International Virtual Exchange Conference

October 25-26

2019

Tacoma, WA

IVEC
WELCOME

On behalf of the entire IVEC planning committee, it is our pleasure to welcome you to the first International Virtual Exchange Conference!

We would first like to acknowledge that we gather for the conference on the ancestral homelands of the Puyallup Tribe of Indians, who have lived on the Puyallup watershed, from Mt. Rainier to Puget Sound, from time immemorial. We express our deepest respect and gratitude for the Puyallup Tribe for their enduring care and protection of the lands and waterways. To learn more about the Puyallup Tribe, we invite you to visit http://www.puyallup-tribe.com/

IVEC brings together instructors, learning technologists, students, education leaders, and policy makers from institutions around the world interested in new pedagogies and using technology to enable and enhance international education. Our global community is represented this weekend by 350+ attendees from 28 countries in six regions:

- Canada, Mexico and the United States in North America;
- Brazil, Colombia, Ecuador in South America;
- Botswana, Ghana, Liberia, Nigeria, and South Africa in Africa;
- China, India, Japan, Korea and Kazakhstan in Asia;
- Austria, Belgium, Denmark, France, Germany, Great Britain, Ireland, Italy, Netherlands, Norway and Russia in Europe;
- and Lebanon in the Middle East.

Additional countries are represented by the speakers who are joining remotely.

During the next two days, we invite you to choose from nearly 90 sessions offered by over 200 speakers. The vast majority of sessions are open to attendees at all levels of experience with virtual exchange. We have also built in ample time for informal networking, for which there never seems to be enough time during conferences.

We wish you an enjoyable and enriching conference!

Natalia Dyba, Anna Jansen, Jeff Cohen, Cindy Schaarschmidt
Local IVEC Planning Team, University of Washington Bothell and Tacoma Campuses

iveconference.org
IVEC IS COLLABORATIVELY ORGANIZED AND SUPPORTED BY THE FOLLOWING INSTITUTIONS

- University of Washington, Bothell
- University of Washington, Tacoma
- DePaul University
- SUNY COIL Center
- ECU
- Qatar Foundation International
- Institute for Innovative Global Education at Kansai University, Japan
- Global Ties US
- Center for Global Studies, University of Washington, The Henry M. Jackson School of International Studies
- City of Tacoma
## SCHEDULE AT A GLANCE

### FRIDAY, OCTOBER 25

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<tr>
<td>8 AM - 10 AM</td>
<td>Breakfast</td>
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<td>9 AM - 10 AM</td>
<td>Introduction to Virtual Exchange Workshop</td>
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<td>9 AM - 10:15 AM</td>
<td>Networking</td>
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<td>Opening Plenary</td>
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<td>11:30 AM - 1 PM</td>
<td>Lunch</td>
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<td>1:15 PM - 2:15 PM</td>
<td>Breakout Sessions #1</td>
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<td>Coffee Break</td>
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<td>Breakout Sessions #2</td>
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<td>4 PM - 5 PM</td>
<td>Breakout Sessions #3</td>
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<tr>
<td>5:30 PM - 7:30 PM</td>
<td>Welcome Reception</td>
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### SATURDAY, OCTOBER 26

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<th>Time</th>
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<tr>
<td>8 AM - 9 AM</td>
<td>Breakfast</td>
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<td>9 AM - 10 AM</td>
<td>Breakout Sessions #4</td>
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<td>Breakout Sessions #7</td>
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<td>4 PM - 4:30 PM</td>
<td>Breakout Sessions #8</td>
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<tr>
<td>4:45 PM - 5:15 PM</td>
<td>Closing Plenary</td>
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WHOVA

Download the conference app. The best way to stay connected before and during the conference is with Whova, our free conference app. Set your schedule, review session materials, and connect with other attendees via meet ups and discussions. Download the app using the email address you registered with to log into International Virtual Exchange Conference 2019.

The post conference survey will also be administered through Whova.

ALL GENDERED RESTROOMS

The University of Washington Tacoma is committed to having safe and accessible campus restroom facilities. Currently, there are single stall, ADA accessible restrooms in some campus buildings. All of these restrooms are All-Gender Restrooms, meaning that any person with any gender identity can use that restroom.

Cherry Parkes (CP)
Ground floor: 2 All-Gender Restrooms (CP 003, 004)
Access code: 7 9 1 3 5

Garretson Woodruff & Pratt (GWP)
2nd floor: 2 All-Gender Restrooms (GWP 238, 240)

Joy Building (JOY)
Ground floor: 2 All-Gender Restrooms (JOY 003, 004)
Access code: 7 9 1 3 5

Keystone (KEY)
2nd floor: 2 All-Gender Restrooms (KEY 220, 222)

LACTATION STATION

The campus Lactation Station/Breastfeeding room is located in GWP 410. The room is to be used on a drop-in basis. There is no need to schedule a time to use it, if the room is empty it is available for use.

CODE: 3154

No personal storage or cold storage is provided in the room and you should take any personal items with you. The room does not have any plumbing fixtures, however, restrooms are located on both the third and fourth floor.

SUSTAINABILITY

Please help us run the conference as sustainably as possible. If you do not plan on using the materials provided at registration, recycle them. All plates, cups and utensils are compostable. Reusable water bottles are provided, which can be filled at water stations throughout campus. Use separate cups only for hot beverages.

PARKING

**Public Transportation:** A number of Pierce Transit and Sound Transit bus routes stop on campus. The free Link light-rail train stops in front of campus at the 19th Street/Union Station stop.

**Parking:** There are several pay parking lots on campus. Most street parking around campus is metered and limited to 90 minutes. Some are limited to 3 hours.

LOCATION DETAILS

The UW Tacoma campus is located on Pacific Avenue in downtown Tacoma across from the Washington State History Museum and Union Station.

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info@iveconference.org

PLANNING COMMITTEE

<table>
<thead>
<tr>
<th>University of Washington Bothell</th>
<th>East Carolina University</th>
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<tr>
<td>Natalia Dyba, Director, Global Initiatives</td>
<td>Jami Leibowitz, Associate Director of Global Affairs and Director of Global Academic Initiatives</td>
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<tr>
<td>Anna Jansen, Marketing Manager</td>
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University of Washington Tacoma
Jeff Cohen, Executive Director, Office of Global Affairs
Cindy Schaarschmidt, Director, Student Fellowships & Study Abroad

DePaul University
GianMario Besana, Associate Provost for Global Engagement and Online Learning
Rosi Leon, Director, Virtual Exchange and Online Learning
Daniel Stanford, Director of Faculty Development and Technology Innovation

Drexel University
Dana D’Angelo, Clinical Professor, Business
Jodi Cataline, Clinical Professor, Business

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Jodi Cataline, Clinical Professor, Business

iveconference.org
**CONFERENCE PROGRAM**

**Friday October 25, 2019**

8:00 – 4:00 PM  
**Conference Registration**  
William Phillip Hall (WPH)

8:00 – 10:00 AM  
**Breakfast**  
William Phillip Hall (WPH)

9:00 – 10:00 AM  
**Introduction to Virtual Exchange Workshop**  
West Coast Grocery 103 (WCG)

This workshop is designed for conference participants who have little direct experience with virtual exchange in higher education. We will introduce you to several virtual exchange models, the ways in which virtual exchange advances internationalization goals at your institution, and an overview of impacts of virtual exchange on students. Through hands-on activities, presentations, and discussions, you will gain an understanding of approaches to virtual exchange and important considerations for starting virtual exchange activities in your classes or at your institutions. This workshop will provide context for many of the presentations and action labs taking place at IVEC.

9:00 – 10:15 AM  
**Networking**  
William Phillip Hall (WPH)

Grab some breakfast and join IVEC colleagues around pre-set discussion topics, or create your own topic.

10:15 – 11:30 AM  
**Opening Plenary**  
William Phillip Hall (WPH)

Meet the conference planning team and engage around the topic of digital civic literacy.

"Zooming Out": What can we learn about – and from – disinformation

*Mike Caulfield*, Director of Blended and Networked Learning and the Digital Polarization Initiative, Washington State University Vancouver

In this talk, online information literacy and disinformation expert Mike Caulfield will talk about current approaches to misinformation and disinformation, and the importance of "zooming out": getting a wider perspective before engaging with specific texts, media, or issues. Current work in this area will be presented, with an eye towards what all educators can do to help build a disinformation-resistant pedagogy.

*The keynote presentation is generously funded by IVEC Gold Sponsor, the University of Washington Office of Global Affairs.*

11:30 – 1:00 PM  
**Lunch on your own**

Explore one of the many restaurants in the area. Make plans with IVEC colleagues via the Meet-Up feature in the Whova conference app.
Session 1 A: Ready? Steady. COIL! Establishing a Reflective Environment through Intercultural Warm-up Activities to Prepare Students for Virtual Exchanges

Chilton Reynolds; Eva Haug; Hope Windle

Between the three presenters, we have a total of 30 years experience preparing and supporting faculty and students through COIL projects in their classrooms. Individually, we have all come the realization that in order to have successful projects, faculty and students need guidance in developing intercultural team building skills. To this end, we have experimented and collaborated together in creating orientation activities for faculty to use with students to prepare for COIL collaborations. During this session, participants will work in groups engaging and examining pre-prepared intercultural activities, both to experience what it's like as a student to do a certain activity and to analyze how this facilitates students' intercultural development. Part of this discussion will focus on how these activities could be viewed in different cultures. The major themes that we will be focusing on include: time orientation, communication styles, team dynamics, trust building, socialising, and creating a reflective environment.

Session 1 B: Research and Publication Strategies to Assess the Impact of COIL Projects in the Liberal Arts

Olga Aksakalova; Anita Baksh; Tuli Chatterji; Phyllis van Slyck

This panel focuses on research projects that emerged from COIL partnerships and have been published or accepted for publication in peer reviewed venues. Individual presentations will be followed by a 30-minute activity with the audience. The learning outcomes will include:
1. Understanding and applying theoretical frameworks to COIL projects;
2. Formulating COIL objectives that can lead to impactful research projects;
3. Executing COIL-related research: formulating research questions, finding publication venues, and developing strategies for successful co-authorship.

