilitates easy brainstorming sessions and an easy division of work as the document gets updated in real-time and provides details on the collaborator.

Platform	Upgraded account available via UQ	Free account available	Limitations	Simultaneous editing	File storage	Export function	Help and Tutorials
Google Drive - Docs, Sheets, Slides, etc	No	Yes		Yes	Yes	Yes	Get started with Google Drive
One Drive - Word, Excel, PowerPoint	No for OneDrive. Yes for Word, Excel, Teams etc	Yes for OneDrive	You need a free Microsoft account to get OneDrive (for cloud storage). OneDrive is NOT included in Office 365 for UQ students	Yes	Yes	Yes	Microsoft Office Help and Training
Canva	No	Yes	To access all the elements, templates, and features, you require the paid Pro account.	Yes	Yes	Yes	Get started with Canva

Online meetings and videoconferencing

Virtual work meetings have become the new norm in a post-COVID world. At UQ, Zoom is the main platform used to deliver online sessions.

Platform	Free account available	App for mobile devices	File sharing, screensharing and chat function	Whiteboard Tools	Limitations	Tutorials and Help
Microsoft Teams	Yes, upgraded account available via UQ	Yes	Yes	Yes		Get started with Microsoft Teams
Zoom	Yes, upgraded account available via UQ	Yes	Yes	Yes		Getting started with Zoom
Google Meet	Yes	Yes	Yes	No		Google Meet training and help

Tools to schedule team meetings

It can be tricky to find a common time to have your team meetings. Here are some tools that can help you schedule a team meeting at a convenient time for all team members.

Tools	Free account	Useful features	Tutorials and help
When2meet	Yes	Add in preferred time slots into the calendar	About When2meet
Doodle Poll	Yes, but there is a paid version	Group polling to assess availability	Getting started with Doodle
Calendly	Yes	Interactive customised calendar, send calendar links to people you need to meet with, preferred time polling for scheduling group meetings	Getting started with Calendly

Tools for team tasks

These tools can help you perform group tasks.

Tool	Purpose	Free account available	Useful features	Tutorials and help
Trello	Project organisation	Yes	Upload files, link to Google Drive, create checklists, track team progress	Getting started with Trello
Tricider	For easy group decision making	Yes, you don't need to register to use it	Ask a question, ask others to submit their ideas and then vote on responses. Takes away the need for back-and-forth discussion via messaging or meeting up. Can be anonymous	Online voting and decision making demo (YouTube, 1m27s)
Reasons.io	For argument mapping	Yes	Create, edit, share, and export argument maps. Register to save maps and share the link with your group	Getting started with Reasons.io

3. WRITING FORMAL EMAILS

- [Email accounts](#)
- [Sending emails](#)
- [Saving email addresses](#)
- [Subject lines](#)
- [Greeting and names](#)
- [Body](#)
- [Sign off](#)
- [Email signature](#)

Email accounts

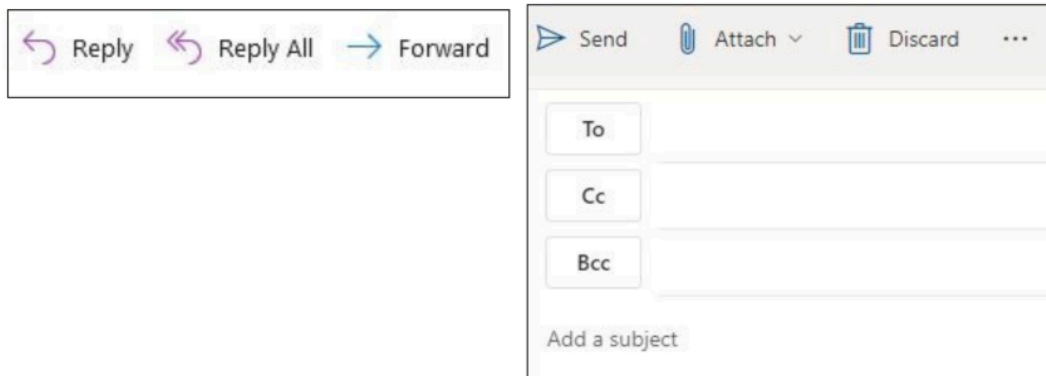
Keeping your study, work and personal life separate is a good idea. Use your university email when emailing university staff. This will ensure that spam filters don't block your emails and the recipient can verify who you are. You should use a more formal style than you use for friends.

