Comprehensive development in human resources management through active methodologies and multimodal text

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ABSTRACT

The interdisciplinary classroom experience proposed here aims, through active methodologies and aimed at students of the Master's Degree in Tourism Management and Planning, the acquisition of specific knowledge about human resources management, as well as the development of communicative skills and strategies for a comprehensive training in their professional future. within today's digitalized and intercultural society. This experience has had the participation of 16 students and has been generated with the interdepartmental collaboration of Management and Organization of Companies and Specific Didactics of the University of Zaragoza (Spain) and is integrated as part of the PIIDUZ (Program for the Incentive of Teaching Innovation at the University of Zaragoza) entitled Gamification in the subjects of the Bachelor's Degree in Business Administration and Management (ADE) of the University of Zaragoza (PIIDUZ 4844/2023) and R+D+i Project Non-fictional readings for the integration of critical citizens in the new cultural ecosystem (PID2021-126392OB-I00).

Keywords: Human resources management, Intercultural communicative competence, Multimodal text, Active methodologies.

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INTRODUCTION

This chapter presents a classroom experience aimed at students of the Master's Degree in Tourism Management and Planning of the Faculty of Business and Public Management of Huesca (Spain) in the subject, offered in Spanish, called Management of cultural companies and the natural environment.

It is an intercultural course made up of 18 students from different backgrounds, such as Spain, France, China, and Ecuador. The objective of this classroom experience lies both in the acquisition of knowledge related to the subject, specifically, within the programming aimed at human resources management, and the development of communication skills in future professionals who will have to work in a globalized, intercultural and digitized society in which information is transmitted, on a regular basis, through multimodal text.

To achieve this objective, different didactic and methodological strategies are incorporated into the classroom experience, such as dialogic learning, cooperative learning and the task-based approach and the CLIL method (Integrated Learning of Curricular Knowledge and Foreign Language) in which students must design, in small groups, a multimodal expository-argumentative text that synthesizes from the combination of different languages: Images, videos, posters, texts, audios, among others, a strategic plan for human resources in tourism companies to be defended orally before the class group.

As instruments to evaluate the experience, we use a rubric by the teaching staff that assesses the achievement of the learning objectives, and on the other hand a questionnaire in which the participating students voluntarily assess their perception of the students on the use of multimodal texts for the learning of content related to human resources management; and, with the degree of agreement or disagreement on whether socio-emotional, cognitive, analogue and digital competencies were worked on or developed through the activity.

DIDACTIC STRATEGIES AND METHODOLOGIES
MULTIMODAL TEXT AND INFORMATIONAL COMPETENCE

Previous studies such as the one carried out by Tabernero (2022) warn of the need in today's society to train our students in critical and responsible informational competence. The fact that students in the 21st century feel familiar with the digital universe does not in itself imply the development of critical skills when it comes to selecting and assessing the enormous amount of information to which we are exposed, and this new competence, on the other hand, is not only focused on the acquisition of reading skills from an academic point of view, but also on the acquisition of reading skills. It also gives a remarkable importance to the communicative purpose of

language and the acquisition of social and emotional skills necessary to face the technological world in which we live.

Given that access to knowledge, in our new cultural ecosystem, is assiduously given through multimodal texts, researchers-teachers such as Lluch (2012), Rovira-Collado et *al.* (2017), Tabernero (2022) and Cristóbal Hornillos et *al.* (2023) are committed to bringing multimodal text closer to the classroom, at different educational levels and with different didactic objectives, although all of them linked to reading and the development of critical thinking.

In our case, and under the concept of prosumer, considering that informational competence is based both on the ability to critically interpret the information to which we have access and on actively participating in the informative communication that we wish to transmit, we propose for our classroom experience a final task in which, through the creation of a multimodal text, the strategic planning of human resources of a company is defended in oral presentation. tourism company.

DIALOGIC LEARNING AND COOPERATIVE LEARNING

Duque and Prieto (2009) point out certain characteristics of dialogic learning that make it a positive didactic tool.