Session 1 C: Trends and Lessons Learned from Virtual Exchange Networks from Around the Globe

Mohamed Abdel-Kader; Chris Plutte; Stephen Lu; Keiko Ikeda; Mirjam Hauck

As the field of virtual exchange has grown, there has been an emergence of several networks and geographic nodes of activity. This session will bring together leaders from different virtual exchange networks to discuss significant trends in virtual exchange globally, and any lessons learned in efforts to grow the field. Panelists will discuss the role of government and philanthropic support, as well as the development of sustainable funding models. The discussion will also touch on threats to the field's growth, opportunities, and the different ways faculty have used virtual exchange to adapt to students' ever-evolving needs. The discussion will include the similarities and
differences between the various networks, will outline how they are configured, and will share opportunities for institutions to engage. Lastly, it will consider ways to continue to align efforts to mainstream virtual exchange practice.

Session 1 D: Flash presentations: A series of six quick presentations followed by shared Q&A.

1:15 – 1:22 pm
The M2GATE Model: Exploring a Geographically Dispersed Model of Virtual Exchange between Students in Michigan and Students in Four MENA Countries
Meghan Neuhaus

This presentation will provide an overview of the MENA-Michigan Initiative for Global Action through Entrepreneurship (M2GATE) project, an innovative virtual exchange that brought together over 500 students from Michigan and four Middle East and North African (MENA) countries (Egypt, Libya, Morocco, and Tunisia) through a geographically dispersed model of virtual exchange. Participants worked on teams from their varied locations (representing 103 campuses) to identify a social issue in the MENA region and propose a business solution through a business pitch competition. The program culminated in an in-person exchange visit for the winning team members from MENA and a live pitch competition at the University of Michigan. In the presentation we'll talk about the impact of the program, and lessons learned from this innovative model. The program was implemented by the William Davidson Institute at the University of Michigan and supported by the Stevens Initiative.

1:23 – 1:30 pm
Enhancing Global Learning, Improving Intercultural Competence and Virtual Exchange Experience: An Example from a Business Study Abroad Course
Lin Zheng; Charlotte Westerhaus-Renfrow; Stanley Lin

In short-term study abroad courses, students improve intercultural competence through interactions with local culture and people. In this study, we present an example of virtual exchange in a business study abroad course in which students from the US and China collaborate to provide an investment recommendation. At the beginning of the course, two courses meet online for the project orientation. During a six-week period, students overcome communication and technology obstacles to finish various requirements. During the trip to China, student teams meet and present the project. Intercultural Effectiveness Scales (IES) and qualitative survey questions are given pre- and post-courses for self-evaluations on intercultural competence. In addition, Chinese students are given the opportunity to evaluate US teammates’ competence. During the presentation, we will share details of the project as well as survey results.

1:31 – 1:38 pm
Transnational Education and Community Health Collaboratory – from the West Coast (US) to Waterford (Ireland)
Niamh Murphy; Jenny O’Connor; Jody Early; Paula Carroll; Meghan Eagen Torrko; Noel Richardson; Mairead Barry

TEACH Colab (Transnational Education and Community Health Collaboratory) is a COIL global teaching project which connects faculty, staff and students across institutions
(the University of Washington Bothell), Institute of Technology, Carlow, and Waterford Institute of Technology) in two countries (US and Ireland). It enables students to examine health-related issues through a cross-cultural and trans-disciplinary lens and encourages collaborative global reflection. Critically, this is achieved without requiring students to travel abroad; by implementing virtual exchange with international partners students get to examine module content as part of the global teaching curriculum in areas such as social determinants of health, community connectedness, health literacy and equality. This has enabled students to apply communication skills that foster meaningful connection with others from different regions of the world, and develop self-awareness and an appreciation for cultural diversity, as opposed to ethnocentrism. In 2019, 3 vocational traineeships with international community partners will deepen this learning.

1:39 – 1:46 pm
Design Tips for Engaged International Virtual Exchange
Sharon Guan; John Shanahan; Xiaojin Xu

This presentation shares our design tips and techniques learned from six different international virtual exchange courses taught with several Chinese universities over the past four years. These courses feature different forms of online learning experience (both synchronous and asynchronous) pairing American students with peers abroad for literary and language-learning topics and assignments. Audience members will leave the presentation not only with new strategies and tools for online transnational coursework, but also with sample assignments and “lessons learned” or sustaining dialogue between students and faculty across distant time zones.

1:47 – 1:57 pm
Internationalization at Home and Virtual Team Collaboration Meet Global Challenges: A Practical Approach to International Business
Mona Pearl

Since the effects of IaH experiences are only beginning to be understood, academic research is necessary to better comprehend the impact of such activities over students' skills and competencies, and help develop proper teaching practices that optimize the process, results and effort demanded. We will describe our global virtual exchange experience planning process, as well as the challenges faced throughout the execution of the activities; describe the research methods applied to measure and track the predicted results, and the findings from experimental measures were analyzed to assess the effects on students acquisition of CQ. To address some of these issues, the international virtual collaborating teams were composed of students with diverse cultural backgrounds from DePaul university in Chicago, as well as students from UCS university in Brazil. After two rounds of this ongoing experience, a great amount of practical learning was already produced and is ready to be shared.

1:58 – 2:05 pm
Global Engagement through Collaborative Virtual Exchanges in EFL College English Course
Minako Yogi

Interactive videoconference exchange is a powerful way to enrich classroom experience for EFL students. The instructor integrated authentic videoconference sessions in
college English classes for eight years. The findings reveal that the participants considered the interactive experience extremely rewarding for improving language, communication skills, presentation techniques, negotiation skills, and cultural awareness. Examples of student tasks, reflection, and outcome will be introduced together with a virtual exchange sample video.

Session 1 E:  
This session includes two presentations.

JOY 106  
1:15 – 1:45 pm  
From Strategy to Implementation through Sustainable Partnerships: The Case of UNESP and DePaul University  
GianMario Besana; Rosi Leon; José Celso Freire; Ana Cristina Biondo Salomão

Increasingly, higher education institutions (HIEs) are recognizing the importance of global learning and internationalization of curricula. Effective partnerships between HIEs are helping to build the path for preparing students to be world citizens through projects of virtual exchange (VE). In this presentation, we aim to display a successful partnership between UNESP (Brazil) and DePaul University (USA), by addressing the history of VE at both institutions, the development of the academic relation between both universities, the role of the coordinators and teacher training to foster and support VE activities, examples of courses implemented and the ones are planned for the near future. We intend to facilitate interactive discussion and to engage the participants in reflecting on the importance of managing virtual exchange at both course level and institutional level in an integrated way between the HIEs involved.

1:45 – 2:15 pm  
COIL: A Powerful Method for Promoting Intra-Institutional Collaboration  
Stephanie Doscher

When we talk about COIL as a way to promote collaboration, we're usually talking about partnerships between institutions separated by geographic borders. But what about COIL’s potential for promoting partnerships within an institution? This session will explore COIL’s capacity to facilitate a wide range of collaborations across reporting lines. Some of these collaborations involve units traditionally engaged with internationalization, but some attract new allies. Participants will learn about a variety of intra-institutional COIL collaborations between academic, administrative, and student affairs units; take away tips for initiating and sustaining unlikely partnerships; and, leave inspired to develop a solid network of institutional champions committed to investing in and sustaining COIL over the long term.

Session 1 F:  
Beeswax and Bags: Student Perspectives on COIL  
JOY 210  
1:15 – 1:45 pm  
Jenny Janssen; Meiling Sproger; Phan Anh Thu; Ellen Moore

Collaborative Online International Learning (COIL) is a valuable education tool that provides students and educators around the globe the opportunity to gain intercultural awareness through virtual communication. This presentation provides student and teacher perspectives on COIL based on their 3-month collaborative experience between the University of Washington Tacoma and Hue University in early 2018. It provides detailed accounts of how the project produced an opportunity for a lesson in cultural humility, how technology played a role in the learning process, and gives
This session includes two presentations.

**The Power of Project-Based Learning Applied to Virtual Collaborations**

*Greg Tuke; Sonia Kapur; Karim Ashour*

Project-Based Learning has proven its effectiveness in many well-documented studies for helping develop higher-order thinking skills. The learning becomes even more pronounced when applied to virtual collaborations. This presentation offers participants an overview of Project-Based Learning strategies and how they have been applied by three experienced faculty who have together taught more than two dozen COIL courses. Additionally, we will discuss how we have assessed and built a case for scaling COIL courses at Future University and elsewhere. Using a case study from "The Great Debates" course involving students from Egypt and US, we showcase how students develop cultural intelligence, virtual team work and problem-solving skills through debating the most controversial moral/ethical issues of our time. We offer concrete examples in how to structure powerful learning experiences in which students gain both interpersonal communication skills and course content skills. We close by discussing pitfalls in global teamwork, and how to avoid them.

**Promotion of Cancer Awareness Using Digital Storytelling Techniques**

*Maud Blose*

Every year fourteen million people worldwide hear the words “You have cancer”, according to the Cancer Association of South Africa (CANSA). This project provided an international experience to students by giving them a study-abroad opportunity whilst physically situated at their universities. This initiative was between Broadcast Television Journalism students from the Durban University of Technology, South Africa, and Clinical Immunology students from the University de Sonora, Mexico. Both teams collaborated in a project with the aim of promoting health awareness using digital storytelling techniques. The pre-production, production and post-production phases saw information being shared using various virtual platforms. Through their virtual engagements, students learned to embrace their cultural similarities and differences. The outcomes included using online tools in a cross-cultural learning environment, tackling a global issue through the use of digital storytelling techniques and leaving a lasting impression, and taking information to communities through a community outreach project.
### Breakout Sessions #2

#### Session 2 A:
**Effective Video Conference Interaction between Students, Faculty, and Human Rights Practitioners around the Globe**  
*Leonard Hammer; Kendra Duran*

In this Action Lab, our team of students and faculty from the University of Arizona’s wholly online MA in Human Rights Practice, along with a video guest speaker from overseas, will provide examples from recent classes of students, faculty, and practitioners collaborating through the online environment. We are especially interested in developing the dynamic for online interaction, engaging group project members, and enhancing external participant involvement in virtual project work, to create a viable framework for ongoing collaboration between students and on-the-ground projects through the virtual environment.