Use your personal email for your personal communication. If you have a work email, use this for your workplace communication.

Sending emails

When sending emails, use:

- **Reply** — when only the sender needs to know the information in your email, or your email contains sensitive or personal information.
- **Reply all** — when all the recipients need to know the information in your email.
- **Forward** – when you have permission from the sender if you were originally the only person meant to see the email. Remember that others can forward your emails, so don't write anything that you wouldn't want others to read.
- **To** — for those who need to take action or are directly affected by the message.
- **Cc (Carbon copy)** — if you think someone needs to see this information but they don't need to take direct action.
- **Bcc (Blind carbon copy)** — to send an email to a list of people who need the same information but also shouldn't have their email addresses shown to everyone on the list. Recipients in the To and Cc fields won't see the Bcc field.



Reply options for emails.

? Pick the best reply option for these email scenarios

Enter the email option you would choose for the following 5 scenarios. Choose from:

- Reply
- Reply all
- Cc
- Bcc
- Forward



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Add the recipient's email address just before sending so you don't accidentally send it before you are ready.

Saving email addresses

You can save email addresses to your contacts in Outlook and other email service providers. This means you can type the start of their name in the “To,” “Cc” or “Bcc” fields, and their email address will appear.

Subject lines

Write a meaningful subject line that describes the content. Include the course code if it is a course-related enquiry.



Think about these email scenarios

Think of a good email **subject line** for each of the following emails.

After you have written your response click **Check** and **Show solution** to see examples.

Email 1



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Email 2



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Greeting and names

You should start your emails with a greeting. **Dear** is the standard in formal correspondence. Other options include:

- Hi
- Hello
- Good morning
- Good afternoon

After your greeting, address the recipient using **their appropriate title** (e.g. Professor, Dr) unless you have

been invited to call them by their first name. If you don't know their title, put their full name (e.g. Dear Jordan Smith).

Find out the name of the contact person if you can. Otherwise, use the service or department name (e.g. Dear UQ Library). Avoid using To Whom it May Concern. It can seem too formal or as though you haven't bothered to find the correct contact person.

Body

Get to the point quickly. Lead with the most important information or a request, then follow up with the explanation or background.

Sign off

Sign off with a standard closing. Examples include:

- Kind regards
- Sincerely
- Thank you

Let us know what you like to use in the [following form](#)! The form is set to anonymous. We will get your response data but we won't know who has submitted it.



Check out [the responses so far](#)!



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Email signature

After your sign off, include an **email signature** so the recipient can easily identify and contact you. This should contain your:

- name
- student number
- contact details (mobile number).

Do not include any private information.

Attachments

Check that you have attached the correct file and provided the correct link.

Fix this email

You are a student in a Student-Staff Partnership project. The staff member who is in charge of the project, Margaret, sent a group email to all the staff and students. She asked for everyone to send their availability for the next Monday (10 October). One of your fellow students replied as follows:

Whatsup Maggie?!

I don't like having meetings on Mondays because I like to have a long weekend, but you didn't get the memo! I can probably do 9ish on Tuesday but 10 or 11 would be better! No can do from 12 to 2, but any time after is A-okay.

Catch you later!

After you have written your answer to each question below, click **Check** and **Show solution** to see a list of possible issues.