In the first place, and also coinciding with the reflections of other authors such as Tough (1987) or Chambers (2007), in the face of the dialogue of power, we find the dialogue that invites reflection among equals, ceasing to be the teachers the protagonist in the transmission of knowledge and becoming the mediator that instigates critical thinking. In addition, listening to and reflecting on the different interventions that take place among equals promotes the construction of joint knowledge without the need for all students to start from homogeneous prior knowledge.

Secondly, and related to the previous point, this methodology addresses cultural intelligence (Earley & Ang, 2003) which takes into account experience, lateral thinking skills and problem solving, favouring the interventions of foreign students in intercultural classrooms and the points of view provided by people who have different cultures or speak different languages, considering that different perspectives could be offered depending on the culture of origin and thus reviving the critical thinking that would be more difficult among homogeneous groups of students with similar experiences.

On the other hand, the benefits of dialogic learning, according to Wells and Mejía (2005), are three main ones: students see that their opinion is important and that encourages them, cooperative work helps motivation, and being a reflective and active learning process translates into a better understanding in the long term.

With regard to the cooperative work that is proposed in our final task, both in the formation of small groups for the elaboration of a multimodal text, and in the defense of the elaborated

multimodal text before the large group, the social aspect of learning is emphasized. Cooperative learning can be considered as part of dialogic learning, since dialoguing to reach a joint goal or an argued defense of one's own opinions is cooperative work.

In cooperative work, certain traits come into play, such as positive interdependence, in which the final result depends on the collaboration of all the people who are part of the group. We can see in Casalmiglia and Tusón (1999) the more sociological facet of dialogue as a key element in the construction of knowledge that needs interaction to circulate, develop and progress.

Some of the advantages of cooperative learning that arises from dialogic learning collected by Cruz Domínguez (2020) are that it helps to reduce anxiety and boost self-esteem, in addition to improving interpersonal relationships and group cohesion, it promotes students' independence and critical thinking, as well as being conducive to the development of a heterogeneous and intercultural society.

In intercultural communicative competence, multilingualism and pluriculturalism "are essential conditions to become intercultural speakers, capable of acting and communicating in an appropriate and empathetic way with people from other cultures". (Pinilla Gómez, 2021, p. 213)

On the other hand, and continuing with cooperative learning in relation to the development of communicative skills, both in the acquisition of first languages and especially in second languages, Cassany (2004) reflects on Vygostkian connections and the idea that learning is best by working in a team and being "obvious that the use of language is only a cooperative task and that there is no other way to acquire it than through interaction with others". the community" (p. 23).

This same author also indicates that the management of the cooperative classroom can be given, for example and as in our case, from written instructions to carry out the task, which also contributes to a cooperative reading comprehension in which all the members of the group must cooperate in the construction of meaning of the written text and in the verification that there has been consensus on the correct interpretation of the texts. Instructions for carrying out the task, a process that can make reading easier for students with a lower command of Spanish and who may have difficulties in reading alone.

In this context, we can say that dialogic learning and cooperative learning are closely linked and have a series of contributions to education that are very necessary in professional development within a globalized society in which individuals have an optimal intercultural competence to relate in intercultural environments and progress in knowledge.

THE TASK-BASED APPROACH AND THE CLIL METHOD

The task-based approach emerged in the 80s of the twentieth century from the communicative approach of language acquisition, the basic idea lies in the final production, by the students, of an

oral, written and/or multimodal text, that is, a final production of communicative weight, such as the classroom experience proposed by us. At present, the task-based approach could be found to have characteristics common to certain active methodologies such as project-based learning.

On the other hand, and closely related to the task-based approach, we find the CLIL method, referring to "the teaching of any subject (except languages) that uses a foreign language or second language (L2) as a vehicular language" (Pavesi et *al.*, n.d., 109)

This method is specially designed for bilingual schools and in the teaching-learning of foreign languages incidentally, focusing on something other than the language itself, as in our case, the processes of strategic planning of human resources in a tourism company. Certainly, and although Spanish is not a second language for the students participating in the activity, we do find ourselves in an intercultural and multilingual context and, therefore, we believe that we can gather from CLIL certain aspects that can help us achieve the general objective outlined at the beginning of this chapter.