#### Session 2 B:
**Surveying the Institutionalization of COIL Virtual Exchange Worldwide**  
*Jon Rubin; Sarah Guth*

Over the past 15 years, COIL virtual exchange has grown from being a practice of individual teachers to one often facilitated by institutions, in many cases as an aspect of a global learning or curricular internationalization initiatives. However, there has been little research on the shape or scope of COIL’s adoption by universities and other post-secondary institutions. In preparation for writing a book tentatively titled “A Guide to COIL Virtual Exchange”, Jon Rubin and Sarah Guth are working with a research team that has been polling institutions worldwide to gather data on the state of the art. This session will share initial results from this data and will engage the audience in a discussion of what it may mean for the field. It will also discuss the scope and structure of the forthcoming book and will welcome audience input.

#### Session 2 C:
**International Mobility and Cooperation Digitalized: Facing Paradoxes of the Global**  
*Alexander Knoth; Alexander Au*

The presentation gives an overview of Germany’s activities in Higher Education at the crossroads of internationalization and digitalization through the eyes of the world’s largest funding organization for the international exchange of students and researchers. Special attention will be paid to a pilot funding program, which aims at developing strategical international HEI networks through personalizing and designing more flexible “Student Journeys”. Therefore, good practice examples and scalable solutions in the fields of (1) transnational curricula development, (2) knowledge and competence building (e.g. teacher training), (3) service-oriented, federated IT infrastructures and common student administrative procedures are needed to manage change processes and to make universities ready for a digitalized future in the spirit of true collaboration. Finally, a bridge will be built to the European Union’s level and to discussions around “Bologna Goes Digital” in the framework of the Bologna process within the European
Higher Education Area (EHEA).

3:15 – 3:45 pm

**Connecting Students to the World Beyond: Student Resistance, Scaffolding, and Engagement**

_Eva Cunha; Virginia Yonkers_

Virtual exchanges can bring the real world into the classroom. However, there might be student resistance to virtual exchanges if students cannot see its benefits. This is a case study of the COIL course between UFPE in Brazil and the University at Albany looking at student reaction to the COIL course. Specifically, we look at student resistance to participating in the online discussions and activities, ways that the instructors scaffolded student participation, and the resulting engagement (or lack of engagement) for two different semesters. This presentation will present and discuss common problems and strategies that were implemented in class to support student participation and motivation, linking this to current research in online learning, cross cultural communication, and learning theories.

Session 2 D:  
JOY 106

2:45 – 3:15 pm

**Focus on Form in Text-based Online Chat: NSs-NNSs and NNSs-NNSs International Groups**

_Ruiling Feng_

The present study examined the effects of interlocutors of different lingua-cultural backgrounds on focus on form episodes (FFEs). Text-based online chat history of 5 NSs-NNSs groups (each with 4 U.S. university students and 4-5 Chinese university students) and 5 NNSs-NNSs groups (each with 3 Mexican university students and 4 Chinese university students) over two similar 7-week COIL projects were collected. Data were analyzed to determine the effect of interlocutors on different characteristics of FFEs. Analyses revealed significant differences for in-chat/off-chat, linguistic focus and source among the FFE characteristics across NSs-NNSs groups and NNSs-NNSs groups, but no significant differences for type, uptake, uptake quality and repair provider. Errors received little feedback and hence few uptakes and successful uptakes in either NSs-NNSs or NNSs-NNSs groups. There was a preference of self-repair over other-repair, lexical focus over mechanical and grammatical foci in both group types.

3:15 – 3:45 pm

**Overcoming the Fear of Technology**

_Gabriela Méndez_

The intention of this presentation is to encourage participants to overcome the fear of technology and help them to feel more motivated to implement it in their class. As part of the Tec Global Classroom internationalization strategy, Coordinators of International Educational Projects from the Vice-Rectory for International Affairs will share a series of examples and testimonials from previous collaborations where technology facilitated and encouraged the active interaction between students but also between professors from the different participating institutions. Starting with a brief introduction, participants will be able to identify the basic steps for the implementation. Faculty will be able to get an insight into the process of building a
successful international collaboration by using digital tools.

Session 2 E: This session includes two presentations.

Supporting Faculty in International Virtual Exchange Courses through a Faculty Learning Community (FLC)

Jie Zhang; Ann Pearlman; Vera Capellini; Ana Salomão

The presenters will share how the faculty and students in international virtual exchange (IVE) courses are supported by a grassroots Faculty Learning Community (FLC), which is established by the faculty, for the faculty, and by the faculty. They will discuss experiences and reflect best practices, barriers and challenges as they seek international partners, collaborate globally, develop globalized curricula, and team teach in the IVE courses as an approach to build intercultural competence and expand the access to international education. In addition, they will share a model for faculty preparation and Virtual Exchange course development, which has been implemented to support faculty members to produce meaningful student learning outcomes through cross-cultural and cross-disciplinary collaboration. The presenters will facilitate interactive discussion and hands-on activities to engage the participants in connecting research, policy, and practice; and in exploring ways to make Virtual Exchange sustainable at both course level and institutional level.

Professional Learning Experience through COIL: A Faculty Perspective

Stephanie Swartz; Isabella Crawford; Susan Luck; Belem Barbosa

Collaborative online international learning is not reserved for students, but rather can positively impact instructors through the exchange with colleagues from diverse institutions, backgrounds, pedagogies and practices. Creating global network learning environments means intense collaboration and agreement on assignments, deadlines, assessment and learning outcomes. This in turn compels instructors to reevaluate their own values and methods of work. In our presentation we describe a COIL project involving instructors from four universities in the USA and Europe and the challenges they faced creating a common team culture. While overcoming technological, institutional and cultural differences, these instructors increased their own professional learning experience. Our presentation intends to delve into their experiences in order to underline the challenges and benefits of collaborative virtual projects for faculty. Of particular interest will be the research opportunities which have resulted out of this collaboration.

Session 2 F: This session includes two presentations.

Learning-oriented Assessment as a Framework for Research

Paul Wicking

While the field of international virtual exchange (IVE) has advanced rapidly in terms of technology and classroom instruction, the area of assessment still poses a challenge to many. While teachers may be able to casually observe learner growth in skills such as intercultural understanding, language, communication, and media literacy, the formal
assessment and reporting of such skills remains problematic. An added challenge is to
design assessment tasks so that they actually contribute to further learning, rather than
merely provide a summative score for past achievement. The framework of learning-
oriented assessment (LOA) offers a way in which learners can be made aware of their
current progress and plan their future learning paths, while teachers can gather
information for formal evaluation and grading purposes. This presentation will explain
LOA as a theoretical framework, and outline the development of a research project to
investigate its application to a virtual exchange program.

3:15 – 3:45 pm
Strategies for Managing Rapport in Virtual Exchanges – :-) !!
Michelle Wylie

Have you ever read an online message and be uncertain about how to interpret it, or
received a message that seemed blunt or cold? If this is the case, you will understand
the important role that paralinguistic features play in online discourse. This presentation
focuses on the communicative strategies that can be used to manage rapport online.
The corpus of data generated from a semester-long intercultural exchange project
coordinated between a South Korean and British university was analysed for rapport
management strategies. The main findings can be summarised as follows: 1) Paralinguistic features accounted for nearly 5% of the word count and were evidenced
in 75% of communicative turns; 2) There were cultural differences in the types of
paralinguistic features used; 3) Patterns of paralinguistic feature usage vary dependent
upon the communicative act. This presentation will conclude with suggestions for
teaching students strategies to manage rapport during online encounters.

Session 2 G: JOY 210
2:45 – 3:15 pm
Partnering Locally to Plan, Coach, and Educate Globally
Tina Selvaggi; Dana D’Angelo

This session represents a new way for local institutions to create a collaborative offering
of a COIL based project. Professors from two US comprehensive institutions of higher
educations are working together to bring students in the business and education
disciplines together for a service learning initiative with teachers in a local school in
Galway, Ireland. The education majors in one institution will coach business majors in
the second institution in the planning and implementation of lessons and educational
activities for elementary aged pupils in Galway, Ireland. The service project goals include
bringing shared literacy experiences and cultural awareness to all participants. After co-
planning, coaching, and implementation of the lessons, university students will be
further connected to reflect on the experience and its ongoing application to their
respective practice and future careers.

3:15 – 3:45 pm
Person to Person Peacebuilding and Intercultural Communication: Perspectives
from a Virtual Exchange
Sarah Dietrich; Didem Ekici; Amy Jo Minett

The presenters have each been substantially involved in work which bridges
peacebuilding with teaching and intercultural communication through virtual exchange.
In this presentation, we share the voices of participants in a project which brought together pre-service teachers of English as an Additional language (EAL), in the United States, and adult learners of English, in Afghanistan. Through the voices of these participants, we offer examples of the potential of virtual exchange to shed critical light on how person to person peacebuilding intersects with and is embedded in intercultural communication. Our analysis presents the profound personal transformations participants describe; participants’ descriptions of the close relationships and alliance they build; and ultimately, how participants re-imagine and rescript their societies and worlds. Throughout the presentation attendees will be encouraged to share examples from their own experiences. The presentation will conclude with suggestions regarding the design and implementation of future virtual exchange.

4:00 - 5:00 PM

Breakout Sessions #3

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**Session 3 A:**
Transforming COIL / Virtual Exchange Experiences at Your Institution: Adding Depth and Breadth to an Established COIL/VE Program
*Kathleen McKenna; Lynda Carroll; Eva Haug; Sake Jager; Marcia Blackburn; Rosi Leon*

"You and your institution have offered several successful COIL/VE courses. You continue to tweak and improve those offerings. Now, you’d like to deepen, enrich, and expand your COIL/VE course, program, and your students’ international experience opportunities.

In this world cafe action lab, you will have the opportunity to share and gather ideas to bring back to your classroom and/or institution, to help improve, expand or redesign your COIL and virtual exchange programs, drawing on your own experiences as well as the experiences of other institutions.

Participants will choose to engage with others at tables in our cafe. Facilitators with expertise in the areas highlighted at each table will join the conversation, sharing their experiences, and, most importantly, facilitating the conversation among participants."

**Session 3 B:**
Understanding the Impact of Virtual Exchange on Employability: A Stakeholder Comparison
*Isabella Crawford*

This presentation will provide an overview of a proposed PhD project which will investigate the value of Collaborative Online International Learning (COIL) as an innovative pedagogical approach and its possible impact on graduate employability, from the perspective of students, curriculum leaders and employers. The research paradigm is interpretivist and an inductive approach will be used to generate a phenomenological epistemology of COIL strategies within universities. Primary qualitative data collection will involve a series of in-depth interviews with students, curriculum leaders and employers in four different countries, and will seek to develop a new conceptual model for COIL programmes within Higher Education which will
address the need for future ready graduates in a rapidly transforming employment market.