Question 1





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Question 2



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4. ONLINE GROUP WORK

At university, it is likely that you will have to complete group assignments and projects. It can help you develop effective communication and leadership skills to prepare for the workplace. It is common in the workplace to work in teams with colleagues to complete tasks or projects. However, it can be particularly frustrating at university because you have the added pressure of having your project marked, plus other courses to complete. Online collaboration tools and techniques can make it easier for you to work with your group.

Remember that you must maintain the highest standards of [academic integrity](#) in your work.

Your group will be able to collaborate online effectively if you use some key strategies.

- [Set up guidelines for group members](#)
- [Strategies to prevent issues](#)
- [Get the most out of meetings](#)
- [Collaborate on a document](#)
- [Maintain your privacy](#)
- [Online peer assessment](#)

Set up guidelines for group members



[Set up a group charter \(YouTube, 1m11s\)](#) presents some basic guidelines for collaborating online with your group:



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Use this [example group charter \(PDF, 98KB\)](#) to set up guidelines for your group.

Strategies to prevent issues

When collaborating with others online, you may run into issues (e.g. team members not replying in a timely manner). However, there are many ways that this can be prevented. Ensure that you and your team:

1. **Communicate regularly.** Everyone should make a commitment to regularly check their messages. If possible, select a messaging platform (i.e. Facebook Messenger) where team members can be easily notified through their phone or other devices that they use regularly (check some recommended [collaboration tools in section 2](#)). When the team has an assessment due, you may need to check your messages more frequently, in case your team members have last minute questions or concerns.
2. **Plan regular online meetings.** Use a poll tool (e.g. Doodle poll, When2Meet) if you are messaging back and forth too much trying to decide on dates and times to suit everyone.
3. End all communication with **clearly defined next steps** so all group members know what is expected of them.
4. Use an **online brainstorming and voting** tool (e.g. [Tricider](#)) if group members can't agree on something. There are options that allow for anonymity if you feel that others don't want to disagree with a dominant group member.

Get the most out of meetings

Think about the last time you had an online meeting or video call. Were there issues? What could you have done differently to improve the meeting? Online meetings don't have to be awkward! These are some ways you can ensure that your team makes the most of the meetings.

1. **Prepare your equipment** — you will need a computer with a reliable internet/wifi connection; headphones and a microphone (depending on your location or environment); and a quiet space.
2. **Send a meeting invitation** in advance with a link to join the meeting.
3. **Set up** 10 minutes or so before the start time — open any web pages or documents you will need during the session. If you share your screen, close anything you don't want anyone else to see (e.g. switch off notifications that you don't want others to see).
4. Ensure you or the group **prepare a simple agenda**, so you know exactly what you need to discuss. This also helps you to check that the meeting has a real purpose.
5. **Keep it positive** and follow the online etiquette recommendations. Ask questions directly to each member if you feel they are not getting a chance to speak up.
6. Share a **summary** of the meeting and the **agreed actions** with the group so everyone will know what is expected from them next.

Collaborate on a document

When collaborating on a document, use an online tool that:

- stores your document in a **shared drive** that all group members can access
- allows group members to **write and edit at the same time**
- shows the **version history** and allows you to revert to a previous version if needed
- can be **downloaded** as a Word document, PDF or other file type.

The Collaboration tools section gives examples of useful tools for creating collaborative documents.

Maintain your privacy

Maintaining your privacy can be a concern when you are using social media or online tools for collaboration. You may want to keep your personal identity separate from your university or professional life. There are other communication tools aside from social media that you can use. Find out more in the [Collaboration Tools](#) section.

Our module on [Digital security](#) looks further into online privacy issues.

Online peer assessment

Evaluating each member's work ethic and their contribution to the team is an effective way to ensure that each member is contributing equally to the team in the online environment. Conducting a peer assessment several times throughout the project is an important practice as it can often flag any team imbalances or issues. Doing a peer assessment may be a compulsory part of a university assignment for group work.