"CLIL assumptions for language learning are based on a greater quantity and quality of the learner's exposure to the foreign language and a greater motivation to learn" (Pavesi et *al.*, n.d., 110).

These budgets can be favourable, both for the acquisition of communicative skills in the first language of Spanish students and in the second language of foreign students. With regard to a greater quantity and quality of students' exposure to the language, CLIL refers to the importance of creating communicative situations in the classroom that are as natural as possible, so that the real need for interaction and communication is promoted.

Regarding the third CLIL assumption about motivation, it would actually be extendable not only to the acquisition of languages, but to the acquisition of any knowledge in general. We believe that motivating students to successfully achieve the proposed task can be a motivational challenge.

CLASSROOM EXPERIENCE
LEARNING SITUATION

This learning situation was implemented on December 13, 2023, encompasses a five-hour session and has as its final objective the preparation of a multimodal expository-argumentative text in six small groups of three people and in which the strategic planning of human resources of a tourism company is reflected, as well as the oral defense of that planning for the group-class. The classroom experience is aimed at students of the Master's Degree in Tourism Management and Planning at the University of Zaragoza and in the subject Management of Cultural Companies and the Natural Environment. This course seeks to analyze tourism companies, their relationships with the environment and relevant management techniques, as well as focuses on understanding the company as an integrated system and motivating students to undertake as a form of self-employment

and wealth generation. The vehicular language used in the teaching of the subject is Spanish, although it is a multicultural classroom.

A total of 16 students participated in the activity, including native Spanish (6%), French (38%), Chinese (50%) and Ecuadorian (6%) students. Among the students in the group, the minimum Spanish language level is an A2, according to the Common European Framework of Reference for Languages. Students from France exceeded this language level, and Chinese students, with a few exceptions, had more difficulty expressing themselves in Spanish, making use of a digital voice translation tool in most classes.

METHODOLOGY AND LEARNING OBJECTIVES

The methodologies and didactic strategies applied in this learning situation are those already exposed for the achievement of the didactic objectives, which include understanding the fundamental principles and concepts of human resource management and their relevance for tourism companies; explore and distinguish the various areas of human resource management in an organization; use digital and material resources effectively in the creation of multimodal texts; honing multimodal communication skills through the creation of visual content; integrate constructive feedback to improve teamwork; and develop intercultural communicative competence.

The development of the learning experience has been divided into two main stages, namely:

Learning activities. This stage is divided into five phases:

Phase 1: Explanation by the teaching staff

Before the groups began with the elaboration of their multimodal texts, the teachers involved explained to them the fundamental principles of human resource management and its importance for all types of organizations: public, private, non-profit, social economy, etc.

Phase 2: Delivery of a base text

The students received a document with all the areas of human resources management (from planning, through the development of policies and practices, to the disaffection of people in a company) so that they could explore the subject from this text.

Phase 3: Digital Resources & Materials

To facilitate the learning and creation of the multimodal texts, the groups had access to a variety of resources. They had readings that address the central theme of the activity in different cultural contexts, as well as printed newspapers that they could use to get up-to-date information on trends and practices in the world of work. In addition to digital tools for the production of audio and

video content, as well as manual utensils such as scissors, paper, brochures, cardstock, stickers and stickers with messages, which they could use to create impactful visuals in their multimodal texts.

Phase 4: Elaboration and feedback

During the process of creating the multimodal texts, feedback moments were provided by the teaching staff, allowing the groups to receive constructive feedback on their work, helping to improve their understanding of the concepts of human resource management and their multimodal communication skills.

Phase 5: Presentation of multimodal texts

At the end of this preparation stage, each group had the opportunity to present to the large group the learning obtained and their reflections on the topic of human resources management in the tourism company. That moment was able to contribute, not only to sharing their experience, receiving *feedback* from their peers, answering questions, etc., but also to fostering the capacity of all the groups involved to communicate in an effective and culturally sensitive way.

Learning Assessment

The subject is assessed based on class activities and a business management project. In-class activities account for 40% of the total subject, of which this classroom experience was evaluated, by the teaching staff, through a rubric to which 10% of the total class activities were allocated, being 5% for the production of the expository-argumentative multimodal text and another 5% for the oral defense.