4:30 – 5:00 pm  
**Assessment and Outcomes of Global Virtual Exchange at East Carolina University**  
*Jami Leibowitz*

East Carolina University (ECU) has been involved in Global Virtual Exchange for approximately 15 years. In that time, over 9000 ECU students and approximately 19000 international students have participated in our GVE programming. ECU has consistently assessed this activity at the project, course, and currently, at the institution level. Different approaches to assessment are used depending on the objectives of each activity. This session will highlight the means of assessment used to assess GVE and discuss some of the outcomes for both ECU and the international students involved. Session attendees will: • Explore how assessment is connected to objectives. • Examine student learning outcomes attained by ECU students and international students participating in IVE activities. • Evaluate how ECU assesses the institutional impact of IVE.

Session 3 C:  
**Best Practices and Challenges of Designing Effective Assignments for International Collaborations**  
*Ursula Valdez*

Today’s diverse global environment requires that students learn within a global mindset and that they are trained for strong cross-cultural-problem-solving skills. Instructors usually provide proper content that helps students analyze world’s issues, but it is also key that students become part of global solutions. In my experience, COIL courses have been an excellent tool to offer this kind of international, interdisciplinary and intercultural learning experiences. However, this format has also been challenging when designing assignments that involve students from different institutions, cultures and languages. In this Action lab, I propose opening a space where I share my experience using assignments focused on environmental issues and its interactions with social/economical realms, with the hopes to learn from participants who are willing to share and discuss theirs. An additional outcome of this session will be gathering successful examples and a best-practices annotated list, which would be available to anyone interested.

Session 3 D:  
**This session includes two presentations.**

4:00 – 4:30 pm  
**Nurturing Faculty Buy-in with Units of Instruction**  
*George MacLean; Adam Murray; Minako Yogi*

Faculty members at our institution sometimes hesitate to become involved in COIL exchanges for reasons such as a lack of confidence in their English ability, and skepticism about its effectiveness during (limited) classroom time. In order to address these issues, we decided to focus on short-term asynchronous exchanges. In this presentation, we will give a brief overview of single-concept instructional videos, how they are used within units of instruction, as well as their fundamental theories and associated benefits for faculty members and students. We will detail the initial
circumstances and prevailing attitudes of faculty members prior to undertaking COIL exchanges with several overseas universities within the context of several academic disciplines, including English and French second language learning, linguistics, and chemistry. Finally, we will share the results of questionnaire data and a narrative analysis of interviews with faculty members prior to and after implementing asynchronous COIL exchanges.

4:30 – 5:00 pm  
Moving from One to Twenty Fellows: The Creation and Challenges of a COIL Fellowship Program on Regional Campuses  
*Gabriela Popa; Pam Kaylor; Sheida Shirvani; Jeremy Webster*

The goal of this panel is to reflect on the development and growth of a COIL program on five small regional campuses. The panelists will discuss the process and challenges of implementing a fellowship program. Their presentation will focus on the trials and tribulations, but – most importantly – the actions and adaptations of working with, mentoring and training future COIL Fellows, and spreading COIL fever. The panelists will discuss the diversity of their disciplines and students, the teaching styles, and overcoming institutional barriers. Panelists will describe what activities, initiatives, and what strategies were beneficial, and provide feedback on the problems they encountered in training and mentoring prospective COIL professors. This presentation will include a Q and A session.

Session 3 E:  
This session includes two presentations.

4:00 – 4:30 pm  
From Mexico to the Middle East: COIL Successes and Challenges from a Community College in Upstate New York  
*Angela Palumbo Martin; Amber Gilewski*

This session will be based on the experiences of the Collaborative Online International Learning (COIL) partnerships of two community college faculty from Tompkins Cortland Community College in upstate NY. One faculty member COILed her English as a Second Language (ESL) and French courses. The other faculty member COILed her Introduction to Psychology courses. Both faculty members were part of the SUNY Stevens Initiative, initially working with faculty at the American University in Cairo, Egypt. Then one faculty member developed a partnership in Morocco and eventually both faculty members worked with COIL partners in Mexico. In our presentation, we will share the successes and challenges we faced working in partnerships in various regions of the world with a community college population in a rural town. We had a wide variety of students at Tompkins Cortland Community College: international students, traditional students, non-traditional/returning students, and students from various ethnic and cultural backgrounds.

4:30 – 5:00 pm  
Interferences during Video Conferencing – How Future EFL Teachers Deal with Disturbances in Online Communication  
*Nils Drixler; Goetz Schwab*

This presentation will report on the outcomes of four semesters of virtual exchange with undergraduate teacher students of English as a Foreign Language (EFL) at two
This Online Intercultural Exchange focuses on collaborative Project Based Learning Tasks (PBLT) in which students discuss, compare and evaluate EFL-teaching in telecollaborative groups of four to six students with English as Lingua Franca. The aim of this international project is to provide future EFL teachers with a repertoire of telecollaborative and mobile technologies as well as pedagogical tasks that can be implemented in their own classrooms. Data of our research comprises, among others, recordings and detailed transcriptions of videoconferences (see extended narrative). Along selected transcripts and video sequences we will show how students deal with issues such as misunderstandings, comprehension problems or deficits in cultural understanding and knowledge.

Session 3 F:
JOY 206
4:00 – 4:30 pm

A Study of the Acquisition of a Global Perspective by Students of Global Understanding
Whitney Morris

As universities strive to reach internationalization goals, methods of internationalization that do not rely on physical mobility of students need to be researched to ascertain whether goals are being met while students remain on campus. Classes that utilize interactive technologies allow students to communicate internationally with students at partner institutions globally. This research is using the Global Perspective Inventory (GPI), a measurement of global perspective acquisition, on students who enroll in Global Understanding (GU) at ECU. Results indicate that students’ scores improved significantly on the overall GPI and the following subscales: knowledge, personal identity, personal affect, and social interaction. Exploratory analyses indicate that specific demographics, such as gender, race, and interest level in study abroad, significantly interact with students’ scores on specific subscales of the GPI. Therefore, virtual exchange is a measurable addition for campuses to consider for comprehensive internationalization.

4:30 – 5:00 pm

Advancing E-Learning Programs For Media Students In Liberia Through The Peter Quaqua School Of Journalism-PQSJ
Titus William Tokpah

Presently, Liberia has only one online learning school which is run by the country’s highest medical school. Youths outside of this lacked access to e-learning, a contemporary modern learning stage. The Peter Quaqua School of Journalism, with support from the MediaAid Foundation, and in partnership with the Anti-AIDS Media Network, is launching an e-learning platform for their more than 150 students pursuing journalism and other communications related disciplines. Adding virtual learning to their curriculum is seen as critical to affording the students and staffers opportunities to explore and improve their learning and teaching skills. As presenters, we will share the steps needed to launch e-learning, the challenges and how we see success. Attendees would be invited to examine considerations in partnering with areas of the world where access to virtual exchange is beginning. We intend to mobilize the necessary resources,
the manpower and requisite tools toward achieving the e-learning.

**Session 3 G**

*This session includes two presentations.*

**Training for Virtual Exchange**

*Chris Brighton*

Teaching in the global virtual exchange (GVE) environment often leads people to assume that they possess and develop skills and abilities connected with intercultural communication. It is believed that by cooperating with international partners instructors will learn through experience how to work globally and develop intercultural skills. However, this is not always the case. The Global Understanding project of East Carolina University illustrates the need for instructors to be trained in intercultural competencies. This presentation will demonstrate some of the false assumptions regarding the belief that working globally teaches intercultural skills and how a program of training was designed and delivered to raise competencies and enhance the instructors' intercultural abilities.

**Participants as Designers of Product(s) and Process(es): An Innovative Approach to Pedagogy and Practice**

*Lauren Barylske-Zaidi; Sarah Dietrich*

Our presentation explores a graduate course which centered around the design of and participation in a virtual exchange between students in the US and in Mexico in which we participated as instructor and student. For this project, participants determined the topics of and digital media for each of the “texts” they shared with their counterparts; they planned, produced, and exchanged presentations, videos, and audio files on a variety of topics related to semantics and pragmatics including commonly held beliefs about their home countries and cultures. In our presentation, we draw on field notes, digital artifacts, written reflections, and materials produced as part of this project to share the perspectives to offer models of innovative pedagogy. From these artifacts and perspectives, we offer a pedagogical model in which virtual exchange participants take authorship of both product and process.

**Welcome Reception**

Join us for light appetizers and drinks at the Washington State History Museum, directly across from UW Tacoma campus.

The Museum illustrates many facets of the history of Washington State: “In the Great Hall of Washington History, see intricate Native basketry, learn about women’s suffrage in the Evergreen State, snap a selfie in a covered wagon, step into an old-time general store, and get a close-up look at Clovis points (some of the oldest human-made artifacts in the state!). Explore immigration in Washington: My Home.“

In addition, two special exhibits will be on view during our event:

- Little Black Dress: A Fashion Evolution
- A New Moon Rises, a 50-year tribute to the first lunar landing
The reception is generously funded by Global Ties U.S.

GLOBAL TIES U.S.
AT THE CENTER OF INTERNATIONAL EXCHANGE

Saturday October 26, 2019

8:00 - 9:00 AM  Breakfast
William Phillip Hall (WPH)

9:00 - 10:00 AM  Breakout Sessions #4

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**Session 4 A:** Scaling Up: Expanding Virtual Exchange Collaborations to Partnership, Mobility, and Research
*Adam Zahn; Jodi Cataline; Emilee Simmons; Eva Haug; Beatrix Dietz*

“Scaling Up: Expanding Virtual Exchange Collaborations to Partnership, Mobility, and Research” is an action lab experience on how one small virtual exchange interaction can evolve to a multitude of projects that are beneficial for all of the many stakeholders involved. The Drexel University-University of Leeds Global Classroom (DLGC) began as a short entrepreneurial pitch project that culminated in presentations between groups of students. This interaction expanded over the next several years into published research, additional faculty collaborations, visiting lectureships, and student mobility through a faculty-led program. The overall program then also branched out to other partners, including the Amsterdam University of Applied Sciences (AUAS) and the Berlin School of Economics. This Action Lab session will be a hands-on presentation, in which attendees will be able to envision “scaling up” their current virtual exchange course for partnership development, mobility experiences, and research.