Evaluation criteria

This is an example of evaluation criteria that your team can complete when working online.

Criteria	1	2	3
Engagement	Member did not engage in the group project or was often working on unrelated material.	Member partially participated in the group project.	Member was fully engaged in the group project/work.
Quality of Work	Member did not produce any of the work required for the project.	Member produced work but it was to an insufficient/unpassable standard.	Member produced work to a standard that was sufficient for the project.
Cooperation	Member did not cooperate with the team.	Member occasionally cooperated with other team members.	Member fully cooperated with other members and actively encouraged other members to do the same.
Listening	Member did not listen and often dismissed other team members' ideas.	Member partially listened to other members' ideas but often thought their own ideas were more important.	Member fully listened to other members' ideas.

Using the [Peer assessment for online group projects \(DOCX, 24 KB\)](#), you can assess your peers from a scale of 1 to 3 for each criterion.

5. ONLINE MEETINGS USING ZOOM

- [Join a Zoom meeting](#)
- [Change your Display Name in Zoom](#)
- [Cameras and virtual backgrounds](#)
- [Microphones](#)
- [Reactions](#)
- [Chat](#)

In a post-COVID world, videoconferences have become a necessity to maintain hybrid working conditions. There are many applications that can facilitate video conferences such as Zoom, Google Meet and Microsoft Teams. The videoconferencing application will vary with each organisation. For example, [UQ uses the Zoom platform](#) to deliver external lectures and tutorials.

Join a Zoom Meeting

There are several ways you can join a zoom meeting. [Joining a Zoom Meeting \(YouTube, 3m30s\)](#) provides a detailed overview:



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Change your Display Name in Zoom

The Display Name is the name that appears on your profile across the Zoom platform. Depending on the type of meeting you are in, you may want to change your display name to include, for example, the organisation you are representing.

[How to change your Zoom display name \(YouTube, 1m17s\)](#) presents a quick and easy way to change your display name on your computer, iPad, and mobile devices.





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Cameras and virtual backgrounds

At university, it is likely that you will need to participate in online classes. While in most classes it is optional to have your camera on, there may be some instances when you will be required to turn it on, particularly during class presentations or breakout room discussions. To turn on your camera, simply click the “start video” icon at the bottom left of your screen. Ensure that you are professionally presented while in an online meeting.

You may want to change or blur your background whilst your camera is on. [Zoom Virtual Backgrounds and Video Filters \(YouTube, 2m52s\)](#) shows you how you can change and adjust your Zoom background.



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Microphones

In most meetings, it is polite to mute yourself when another person is presenting. This prevents any noise from interrupting the speaker. You may turn on your microphone when it is your turn to speak or if you want to address or answer a question. To turn on the microphone click the ‘unmute’ button at the bottom left of your screen.

Reactions

Reactions are used to provide non-verbal feedback to contribute to the Zoom discussion. To use Reactions, simply click the ‘reactions’ button at the bottom of the screen and then choose your preferred icon. You have the option to choose from all emojis. The standard ones are:

- Clapping hands 🙌
- Thumbs up 👍
- Heart ❤️

- Tears of Joy 😂
- Open Mouth 😮
- Party Popper (Celebration) 🎉

Chat

The chat function allows you to communicate with other members in the Zoom call via messages. You can choose to send your message to a particular member within the call or to everyone on the call. To send a chat, simply click the 'chat' button at the bottom of the screen. If you wish to send a message to a particular participant, select their name in the chat pop-up to privately message them.



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6. DISCUSSION FORUMS

What are online discussion forums?

A forum is a tool for people to post questions or discuss topics, each of which is called a thread. You usually have to be invited or you have to request to join.

The forum may be monitored by an admin or moderator. There are often rules about the type of content and acceptable behaviour.

Online discussions are a great way to develop your understanding of a topic and learn from others. It is likely that you will take part in discussions in your courses. Discussions usually take place over a period of time so you can take time to reflect and contribute when you feel ready.