Once the classroom experience was over, the students assessed it through a virtual questionnaire. This questionnaire was adapted from Pessoa-de-Oliveira and Abella-Garcés (2023) and Robledo et *al.* (2015) and answered voluntarily by 12 of the 16 students participating in the activity. The questionnaire is organized into four sections. In the first, the sociodemographic profile is investigated. In the second, their perception of the activity carried out is explored. In the third, their level of agreement or disagreement is evaluated, using the 5-point Likert scale (Likert, 1932) with statements related to the development of socio-emotional, cognitive, analogue and digital competencies. And finally, the fourth section asks them if they would recommend the experience.

RESULTS

SAMPLE DATA

The sample presents a diversity in terms of age and nationality, with a majority (67%) of young participants between 18 and 24 years old, some between 25 and 34 years old, and a smaller

number between 35 and 44 years old. In addition, there is a slight majority of female participants (7) in contrast to male participants (5). The diversity of nationalities in the sample enriches the intercultural approach of the data collected, with 58% of participants from China, 17% from France, 8% from Spain and 8% from Ecuador.

PERCEPTION

This section has allowed us to obtain valuable information about the students' perception of the classroom experience. We believe that it is essential to ensure effective teaching, foster student engagement, improve the quality of work and results obtained, as well as contribute to the integral development of individuals.

First of all, we asked how they felt being the protagonists of the activity. The results show (see Figure 1) that the majority, especially the students from China, felt very engaged and empowered by being the protagonist of the activity using multimodal texts. This positive response may indicate the effectiveness of this methodology in generating a stimulating and participatory educational environment, which can contribute to the development of competencies and the achievement of learning objectives.

Figure 1. Sentiment regarding protagonism in the activity vs. nationality
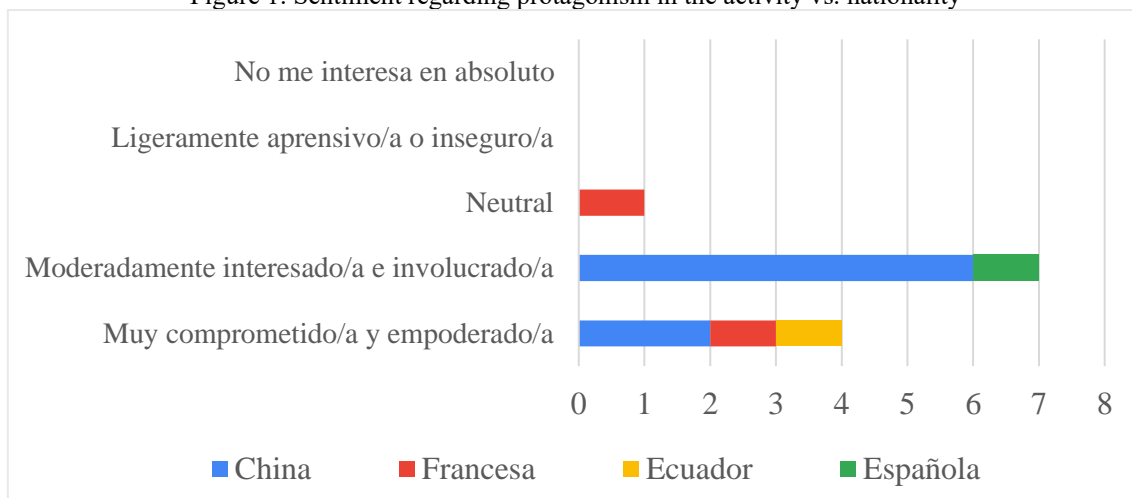
Source: Authors' own creation

The answers to the second inquiry are reflected in Figure 2, which, under the students' perception, denotes a balance in terms of understanding the topic through multimodal texts. This balance involves making information engaging, offering clear examples, allowing for in-depth analysis, and providing a comprehensive view of the material. It is observed that each nationality shows strengths in different areas, suggesting that it could be beneficial for all groups to learn from each other to improve the effectiveness of multimodal texts in teaching HR management content.