**Session 4 B:** Approaches to Researching Virtual Exchange: Examples from EU-Funded Initiatives
*Mary Lou Forward; Mirjam Hauck; Alice Baroni; Francesca Helm; Sarah Guth; Sake Jager*

We will present approaches to researching virtual exchange (VE) as put into practice in the context of three recent EU-funded, large scale VE initiatives: EVALUATE, EVOLVE and ERASMUS+ Virtual Exchange. We will share our views on the challenges and benefits associated with methodologies used to collect and analyse data in each of these projects and would like to hear from the audience about their VE research strategies and the rationales informing the chosen approaches. We hope that the three examples together with the contributions from the audience will allow us to provide a first step in the direction of an overview of - the variety of research foci in VE and their respective contexts (e.g. ITE, Youth Organisations)
- trialled and tested ways in which data from VEs has been collected and analysed and some of the main insights gained from the studies.

**Session 4 C:**

*Designing a COIL Course: An Attempt to Bridge the Digital Divide to Optimize Student Learning and Understanding*

_Elvita Wiasih; Keiko Ikeda; Don Bysouth; Michele Estes; Matthew Hightower_

This action lab invites the audience to engage in a discussion addressing the existing issues prompt by the digital divide, especially issues related to imbalance access to technology and digital resources when connecting two classrooms virtually. The discussion will be followed by a presentation on the attempt by Institute for Innovative Global Education (IIGE), Kansai University with Class2Class to develop an integrated web interface for COIL, called ImmerseU. ImmerseU is specifically designed to make planning, executing, and managing a COIL course as easy as possible.

**Session 4 D:**

*Flash presentations: A series of six quick presentations followed by shared Q&A.*

**Solving Mismatches in Course Times and Sizes**

_David Goldstein_

COIL courses often are mismatched in terms of time zone and course enrollment size. Based on experience with a partner in a time zone eighteen hours away, and with four times as many students in his class as in his partner’s class, the presenter will share concrete suggestions for mitigating these logistical challenges, such as collaborating early enough to schedule compatible course times and dividing the larger course into small groups or alternating synchronous sessions throughout the term.

**Language Learning and Cultural Exchange in Teletandem: The Case of UNESP and UW**

_Anna Cristina Biondo Salomão; Eduardo Viana da Silva_

The Teletandem Brasil Project, an initiative from São Paulo State University (UNESP), has been fostering virtual exchange for foreign language learning since 2007. The Araraquara campus of UNESP and the Seattle campus of the University of Washington have established a successful online cultural and linguistic exchange since 2015. This presentation will provide an overview of how the project is organized, in addition to focus on the students’ reactions and opinions about how the teletandem practice has helped them to develop both their language and intercultural skills. We intend to facilitate an interactive discussion and to display all the phases involved in planning a teletandem partnership as well as providing means of assessing students’ opinions in such virtual exchange projects. This presentation will also introduce the Matrix of Global Competence and how it has been recently incorporated in the Teletandem practice students at UNESP and the UW.
9:16 – 9:23 am  **Enhancing Student Learning Off and On Campus Online through Multimedia Ethnography**  
*Jonathan Larson*

US-based practitioners in education abroad struggle with how to maximize students’ potential cultural learning and integrate experiences into their undergraduate education. What pedagogical tools can help practitioners and faculty allies work with students to shift uses of documentary technologies toward deeper cultural engagement that is also more integrated in campus-based discussions about identity and difference? In this presentation I argue that an online short course in multi-media ethnography that I have been piloting at my institution shows potential to both shift students’ media-making practices and help integrate experiences abroad into students’ total undergraduate learning experience. I will share features of my pilot course and sample student work to invite discussion about how to integrate learning within the course more closely with frameworks for learning in education abroad. I will also offer some early unexpected findings on how such a course might enhance student sense of belonging on campus.

9:24 – 9:31 am  **Interdependent Intercultural Tasks as a Tool for Developing Intercultural Awareness in Collaborative Online International Learning**  
*Lori Curtindale; Svetlana Krylova; Svetlana Minyurova*

This paper discusses a teaching approach that can be used in Collaborative Online International Learning – interdependent intercultural tasks (IIT). IIT are characterized by the following features: 1) they include culture-specific information that creates cognitive dissonance and motivates students to analyze information about another culture; 2) they provide instructions aimed at learning subjective information about individuals from another culture; and 3) they can only be performed through interaction between students from different countries. We expect two learning outcomes of implementing IIT in a Global Leadership course; an increase in 1) intercultural interaction when working on a collaborative project, and 2) awareness of general cultural differences and those related to a global problem. Preliminary findings suggest that employing an IIT (i.e., having students discuss native and non-native country media articles describing culture-specific perspectives on a global problem) increases the frequency of student interactions outside the classroom and improves coordination between teammates.

9:32 – 9:39 am  **Food Security Governance: Learning from Diversity and Adversity**  
*Lilian Soares Outtes Wanderley; Patrick Sewell; Ana Cecilia Vieira da Nóbrega; Maria Leonor Alves Maia; Rayssa Catarina Cavalcante Figueiredo Do Monte; Eduardo Alves Da Silva; Romero Montenegro; Odja Gama; Winglid Richard Dos Santos; Richardson Teixeira De*

The lack of food security can, on the one hand "contribute to overweight and obesity. [Because] Nutritious, fresh foods often tend to be expensive. Thus, when household resources for food become scarce, people choose less expensive foods that are often high in calories and low in nutrients." (FAO, 2019). On the other, it can raise awareness and sensitivity towards a common resource complex global problem and solutions.
This presentation "Food Security Governance: learning from diversity and adversity" aims at sharing classroom experiences by giving voices to students from a variety of educational and economic backgrounds facilitated by COIL/SUNY and BRAVE/UFPE partnership in a short period of four weeks in January 2019. Their main interests evolved: fresh fruits consumption, healthy eating habits, purchasing choices and main stakeholders in food security governance.

9:40 – 9:47 am

Global Leadership Skill Development through a Tertiary COIL Project between Japan and Australia
Sachiyo Sekiguchi; Yoji Hashimoto

This paper examines Japanese and English language learners' perspectives on learning through virtual exchange classes at tertiary level. The Collaborative Online International Learning (COIL) programme was designed and implemented to develop intercultural communication and global leadership skills for students in a Japanese language class at an Australian university and those in an English language class at a Japanese university. The annual programme has been running since 2014, with 30 to 40 students engaging in project-based activities each semester. Participating students have worked in cross-institutional teams via teleconference technology and social media in and outside the classroom. The purpose of this study is twofold: 1) to seek evidence of personal development in relation to global leadership skills manifest in various student outputs, including weekly reflective journals; and 2) to identify the types of challenges within the programme with a view to discussing ways forward.

Session 4 E:

This session includes two presentations.

9:00 – 9:30 am

ON-Line to ON-Site: Examining Ethical Dilemmas in Education
Linda Rae Markert; Frederik Ahlgrimm

Two COIL Scholars chronicle their journeys within the ever-expanding virtual exchange network. Beginning in 2014, each of them sought to establish international collaborative partnerships to ensure future teachers and school administrators would gain a broad understanding of a globalized world and be prepared to address diversity in schools in a productive manner. The two faculty members didn't meet online until January 2016, well after each had completed COIL courses with other researchers. Ongoing virtual exchanges led to an onsite guest lecture by Ahlgrimm at Markert's university in April 2016. The two discussed the feasibility of a future collaboration wherein school building leaders (principals and vice principals) could be interviewed in an attempt to assess cross-cultural perspectives regarding ethical dilemmas in today's educational institutions. Following numerous exchanges, this aspirational conversation came to fruition as a cross-cultural research project three years later, the preliminary results of which will be presented herein.

9:30 – 10:00 am

Leveraging Virtual Exchange for Comprehensive Internationalization
Jami Leibowitz; Brenda García
While the popularity of International Virtual Exchange (IVE) has seen tremendous growth in recent years, most international virtual exchange is the result of individual faculty members independently deciding to collaborate with one of their colleagues abroad to enhance their one course. With notable exceptions, few institutions of higher education have promoted IVE as a part of campus internationalization, and fewer still have developed a deliberate approach to leveraging IVE to further their comprehensive internationalization strategies. In this session, presenters from Universidad de Monterrey and East Carolina University will present how IVE has been incorporated into their campus-wide comprehensive internationalization plans and is used to support and further comprehensive internationalization at their respective institutions. Session attendees will: • Compare two distinct approaches to incorporating IVE into comprehensive internationalization strategies. • Identify potential strategies for integrating IVE into comprehensive internationalization plans at their home institutions.

Session 4 F:  
This session includes two presentations.  
JOY 105  
9:00 – 9:30 am  
Key Elements Every Virtual Exchange Course Should Have  
Alejandra Ortega; Amber Gilewski  
When two teachers prepare and conduct a VE course there are various elements they have to consider and develop in order to have a successful collaboration. Obviously the planning and the creation of the syllabus is critical, however there are other elements, attitudes, and actions we’d recommend:

Elements:  
1. Organized syllabus  
2. Clear student learning objectives (SLOs)  
3. Multiple communication channels  
4. Easy platforms to upload the content  
5. Students insight – survey  
6. Product development  
7. Recognize students - certificates  

Attitudes and actions:  
1. Flexibility  
2. Time to listen to students  
3. Student empowerment and choice  
4. Adaption to the unpredictable  
5. Consistent communication with VE partner  

We believe that if these suggestions are followed, it is more likely faculty and students will have a successful COIL course.

9:30 – 10:00 am  
Syllabus-plus: The Art and Science of Creating the Virtual Exchange (VE) Syllabus  
Alejandra Ortega; Nancy Ruther  
What’s new and necessary in a VE syllabus beyond the syllabus elements needed for any course to succeed? What’s new and necessary when you collaborate with a virtual exchange teaching partner? Three pedagogic concepts anchor the VE syllabus: building team/trust; learning the tools, tasks and teamwork; and creating final products together. Five design elements will help you create the successful VE syllabus.

• Agree on project focus and decide the common learning outcome(s) in writing.  
• Decide specific products (2+) that students will develop in achieving SLOs  
• Decide on shared learning resources (readings, materials) and tools (apps, databases)
• Agree on timeframe, deliverables and grades/marks
• Decide on communication media for instructors, student team discussion, delivery of learning products and instructor guidance

We will share and debate our lessons based on developing and executing VE syllabi since 2015 with COIL and CLICK programs in CT, NY, Mexico and France.