Examples of UQ discussion forums

Get tips on discussion forums used in your courses:

- [Ed Discussion Board](#)
- [Discussion Boards](#)
- [ePortfolio collaborative workspace](#)
- [Padlet](#)

Tips to build confidence

1. **Use appropriate language** – Using a less formal style of language is usually fine, as you are communicating with your peers.
2. **Introduce yourself** – State your name and anything else that's relevant about yourself if it is the first time you post, but keep it short.
3. **Check previous posts** – See if your question has already been asked or see how the discussion is developing. This will help to build your confidence as you see the kind of comments others post. It will also save your lecturer or tutor's time because they will not have to respond to the same question more than once.
4. **Build** on previous posts or say something **new about the topic**.
5. **Be relevant** – Stick to the topic and don't post irrelevant comments.
6. Include **open-ended questions** – This will encourage others to respond or provide feedback. Open-ended questions allow someone to give a free-form answer (e.g. What do you think about...). A closed question requires a "yes" or "no" answer only (e.g. Is it true that...).

7. [Reference sources](#) – Reference anything that is not your original idea.
8. **Disagree respectfully** – You can disagree with another’s comment, but be careful how you phrase it. State “I disagree because ...” and provide a reason why.
9. **Think before you post** – Never say something online that you wouldn’t say face-to-face.

Online learning communities

You can join other online learning communities in your field or area of interest:

- [UQU Clubs and Societies](#) — many clubs and societies hold online events and discussions
- [Reddit](#) is a popular forum where members post about their interests and areas of expertise.
- [UQ Coursespace](#) is a Facebook group where students discuss UQ courses. Some students start their own groups to discuss the courses they are taking.

7. DEALING WITH ISSUES AND CONFLICT

Anything online is forever

Often the message is that we should behave better online than the way we would in person. Why? You might never be able to fully erase anything you post, share, or say online and you could face consequences now or in the future. The [eProfessionalism module](#) has more information about your “digital footprint”.

Reasons to be careful about what you share online:

- Even if you have privacy settings on your social media accounts, once you share something on the internet, it can become out of your control.
- It is commonplace for employers to check candidates’ social media before making hiring decisions.
- If you bully or harass others you could breach [UQ Policy and Procedure Library](#), such as [Student Integrity and Misconduct Policy](#), and [Prevention of Discrimination, Harassment and Bullying Behaviours Procedure](#)
- There can be legal ramifications and long-term damage to your reputation if your comments are considered defamatory or racist.

Social media

It is common to use social media platforms like Instagram, Facebook, and LinkedIn to meet new people, receive updates about events as well as share images and videos.

Check out the university’s Instagram handles [@uniofqlld](#) and [@uqlife](#) for tips on navigating university life at UQ.

Be wise when posting things to your social media platforms. Adjust your privacy settings to increase your online safety. Avoid sharing personal details about yourself like your home and workplace address. Read more about social media scams, fake accounts and privacy issues in the [Social media module](#).

Why do people behave badly online?

The anonymity of online interactions can cause some people to make rude or inflammatory comments. People who behave this way are called trolls. The [Social media module](#) has more information about trolls and cyber abuse.

Cyber bullying

In your learning communities and UQ courses it is more likely that you will experience a thoughtless response or an insensitive comment than a systematic attack by a troll. If you do experience bullying, it is best not to respond to them and block them if you can.

Notify your course coordinator or get help from [Student Support](#) if it is a course related incident. If it is external to UQ, report them to the admin of the online site. The [Respect](#) page has helpful information if you experience online sexual harassment and for emergency support. You can also download the [UQ SafeZone App](#) for assistance on campus.

Language barriers

Language barriers can cause misunderstandings, conflict, and frustration. However, it is important to note that while UQ is located in a predominantly English-speaking country, many UQ students are from non-English speaking countries. In the workplace you may work with people from a variety of backgrounds. While communicating with people from different language backgrounds it is critical to be patient, understanding and respectful.