Figure 2. Understanding the Topic vs. Nationality
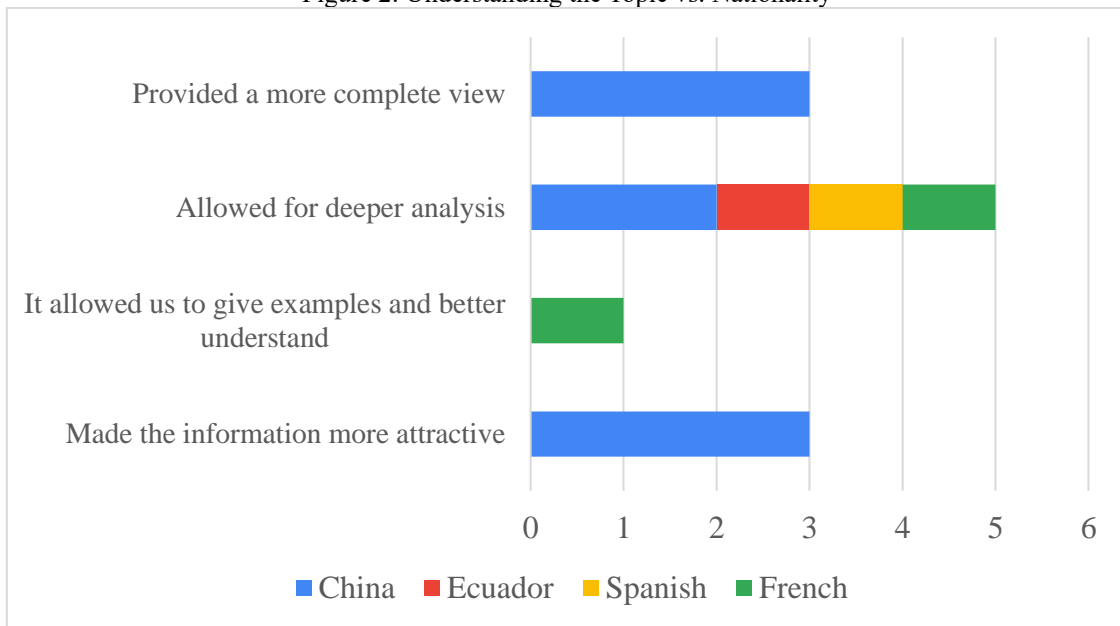
Source: The authors'.

Regarding students' satisfaction with the use of this methodology, the results of this question suggest that in general, the use of multimodal texts was well received, with most participants expressing satisfaction (see Figure 3). Despite this, one student expressed dissatisfaction. We set out to inquire about the reasons behind each participant's responses, but unfortunately the dissatisfied student did not provide details about their response, making it difficult to identify areas for improvement in the implementation of multimodal texts. However, the reasons given by the other participants are highlighted (see Table 1).

Figure 3. Satisfaction with the methodology
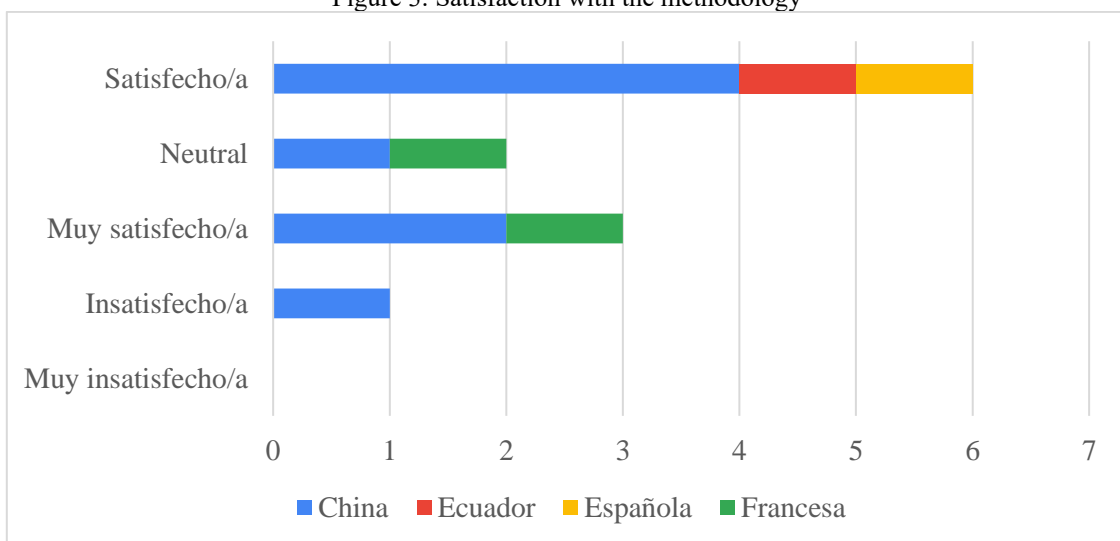
Source: The authors'.