**Session 4 G:**

**This session includes two presentations.**

**JOY 109**

**9:00 – 9:30 am**

**The Reflection Video: Students Assess their Virtual Exchange Experiences**

*Robert Steel*

As a professor in the School of Cinematic Arts at DePaul University in Chicago, Illinois, I have been a collaborator on virtual exchanges (termed Global Learning Experience or GLE at DePaul University) with Abertay University in Dundee Scotland and the Royal Melbourne Institute of Technology in Melbourne, Australia. These GLE’s focused on sound design and music collaborations for cinema and gaming students. The final assignment of the project asked each student to record five minute reflection videos on their experiences during the GLE. These videos were recorded using a webcam or cellphone. The deliverable was not meant to be a highly edited and polished video but a document that reflected the positive and negative elements of the GLE. During the presentation I will play segments from several of these videos and discuss the benefits for both students and faculty utilizing video reflection on the nature of collaboration.

**9:30 – 10:00 am**

**Digital Humanistic Pedagogy and Virtual Exchange: The Borderlands Project Initiative.**

*Liudmila Klimanova*

This paper will report on a virtual exchange designed to connect students living in borderland regions and engage them in multimodal representation and critical analysis of their borderland experiences. Using the concept of liminality (a paradoxical and potentially productive condition of being situated between two locations) as a guiding principle, participants created digital artifacts of borders and borderland symbols in their community and geolocated them on a GIS mapping platform. The act of engaging with sophisticated technology and sharing digitally-enhanced experiences of borders will be conceptualized within the framework of digital humanism. The paper will focus on the impact of the exchange on students’ semiotic awareness and critical digital literacy. The presenter will analyze the virtual product of the Borderlands Virtual Exchange Initiative - an interactive digital portal that houses participant-produced content (digital stories, 360 interactive videos, digital storymaps, digitally-enhanced human migration patterns, etc.) from borderland regions.
10:15 – 11:15 AM  Breakout Sessions #5

**Pedagogy and Practice**  **Assessing Impact through Research**  **Strategy and Policy**  **Student Voices**  **Tools and Technologies**

**Session 5 A: BEVI COIL Research Project: Understanding Students’ Transformational Learning through a Psychological Inventory Tool**
*Keiko Ikeda; Craig Shealy; Lee Sternberger; Hajime Nishitani; Don Bysouth*

The panel aims to (1) provide details of an inventory tool BEVI (Beliefs, Events, and Values Inventory) and how to employ it in order to understand students’ transformation process when they participate in virtual exchange, and (2) share with the audience details of the newly launched COIL-BEVI research project which investigates the learning effects (such as intercultural competence) of this particular pedagogy as supported by the Japanese government funding (Inter-University Exchange Project, 2018-2022).

**Session 5 B: Erasmus+ Virtual Exchange: Exploring Diverse Models of Virtual Exchange**
*Sarah Guth; Julie Hawke; Ayca Ariyoruk; Jelly Offereins*

The panel will present on the activities under Erasmus+ Virtual Exchange, a ground-breaking project funded by the European Commission that aims to enable youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education. The panelists will discuss the activities, which include training educators and youth workers to develop their own virtual exchanges and creating partnerships with HEIs and youth organizations to have young people participate in existing exchange programs. The panel will also elucidate on the strategic collaboration between diverse models as well as the pedagogy behind their design, implementation, and evaluation. Audience members will gain a greater understanding of the aims and impact of these different activities and will engage in discussions regarding their potential relevance to the goals and needs of their own institutions.

**Session 5 C:**

*This session includes two presentations.*

**Recognizing Student’s Global Learning: SUNY’s System-Wide Badges**
*Mary Lou Forward; Hope Windle; Helen Gaudette*

Intercultural competencies are recognized as essential 21st Century skills, yet there is no generally accepted way to show that students have attained these skills. Often experience, such as participation in study abroad or virtual exchange, acts as a proxy for skill development. SUNY’s process for developing global learning badges has created defined skill areas along with assessment criteria and evaluative tools that link evidence of skill attainment. Because these badges focus on skill development and not experience, students may attain them through multiple pathways, including virtual exchange. These micro-credentials can be scaled across institutions and can be replicated at other institutions and systems.
Using Ennea as an Effective Tool for Team Building and Project Execution in COIL (Global) Classrooms

Jodi Cataline; Dana D’Angelo; Emilee Simmons

This session will explain how the use of a tool from Ennea International was used in a Global Classroom (COIL) project with Drexel University (U.S.) and the University of Leeds (U.K.) over the past four years. The tool is intended to produce high performance teams through the Enneagram model as well as four other ‘lenses’. It allows individuals to first understand themselves, then others, and lastly their team. Since the use of the tool in the classroom faculty have seen conversations open and teams work more effectively. There has been overall greater team success in terms of output in the COIL classroom, measured through learning outcomes. This tool is taught and employed in conjunction with traditional research (Belbin and Covey). Another benefit has been introducing leadership through the lenses of Ennea and integrating the leadership element into other pedagogy both in and out of the COIL project.

Determining the Value of Virtual Exchange

Lorette Pellettiere Calix; Patrice Torcivia Prusko

In this interactive session, participants will gain hands on experience in how to use the Value Creation framework proposed by Etienne Wenger, et al. (2011), for assessment and evaluation of virtual learning experiences and synchronous sessions. Participants will formulate questions and identify measures to evaluate medium and long term impact of virtual exchange and synchronous experiences with a goal of building a broad-based collaborative research effort among the participants to help guide and improve the results of virtual exchange efforts.

Choosing the Best Technology for Your COIL Project

Nicole Simon; Carla Pasa Gomez

This highly active session will provide attendees simple principles to help attendees choose technology that is relevant to their COIL project. Collaborative Online International Learning (COIL) is a program that builds intercultural bridges between collaborating institutions. COIL fosters cross-cultural competence through the development of multicultural learning environments that link university or college classes in different countries. In the COIL model, students from different cultures enroll in shared courses with faculty members from each country, co-teaching and managing coursework. Most COIL workshops focus on pedagogy and content, not on the technology integration. This 60-minute Action Lab will be a highly interactive session demonstrating various technologies and how to integrate them into your courses. Relevant examples and project ideas will be actively presented throughout the session. This hands-on session will include the use of What’s App, various LMS, Google Classroom, E-portfolios, Video conferencing, Video production software, and storyboarding.

This session includes two presentations.

US and Japanese Universities Prepare Online for the Tokyo 2020 Olympic Games:
Virtual Exchange in the Context of a Major International Event

*Robert Page*

The Tokyo 2020 Olympic Games take place nine months after the IVEC 2019 Conference, capturing the imagination of students worldwide and leaving a lasting mark on the history of Japan. Students at Queens University in Charlotte and Toyo University in Tokyo are collaborating online, and later in person, on a project documenting the impact of the event. Queens and Toyo faculty members planned the hybrid program in July 2018 at Kansai University in Osaka, named by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) to provide the strategic COIL platform for nine other universities in Japan. This presentation will demonstrate student responses to detailed, real-world Olympic planning research assignments; effective technologies, scheduling, and online video practices, collaboration with private industry, as well as the program's evolution from previous hybrid collaboration at the Rio 2016 Olympic Games by Queens and Mackenzie Presbyterian University in São Paulo.

10:45 – 11:15 am

“Japan Came to Me”: A Case Study of U.S.-Japan Collaborative Online International Learning

*Tomoe Nishio; Takakazu Yamagishi; Masahiro Hoshino; Chie Fujikake; Masataka Osawa*

This ethnographic case study provides one instance of more in-depth studies by practitioners by delineating students’ perceptions and evaluations of a COIL project between a U.S. university and a Japanese university. Aiming to facilitate culture and language learning for American students of Japanese and Japanese students of English, this eight-week project consisted of two main activities: six weeks of online group discussion and two weeks of face-to-face collaboration. During the virtual exchange period, students engaged in language-tandem discussions in transpacific groups on assigned topics synchronously and asynchronously. During the face-to-face period, the Japanese students visited the American university and joined their partners to create a video presentation. This study examined the experience of an American student in-depth and illustrates how his motivation and attitude changed over time from a mixed feeling to positive evaluation of the project as well as the pedagogy and technological tools. Pedagogical implications are also drawn.

Session 5 G: linkr: Globally Networked Education Made Easy for Educators and Accessible and Engaging for Students

*Gabe Flacks; Dave Hoida*

This workshop will introduce attendees to the features, functionality and community found at linkreducation.com, used to support facilitation of COIL-style courses. linkr is a free global educational network and teaching and learning platform, used in more than 25 countries. It allows educators to: increase student engagement; enhance classwork and assessments; teach digital literacy skills; teach reading, writing and language skills; and to achieve a variety of discipline-specific and General Education goals. As part of the linkr network, students are able to safely and authentically interact across linguistic communities and across institutions. Online instructors at universities have used linkr to make such courses meaningful and traditional university courses have used linkr to
make larger courses personalized. At the end of this workshop, teachers will have had the chance to develop a personalized assessment that could take advantage of linkr’s features and will have discovered how easy, flexible, and powerful linkr is to use in any course, particularly in courses that involve virtual exchange!

11:30 - 1:00 PM
**Lunch**
William Phillip Hall (WPH)

The goal of this lunch session is to allow an opportunity for deeper conversations and networking. Join IVEC colleagues around pre-set discussion topics, or create your own topic when you walk in.

Join us for a discussion of coordination of research efforts and highlights of ongoing research projects on Virtual Exchange. This is an opportunity for us to discuss what our research needs and efforts are as a community. All are welcome!

A hot buffet lunch will be served.

1:15 - 2:15 PM
**Breakout Sessions #6**

**Session 6 A:**
**Student Perspectives on Effective Virtual Exchange**
*Kyle Kastler; Alicia Meier; Deena Berri; Haitham Bali; Noah Kurzenhauser*

The field of virtual exchange continues to create opportunities for young people to share cultural perspectives and develop 21st-century workforce skills. As practitioners seek to develop and expand programming, it is important to prioritize the inclusion of a specific voice: youth participants. Often, the voice of the participant is missing or neglected in program design. Additionally, many facilitators do not have access to the perspective of students from different models of virtual exchange, limiting their understanding of the experience and outcomes of disparate programs. In this panel, the Stevens Initiative will convene participants from diverse virtual exchange program models to speak as experts on the student experience, sharing their valuable insights on topics ranging from incentivizing student participation, student learning outcomes, to sustained engagement after the program’s conclusion. In addition to sharing their experience, these virtual exchange alumni will engage with the audience, answering practitioner questions to inform future programming.