Resolving online conflict

If you do experience conflict, try these steps to resolve it:

1. If you **feel angry, don't send an email or post** a comment. Wait until you have had a chance to think and feel a bit calmer. Get a friend or relative to read it first.
2. Try to **use cautious language** that doesn't accuse the other person. e.g. "I am wondering..." or "I feel like..."
3. **Ask for clarification.** If you think someone has said something negative, ask them what they meant in a carefully worded manner. e.g. Don't write "What?" Try "I am a bit confused about your last message. What did you mean when you said ...?"
4. If their reply is rude or hurtful, **explain how it makes you feel** rather than getting angry e.g. "When you say that — use their exact words — it makes me feel"
5. Try to reach an agreement or solution e.g. "What do you think needs to be included in that section?" or "I included that because ... Do you have other ideas?"

Remain reasonable but let them know that what they have sent has affected you. Hopefully the other person will realise that it is better to work with you than start a fight. This also applies to you. Try to put yourself in the other person's position and direct your comments to the cause of the problem. Don't place blame on the other person.



What do you think?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/digital-essentials-communicate-collaborate/?p=48#h5p-13>

8. CHECK YOUR KNOWLEDGE

All the answers to the quiz questions can be found in this module.

Your response data will **not** be gathered if you answer the questions below. [Take a screenshot](#) of **Your result** at the end of the quiz if you are required to show you have completed it.

Communicate and collaborate quiz

There are 8 questions to answer. After you answer a question, click the arrow to move to the next question.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/digital-essentials-communicate-collaborate/?p=50#h5p-14>

If you are required to get a certificate with your name, take this version of the [Communicate and collaborate quiz \(requires a UQ login\)](#).

Note for Teaching staff: You can [download and embed both the module and H5P quiz](#) in your course.

Module summary

① Online communication

- Communicating online can be more efficient but disruptions to the normal flow of conversation can make it more challenging.
- Being able to communicate online effectively is a key digital skill.

② Collaboration tools

- Use online tools to send messages, hold online meetings, plan and collaborate on documents.
- Check the privacy settings of any tool that you use so that you limit the availability of your data.

③ Writing formal emails

- Use a more formal style when emailing university staff than you use for friends.
- Be clear and concise when writing emails.

④ Online group work

- Online collaboration tools can make it easier for you to work with your group.
- Communicate regularly, plan ahead and define your next steps to prevent issues.

⑤ Online meetings using Zoom

- Check your camera and audio are on or off as required to avoid issues.
- Make sure to mute yourself if you are not speaking.

⑥ Discussion forums

- You can develop your understanding of a topic and learn from others in discussion forums.
- Checking previous posts before you ask a question can help build your confidence before you post and help you avoid asking the same question.

⑦ Dealing with issues and conflict

- Using cautious language and trying to reach an agreement can resolve online conflict.
- Try not to send an email or post a comment when you are feeling angry. Wait until you have had a chance to think more clearly.

9. CONCLUSION



You have completed the Communicate and collaborate module.

Tell us what you think

Use our [Digital Essentials feedback form](#) to give **anonymous** feedback on this module. You can provide your email if you would like us to reply to you.

Digital Essentials modules

Build your digital skills with Digital Essentials. Select modules from the 6 themes that match your interests and will help you succeed in study and work.