Table 1. Reasons given by some students for their satisfaction

"A different way of transmitting concepts and internalizing concepts" (Student 1)   "It's fun and allows us to understand how what we've seen in the field works. It's a bit like the gamification we've studied" (Student 2).   "I feel very innovative that allows me to feel as if I were the executive of the company and makes me understand how he thinks at the management level, which is very different at the level of the employees" (Student 5).   "The texts were very complete, but sometimes perhaps too detailed at some points, which made it difficult to retain the information" (Student 7).   "It has helped me to understand the topics more deeply" (Student 8).   "Multimodal texts combine visual, written and auditory elements, making learning more interesting and engaging. In this way, they can see images, read text and listen to sounds, which makes learning more complete and encourages greater interest and participation" (Student 9).   "Because I believe that human resource management is very important and I can learn diversified knowledge" (Student 11).   "It can provide more comprehensive and diverse information" (Student 12).

Source: Authors' own creation

COMPETENCES

This section tries to present the results of the degree of agreement/disagreement of the students regarding the development of socio-emotional, cognitive, analogue and digital competences.

Social-emotional competencies

Today, social-emotional competencies have become increasingly relevant in the workplace, as it is widely recognized that productivity and success in the workplace are closely linked to an emotionally competent workforce (Ramírez Velázquez et *al.*, 2021). The ability to manage emotions, maintain effective interpersonal relationships, assume leadership roles, work in a team and adapt to change with resilience has become a determining factor for individual and organizational performance in an increasingly dynamic and demanding world of work.

The analysis of Figure 4 shows that most students agree that they have developed socio-emotional competencies through multimodal texts and dialogic learning, suggesting the effectiveness of this methodology. Some specific competencies stand out for having a level of agreement equal to or greater than 75% (11a, 11e, 11h, 11i, 11j, 11m, 11p, 11q, 11r, 11s) (see Table 2). However, there are students at different levels of agreement, indicating possible areas for improvement in the implementation of multimodal texts. It is relevant to mention that competencies 11c and 11t do not have students who disagree or strongly disagree, indicating that these competencies are generally well perceived as developed through the use of multimodal texts.

Table 2. Legend of Social-Emotional Competencies

11a	Verbal and written communication
11b	Negotiation
11C	Information Management
11D	Commitment
11E	Adaptability and frustration management
11F	Tolerance
11g	Collaboration
11 a.m.	Empathy
11i	Leadership
11J	Proactivity
11k	Teamwork
11L	Sharing a Responsibility
11m	Autonomy
11n	Resilience
11th	Flexibility
11p	Adaptability
11Q	Strategy Self-Assessment
11R	Perseverance
11s	Self-regulation
11T	Openness and sensitivity to problems

Source: The author's.