**Session 6 B:**
**Process and Platform: Designing High-Quality Virtual Exchange**
Curriculum and Technology
*Ayca Ariyoruk; Erkinaz Shuminov*

This presentation will address key elements of Soliya’s virtual exchange programming with the purpose of exploring issues and strategies that are significant to the field and relevant across field practitioners. With an emphasis on technology, providing insight into the design of Soliya’s custom-built platform for virtual exchange, the presenters will relate technology design to the principles and intended outcomes of virtual exchange and discuss the impact of technology in communication and learning.
Session 6 C: Get Up and Go: Strategic Planning to Institutionalize COIL
Carrie Wojenski; Annette Richie

Join us for an hour of creative and collaborative problem-solving, COIL-style! Whether you and your team are readying to launch Virtual Exchange at your university for the first time, or are reintroducing it within the context of your institution’s evolving core priorities, designing a strategic action plan is essential, manageable, and rewarding. Join two SUNY international educators and COIL practitioners who deliberated on the key priorities, available resources, and most suitable approaches to bolster and sustain COIL at their institution as it entered an unprecedented era of comprehensive internationalization. Now they want to share their experimental decision-making pathway with the international Virtual Exchange community. If you are ready to take a good look at what can be done to promote and institutionalize COIL at your university, even with personnel and funding shortfalls, come collaborate in our action lab!

Session 6 D: Toward an Ethical Disentangling of COIL and Study Abroad Discourses
Jane Russell; Ron Krabill

This Action Lab seeks to explore the similarities and differences between COIL and Study Abroad programs and strategies in order to disentangle the discourses around them. Through a number of interactive strategies, this session will facilitate an in-depth discussion that questions whether COIL is best understood as a kind of “Study Abroad Lite” for those who are not able to go abroad, or if it would be more productive to see COIL and Study Abroad as distinct approaches to international education, each with their own strengths and weaknesses, and each with their own, unique ethical demands for students and instructors alike. Rethinking the relationships between COIL and Study Abroad will open new avenues for developing programs that meet a wide variety of student needs through both formats.

Session 6 E: Negotiating Sex and Gender Mediums Across Continents: Student Perspectives and Voices, Brockport NY to Novgorod Russia
Barbara LeSavoy; Ann Giralico-Pearlm; Elena Lukovitskaya

This session examines geographies of student engagement across two continents detailing a Collaborative Online International Learning (COIL) course, linking women and gender studies (WGST) students/faculty at a NY State University with WGST/linguistics students/faculty at Russian State University. This COIL course integrated blended technologies in teaching sex/gender representations as understood in the US, Russia, and selected world cultures. Course topics considered sex and gender constructs as reproduced in the politics of work/family, religion, reproductive freedoms, and sexual identity. Student voices emerged via course delivery formats including synchronous video-conferencing; asynchronous blogging; and video-recorded, student-produced Public Service Announcements where students in each country reported on variety of course-specific WGST research topics.

This session implements shifting geographies of technology and examines questions of gendered labor, economy, and disciplinary migration encountered within a COIL course.
How intercultural exchange transformed the blended environment, and how COIL courses effectively engage student voices will be addressed.

Session 6 F:
**Multilateral Global Virtual Exchange – Strategies for Success and Lessons Learned**
*Allen Guidry; Tope Adeyemi-Bello*

Multilateral global virtual exchanges are quite unique in the field and present both promises and problems not found in bilateral exchange environments. This panel discussion brings together several partners involved in the design of a multilateral global virtual exchange experience through a US Department of Education funded Global BEEHIVE grant. Through this grant, partners across four different subject fields are working with partners from more than a half dozen nations to design subject specific global virtual exchange courses. Panelists will share the strategies that were used to design the courses, discuss perceptions about the multilateral global virtual exchange experience, and note lessons learned through this collaborative and iterative process.

Session 6 G:
**This session includes two presentations.**

Session 6 G: JOY 109
1:15 – 1:45 pm
**Supplementing Cultural Learning in the Language Classroom through Telecollaboration Projects**
*Valeria Belmonti; Alberta Gatti*

The presenters will share samples of task-based telecollaborative modules, which have been designed by a team of researchers and faculty of the Center for Integrated Language Communities (CILC) for piloting and integration into selected undergraduate Spanish and Chinese Mandarin Heritage Language courses at various campuses of the City University of New York. Specifically, in the context of language courses, linguistic and communicative competence are often the main objectives of telecollaborative projects; however, recent studies as well as the modules presented, promote telecollaboration as a strategy to develop students' pragmatic and intercultural competencies, areas that are often not emphasized in a foreign language curriculum. The sample modules are available for free to language educators and can also be adopted for cultural-studies related disciplines.

1:45 – 2:15 pm
**Coke vs. Pepsi: Using Debate Techniques in a Global Classroom**
*Michel Knoppel; Tricia Robak*

Debate methodology has long been credited as an effective pedagogical tool. According to the former US Department of Education Secretary, Arne Duncan, competitive debate produces students who are "proficient in the 4 “Cs” of 21st century skills—critical thinking, communication, collaboration, creativity, and also a 5th, civic awareness". (Duncan, 2012) The tenets of global-classroom include a cross cultural experience that reduces cultural barriers and biases as well as improved abilities to collaborate with peers of diverse backgrounds. (Taras, et al., 2013) Thus, it emerges that combining debate techniques with a global-classroom environment contain synergistic elements. In this presentation, we share our experiences and offer best practices for using debate techniques to connect and engage students between Universities in the US and the
Netherlands. With the backdrop of the US/China Trade War, we produced a debate scenario that fostered a disciplined thinking that was clear, rational, open-minded, and informed by evidence.

**2:15 - 2:45 PM**  
**Coffee Break**

**2:45 - 3:45 PM**  
**Breakout Sessions #7**

- **Session 7 A:**  
  **Tec Global Classroom: Online Experiential Learning through International Collaborations**  
  **Carwein Auditorium**  
  **(KEY 102)**  
  **Gabriela Méndez; Gisselle Morales; Morag Martin; Sheila Eldred; Kristen Kornienko; Sandra Gudiño; Jesús Lechuga; LayWah Carolina Ching; Grace Pulcini; Michael Latona; David LaPointe**

  Tec Global Classroom Coordinators will be assembling an online panel where faculty, international partners, and their students from previous or current collaborations, will have the opportunity to share their journey through international collaboration. Members of the panel will be joining the session from Canada, Ecuador, Mexico, and the United States. Faculty will discuss the process to plan and build a solid collaboration, and the challenges of transforming their classes through the implementation of technology. Students will discuss their expectations prior to the interaction with their international peers, and their own learning experience.

- **Session 7 B:**  
  **This session includes two presentations.**
  
  **JOY 109**  
  **2:45 – 3:15 pm**
  **From Institutional Constraints to Catalytic Impacts: Designing a Scalable Model for Technology-Supported Global Collaboration**  
  **Mara Huber; Christina Heath; Charles Baxter**

  The promise of global collaboration cannot be overstated. As a pedagogical tool, it supports diverse learning outcomes while also cultivating critical soft and professional skills. With the recent proliferation of technology-supported engagement platforms, faculty, teachers and students are connecting with classrooms and cultures around the world, offering the potential for collaborative learning and innovation. While exciting, the utilization of these platforms is often constrained by the structures and parameters imposed by our academic institutions, restricting the scope of potential projects. These constraints, however, are inherently artificial. By extending our reach to include non-academic partners, along with flexible co-curricular engagement options, we can achieve expanded impact and student access. In support of this vision, members of the University at Buffalo Experiential Learning Network (ELN) will share early impacts for its new digital Project Portal and associated Project-Based Collaboration digital badge series.

  **3:15 – 3:45 pm**
  **Building Meaningful Relationships Among Virtual Exchange Students**  
  **Sherry Tshibangu; Christine McCoy**
This presentation will focus on the ways we created a stronger collaborative community in our virtual classrooms.

Over the past 4 years, we have used pre and post student surveys to understand the top priorities students are seeking in a virtual exchange with their international partners. Based on student feedback, we continue to create more opportunities for students to connect with one another through several new assignments and exercises throughout the semester. Relationship building among the students has been the key to a positive exchange among them.

Session 7 C:

This session includes two presentations.

JOY 210
2:45 – 3:15 pm

Starting and Scaling-up Virtual Exchange Courses at Your University- A Proven Methodology
Greg Tuke

Faculty/university administrators often struggle with how to begin and then substantially expand the number of courses that utilize Collaborative On-line International Learning (COIL) strategies. This workshop will introduce you to an approach used successfully first at the University of Washington-Bothell campus, and now employed at other US and international universities. The workshop is led by Greg Tuke, an internationally-recognized instructional coach, teacher and leader in the field of educational change, who specializes in the design of high impact Collaborative On-line International Learning (COIL) courses. This model is easily tailored to a single university department or an entire university system. The workshop outlines elements for start-up, recruitment, essential training components, funding, methodology, securing key organizational support, and assessment.

Administrators in Study Abroad, Tech Support, Global Affairs, Staff Development, and faculty will learn how their mission can be enhanced and where they can precisely contribute the most to implementation of this model.

An Accelerated Approach to Growing a VE program: The Brazilian Virtual Exchange (BRAVE-UPFE) and SUNY COIL Center Experience
Ana Cecília Vieira da Nóbrega; Paulo Sávio Angeira de Goes; Maria Leonor Maia; Jan McCauley; Mirjam Hauck

The BRAVE program model tested an accelerated approach to implementing COIL/VE activities at UFPE (Federal University of Pernambuco, Brazil): after an initial, small scale trial, an open call was launched inviting all faculty to submit proposals. Thus, during incremental phases, the activities developed from a pilot with 5 teachers, via the aforementioned open call to eventually 10 faculty participating in exchanges in Spring 2019. This phased approach, along with coordinated institutional support for professors involved with the COIL initiative were clear strengths in this model. The support and partnership of the SUNY COIL CENTER throughout the process have been vital to the development of the BRAVE activities. The SUNY COIL Center provided partnering and professional development support for the program, which serves as a model for building a campus cohort of COIL professors with strong institutional support to quickly grow interest and participation in COIL methodology.
Session 7 D: Creating shared experiences for interdisciplinary virtual courses

*Virginia Yonkers; Eva Cunha*

Some of the most successful virtual collaborations have been interdisciplinary. However, many instructors stay within their own discipline because they have difficulty conceptualizing shared experiences outside of their discipline. This action lab will present a framework which instructors/instructional designers can work through to develop interdisciplinary virtual exchange projects that allow individual course, institutional, and shared project goals and outcomes. Using the framework which includes planning, execution, and feedback phases, participants will develop an interdisciplinary virtual project/module.