[Use UQ systems module](#), includes:

- [Check your IT set up](#)
- [Book rooms](#)
- [Printing at UQ](#)



Assignment essentials

- [Find and use media](#)
- [Information essentials](#)
- [Write, cite and submit](#)
- [Types of assignments](#)



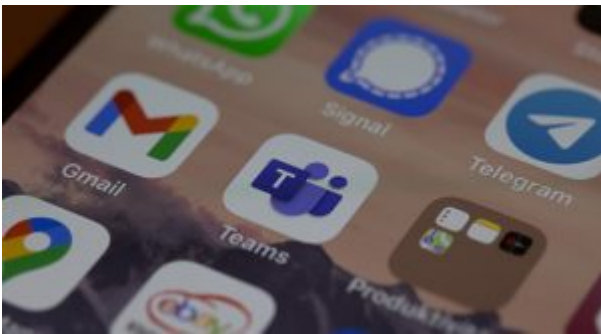
Digital creation

- [Accessibility](#)
- [Choose the right tool](#)
- [Intellectual Property](#)



Digital security and safety

- [Digital security](#)
- [Internet essentials](#)
- [Social media](#)



Professional identity and skills

- [Communicate and collaborate](#)
- [eProfessionalism](#)



Work with information

- [Artificial Intelligence](#)

- [Work with data and files](#)
- [Document your research data](#)

How to use the modules

You can complete entire modules or check the **Module Overview** section to select just the parts you need.

Watch [Using Digital Essentials \(YouTube, 1m 37s\)](#), created by our student partners, for tips on how to use the modules to build your digital skills.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-communicate-collaborate/?p=53#oembed-1>

Read more about our [Student Staff Partnership project to improve the Digital Essentials modules](#).

Teaching staff – use the modules in courses

Teaching staff can embed or link the modules in courses to help build your students' digital literacy.

- There are interactive elements throughout each module and a short H5P quiz at the end.
- The modules are also available for your students to download in EPUB, PDF and HTML format to make them more accessible.

Import a module into Learn.UQ (Blackboard)

Instructions to embed a module in your course. Email us via dxdc@library.uq.edu.au if you have any questions.

- [Blackboard courses](#)
- [Blackboard Ultra courses](#).

Blackboard courses

[Embed Digital Essentials in Learn.UQ course \(YouTube, 1m 55s\)](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-communicate-collaborate/?p=53#oembed-2>

Text version of video instructions:

1. Go to the module home page
2. Select **Common Cartridge (LTI Links)** under the **Download this book** options.
3. Go to your Blackboard course
4. Go to **Course Management**
5. Click **Import Package/View Logs**
6. Click **Import Package**
7. Click **Select a Package** and navigate to the **.imsc** file you downloaded from the module
8. Scroll down to **Select Course Materials** and select **all** the options
9. Click **Submit**.

In your course site, the module will appear in a new [content area](#) in your course. Each module chapter will be a section. You can [copy, move and delete](#) the chapters in your course.

Blackboard Ultra courses

1. Copy the URL of your Pressbook
2. Go to the Learning Resources section in your Blackboard Ultra course
3. Click +
4. Click **Create**
5. Click **Teaching tools with LTI connection**
 - a. Click to edit the title (where it has New LTI Link...) to enter your Pressbook's title
 - b. Select Visible to students
 - c. At **Configuration URL** enter your Pressbook's URL
 - d. Add a **Description**
6. Click **Save**.

Note: You can click the More options dots to go back to make changes to the entry after you have saved it.

Add a weblink in the course menu

- You can provide [weblinks to the chapters](#) in the weekly folders in Learning Resources e.g. If you want your students to read the chapters in particular weeks.
- You can also add your book as a [weblink in the menu](#).

Assess student learning

Most modules have a final short quiz created in H5P. You can download the H5P quiz from the module and embed it in your course if you would like to check your students' completions or to allow for the results to be transferred to the Grade Centre in your course.

The H5P quiz content will not record any completion data unless you download and add the H5P quiz directly to your course. Students can screenshot the quiz if they are required to show completion.

Add the final H5P quiz to your course

If you would like to check your students' responses and completion of a module you can:

1. Go to the final H5P quiz in the **Check your knowledge** section of the module
2. Click **Reuse** then **Download as a .h5p file**
3. Then [embed](#) or [link](#) the quiz in your course. Note: You will need a [H5P account](#).