Figure 4. Degree of agreement/disagreement - Social-emotional competencies
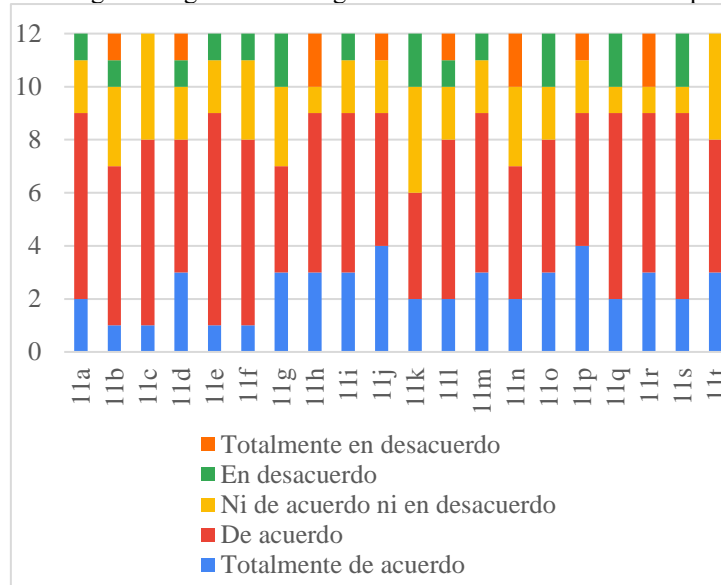
Source: Authors' own creation

COGNITIVE COMPETENCIES

The concept of cognitive competencies emphasizes the importance not only of acquiring information, but also of being able to process and use it effectively in different contexts. It involves skills such as critical thinking, problem-solving, analytical reasoning, and the ability to learn from past experiences (Kluge, 2005).

When analyzing Figure 5, we found that most of the participants agree on the acquisition of cognitive competencies through multimodal texts, which indicates the effectiveness of this methodology. It should be noted that some specific competencies have reached a high level of

agreement (equal to or greater than 75%), specifically competencies 12a, 12d, 12e, 12k, and 12l (see Table 3). Despite this, we also observed disparities in the levels of agreement among participants, suggesting potential areas for improvement in the implementation of multimodal texts in the development of these types of competencies. It is important to note that there were no negative opinions from the participants in relation to the 12l and 12m competitions, indicating that these aspects are widely recognized as being developed effectively using multimodal texts.

Table 3. Legend of Cognitive Competencies

12a	Ability to learn
12b	Creativity and innovation
12C	Troubleshooting
12D	Decision-making
12E	Critical Thinking
12F	Information and data management
12g	Search for information from a variety of sources
12h	Analyze and evaluate the veracity of the data
12i	Select and validate data and information
12J	Compare information
12k	Synthesize and organize information
12L	Draw up diagrams and graphs
12m	Disseminate information

Source: Authors' own creation

Figure 5. Degree of Agree/Disagreement – Cognitive competencies
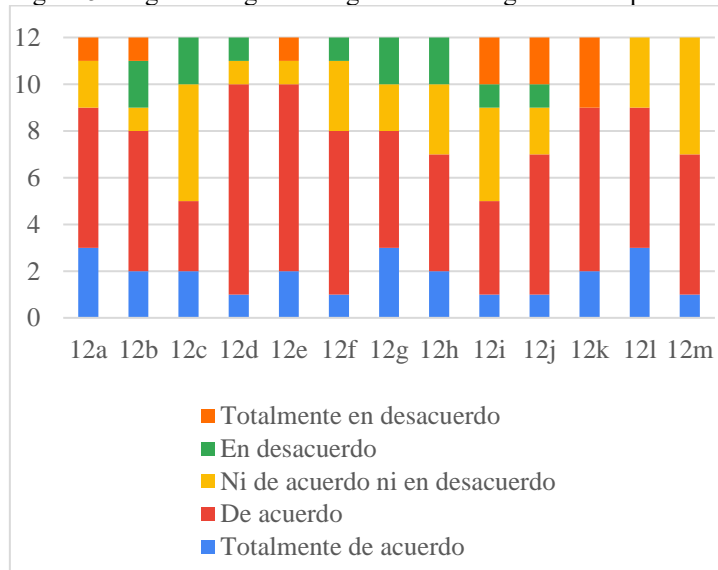
Source: The author's.

ANALOGUE AND DIGITAL SKILLS

Digital technologies play a key role as facilitators in the creation of new businesses (von Briel et *al.*, 2021); however, it is important to note that the use of manual elements is still essential to achieve the desired results in certain activities. These combined competencies can allow students to develop skills, making the most of the tools available for creation, innovation, and problem-solving in various contexts.