Session 7 E: Connected Pasts, Virtual Connections and Endless Futures

*Desiree Williamson; Brian Dick*

In commemoration of the WWI centenary, the U.S. Department of State piloted a virtual exchange model for students to study the history of their own community, explore community connections, and create lasting bonds. This Action Lab will use hands-on approaches to engage attendees to explore the piloted model and develop a virtual exchange program on historical community connections. Attendees will leave the Action Lab with a program model, as well as the newly released Bureau of Educational and Cultural Affairs 2019 Virtual Exchanges Toolkit and a starter list of historical community connections.

Goals of this Action Lab include:
1) attendees create a working model for a historical community connections virtual exchange;
2) attendees identify appropriate audiences for historical community connections virtual exchanges; and,
3) attendees self-identify one historical community connection from their own community.

Session 7 F: Faculty Development in Collaborative Online International Learning (COIL): Interdisciplinary Perspectives and Practices

*Salwa Al-Noori; Min Tang; Ron Krabill; Mo West*

This panel shares the experiences of an interdisciplinary faculty cohort at a U.S. university campus who have participated in a learning community (LC) on Collaborative Online International Learning (COIL). Participants focused on developing approaches and skills in fostering international learning through virtual platforms. Goals of the panel include: 1. to explore funded LCs as a faculty development approach to develop skills and experiences in COIL; 2. to examine pedagogical innovations that emerged through the exchange on a series of different topics ranging from course design to partner cultivation and digital technologies; and 3. to address challenges the members of this LC have encountered in identifying and establishing partnerships, engineering COIL components into their teaching, and then to reflect on possible solutions. The panel seeks to engage the audience in discussion on the role and outcomes of structured professional development opportunities that focus on virtual learning and promote international exchange.
This session includes two presentations.

What Has This Done for Me? Qualitative Student Reflections on Intercultural Experiential Learning.
Isabella Crawford; Stephanie Swartz

This presentation will highlight the qualitative findings from a virtual exchange project between four countries (USA, Portugal, Germany and UK) which took place in autumn 2018. It will assess the impact of a collaborative, market research activity on the students who participated through their own vivid reflections and testimony, and identify the key challenges and potential solutions associated with these constructs. By stumbling over intercultural blocks and emerging unscathed, the students demonstrated a new appreciation of the ambiguity and complexity inherent to multicultural interactions. The students' perceptions of intercultural sensitivity and competency within a virtual group project will be discussed, together with reflections on how this experience will shape future collaborations.

Cross-Cultural Learning through Student Voices in Two Mexico-U.S. Collaborations
Frank Ramirez-Marin; Vanessa de Veritch Woodside

This presentation describes the development and assessment of two collaborative online projects designed to foster cross-cultural learning by students from varied linguistic and cultural backgrounds at the University of Washington in Tacoma and two universities in Mexico. Students enrolled in upper-intermediate and advanced English as a Foreign Language courses at the Universidad Veracruzana at Veracruz and UWT students in an Introduction to Academic Writing course completed a series of writing assignments comprising a final writing project in English (the language of instruction), whereas elementary Spanish students from UWT and elementary-intermediate English students from la Escuela Nacional de Estudios Superiores de la UNAM Campus Morelia utilized their respective target languages in a variety of written and oral communicative tasks. In both cases, students and teachers interacted using an online platform and social media network. Results of both studies indicated that the pedagogical approach (COIL) fostered positive learning experiences in three broad aspects: language learning, cross-cultural experiences, and technology use.

4:00 - 4:30 PM
Breakout Sessions #8

Pedagogy and Practice Assessing Impact through Research Strategy and Policy Student Voices Tools and Technologies

Session 8 A: Critical Digital Literacy through Virtual Exchange
Mirjam Hauck

Drawing on Brown (2017) and Darwin (2017), I will argue that virtual exchange (VE) provides the ideal setting for promoting a critical and sustainable approach to developing digital competences.
The challenge with regard for VE lies in addressing issues of language and culture in such a way as to avoid linguistic and cultural hegemonies, and in addressing issues of digital literacy so as to overcome technological determinism and to tackle some of the bigger issues confronting the future of humanity. VE participants can be guided in becoming aware of how power operates in digital spaces, shaping ways of thinking and doing that are implicated in social and cultural reproduction (Darvin, 2017). Key are VE tasks designed to develop a critical lens through which learners examine linguistic and non-linguistic features of digital media, their biases and assumptions, in order to verify information and access the truth (Darvin, 2017).

Session 8 B: The Impact of Virtual Exchange on Students’ Intercultural Competence and New Skills Acquisition
Rosi Leon; Gian Mario Besana

DePaul University launched an institution wide virtual exchange (VE) initiative in 2013. In Fall 2015 a single assessment instrument for students participating in VE courses was developed and deployed each term. The instrument is aimed at assessing the impact of the intercultural aspects of the VE experience on students’ attitudes and behaviors. As of Fall 2018, the instrument has been distributed to 1216 students from 63 courses through 10 terms. Responses from 542 students (44% response rate) have been collected and results of the assessment will be presented. The data show that students recognize the impact of VE on their basic intercultural competence and the development of new skills.

Session 8 C: Starting International Virtual Exchange at Liverpool John Moores University
Alastair Balchin

The presentation will describe a currently ongoing Curriculum Enhancement Student Intern project at Liverpool John Moores University. Using COIL as the starting point, the project is addressing the logistics, infrastructure and pedagogical actions necessary to implement international virtual exchange. The project is focusing on a few pathfinder modules at Liverpool Business School and the potential links to representative institutions across the range of international academic partnerships available to British universities (including a US partner, franchise degree programmes in Asia and a joint venture campus in China). The presentation will look at how international virtual exchange can develop one policy area (Transnational Education) to contribute to other policy priorities for English universities, including internationalisation at home, student value, employability and widening participation. The presentation also considers how virtual exchange can promote subsequent mobility to the various virtual exchange partners.

Session 8 D: Adapting the AAC&U Global Learning VALUE Rubric to Evaluate International Virtual Exchange Outcomes
Tiffany MacQuarrie; Daniel Smith

Global learning outcomes for lesser-resourced students lie at the heart of Penn State Beaver’s Experiential Digital Global Engagement (EDGE) effort. Students who participate in EDGE learn how to interact with people of differing backgrounds, and to work with them on projects, over a distance, developing digital skills as they do so.
These are all important competencies both personally and professionally in the twenty-first century. Because students at Penn State’s Commonwealth Campuses often have less opportunity to engage with global learning than their University Park counterparts, faculty members begin EDGE collaborations by adapting outcomes from the AAC&U global rubric to design course objectives. Using examples from two EDGE’d courses taught in 2018-2019, presenters will 1) explain the strategic pedagogical context of the EDGE effort at Penn State, 2) explore the process of identifying and adapting AAC&U global rubric elements, and 3) show student and instructor-reported learning outcomes from the two classes.

Session 8 E: This session includes two presentations.

JOY 106 4:00 - 4:07 pm

VE Outcomes for Programs, Teachers and Students: Are we Measuring what Matters?
Nancy Ruther

The Connecticut Community College system (CCC) uses Gazelle’s VE approach, Click, as the entry strategy for creating a sustainable internationalization strategy. Travel opportunities supplied extra motivators for funders, students and faculty. Assessment was built into the design. With our first year results, albeit small, (70 students, six teachers, Mexico, US, France), we seek feedback on our preliminary insights and our methods and analysis, both quantitative and qualitative. With three operational goals of program-building, engaging faculty and promoting student learning, we focused on outcomes for three key groups: teachers, Click-only students, and Click+travel students. Faculty were positive overall, somewhat surprising themselves. Four student learning takeaways were notable: cosmopolitan skew, cultural awareness and engagement, workforce value, 21stC skills of technology and teamwork. Intriguingly, the four week Click module, without travel, may have had more than a superficial effect in shaping students’ inter- and intra-cultural perceptions on its own.

4:08 - 4:15 pm

Strategic Innovations in Virtual Exchange to Further Public Diplomacy
Desiree Williamson; Noone Willbelistedhere

This flash presentation highlights creative uses of virtual exchange by the Bureau of Educational and Cultural Affairs’s (ECA) Collaboratory. These pilot programs with embassies and consulates overseas demonstrate how virtual exchange can address foreign policy goals, including: empowering women and girls, promoting STEM education, conducting arts and music programs, advancing journalism, and highlighting historic relationships. As ECA’s hub for innovation, the Collaboratory continually tests new virtual exchange models to see what is possible and shares results with ECA offices and other public diplomacy practitioners. In late January, the Collaboratory published ECA’s 2019 Virtual Exchange Toolkit as a resource to inspire and assist those hoping to conduct virtual exchanges. The Collaboratory is optimistic that we will continue to push the envelope in the coming year and continue to advance our Missions overseas with virtual exchange programs that incorporate storytelling methods, comic book diplomacy, and/or podcasting elements.

Session 8 F: Urban Plant Ecology and Botany: A Comparison by Country and Season

JOY 105

Christie Klimas; Odair J.G. Almeida
The ecological diversity (climate diversity, ecological landscapes, and the human-landscape interactions) between Chicago (US) and São Vicente (Brazil), was captured by the students from São Paulo State University (UNESP)/Coastal Campus and DePaul University /College of Science and Health. It was shared via a Virtual Exchange Activity. This six-week virtual learning experience was designed to culminate with a tangible result: a bilingual calendar, with two selected photos (Brazil vs US), focused on plant ecology, morphology, and classification. Using a calendar was an excellent opportunity to facilitate the conversation on topics about cultural interest for the students. The use of ecological landscapes also provided an opening to talk about public policies surrounding environmental conservation in each region (and at the federal level in each country). The final calendar is a representation of the cross-cultural interchange and indicates success in this Virtual Exchange activity.

4:45 - 5:15 PM  Closing Plenary
William Phillip Hall (WPH)