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Interactive Platforms as a Component of the Digital Transformation of Communicative Training for Higher Education Students



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The communicative task in digital course design

Design proposal: a shared decision that students can defend

Purpose	A question that allows different positions
Interdependence	Each student contributes information or a perspective
Feedback	Peers challenge a reason and suggest an improvement
Evidence	Students explain how the final decision developed

Each digital activity contributes evidence of communication

A communication portfolio across one task

Four connected artefacts make individual reasoning visible

01

Initial position

A short individual claim with one reason.

02

Peer response

A reasoned question or challenge to a peer.

03

Team decision

A recommendation with agreed reasons.

04

Revision note

What changed after feedback, and why.

The portfolio links individual contributions with a collective outcome

A scenario for professional communication

Where should a university place an information point?

Roles: student representative, visitor, facilities coordinator, budget officer

Output: a joint recommendation and a justified revision



AR view of a proposed information point

Illustrative scenario. An annotated plan offers another visual format.

Platform functions in the learning workflow

The task determines which digital functions the course needs

Stage	Required function	Learning evidence
Before discussion	Threaded exchange	Initial position and peer challenge
During group work	Shared workspace and live discussion	Reasons behind the group decision
After feedback	Commenting and version history	A reasoned revision
Across tasks	Portfolio collection	Individual development over time

Tool selection follows the workflow and institutional access

Assessment and a focused pilot

The proposed rubric examines the quality of communication

Criterion	Observable evidence
Reasoning	Gives reasons for a decision
Responsiveness	Addresses a peer’s viewpoint
Coordination	Negotiates roles and agreement
Revision	Explains a change after feedback

Initial pilot

Use equivalent tasks before and after the module. Calibrate assessors with sample portfolios.

Testing AR

Keep tasks, feedback and platforms consistent while varying the visual format.

Evaluation proposal. Learning gains remain to be tested.

Implications for digital course design

Each digital activity should leave evidence of how students communicate and improve.

For teachers

Reuse a consistent task workflow and give students time to revise.

For students

Keep evidence of individual reasoning within a shared learning outcome.

Selected references

Council of Europe (2020)
Online interaction

Nicol & Macfarlane-Dick (2006)
Formative assessment

Carless & Boud (2018)
Student feedback literacy