In contrast to the previous analysis of socio-emotional and cognitive competencies, Figure 6 reveals that only one competency in this section, competency 13a (see Table 4) reaches a high level of agreement (75%). We also identified discrepancies in the levels of consensus among participants, pointing to possible areas for improvement in the integration of multimodal texts in the development of analogue and digital competences. It is relevant to note that the highest degree of disagreement or total disagreement was observed in the 13d competition, which suggests that this aspect has not been effectively perceived through the multimodal texts.

Table 4. Legend of analogue and digital skills

13a	Using Computers/Laptops
13b	Using mobile phones
13C	Use Apps
13D	Interact with ChatGPT
13E	Interact with Artificial Intelligence (figures, models, etc.)
13F	Handle non-automatable items (scissors, paints, adhesives, etc.)

Source: Authors' own creation

Figure 6. Degree of Agree/Disagreement – Analogue and digital skills
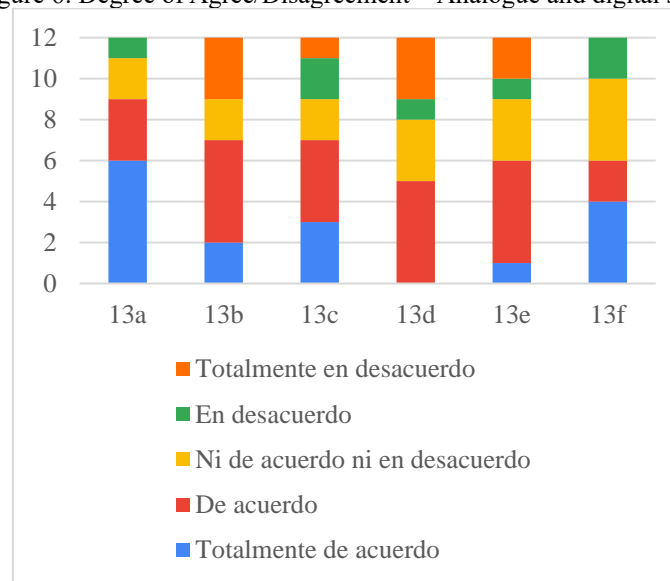
Source: The author's.

RECOMMENDATION

We asked the participating student body if they would recommend the use of multimodal texts for future research and presentations. Of the 12 respondents, 3 would definitely recommend their use, 8 said they probably would, and 1 expressed doubts, arguing that he considers the use of manual elements to be a waste of time and potential.

CONCLUSIONS

In our experience, we have managed to comply with the principles of CLIL, related to dialogic and cooperative learning, generating real communication situations in small groups. In these groups, students have had to reach agreements to produce a multimodal text in which different languages are hybridized. Thus, not only was the use of Spanish in its only verbal plane worked on, but it was also extended to the use of literacy in various visual languages, combining them effectively to successfully solve the proposed communicative situation. On the other hand, the students had to be able to produce an expository-argumentative oral text to support their plan in the context of a tourism company. The defense of their own ideas through this type of discourse not only required a certain linguistic mastery of the Spanish language, but also the mastery of various pragmatic strategies, transferable to different languages in the field of oral communication, including paralinguistic codes, such as intonation, or extralinguistic codes, such as gestures, etc. which provide essential information for effective intercultural communication.

Therefore, the use of these methodologies and didactic strategies could be identified through the reflection of the students reflected in the questionnaire on the effective development of socio-emotional competencies, primarily in verbal and written communication, adaptability and frustration management, empathy, leadership, proactivity, autonomy, adaptability, self-evaluation of strategies, perseverance, and self-regulation. With regard to the assessment of students for the development of cognitive skills, the ability to learn, make decisions, think critically, synthesize and organize information and prepare diagrams and graphs stands out. Finally, in relation to the development of analogue and digital skills, according to the students, only the use of computers or laptops stands out.

In future lines of research, we should be aware that, according to the perception of the students who are the object of this experience, analogue and digital skills have been the least valued by them in the creation of multimodal texts, which leads us to the need for new proposals that more effectively emphasize the relationship between multimodal text and its analogue and digital characteristics. We understand that the results of this experience cannot be generalized given the limited number of the sample, which will have to be expanded in the future together with the review of aspects of improvement indicated by the students and related to the development of competencies.

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